SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 11.1

Meeting Date: September 17, 2026

Subject: **Approve the Updated 2026-27 Local Control and Accountability Plan (LCAP)**

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading
- ☐ Conference/Action
- ☒ Action
- ☐ Public Hearing

Division: Academic Office

Recommendation: Approve the Updated 2026-27 Local Control and Accountability Plan.

Background/Rationale:

The California Department of Education requires all Local Education Agencies to complete and approve an LCAP. Following Board adoption on June 18, 2026, the Sacramento County Office of Education (SCOE) provided a Letter of Clarification on August 14, 2026, requesting technical, narrative, and fiscal adjustments pursuant to EC § 52070.

Because 2026–27 is the final year of the current three-year cycle, staff is addressing SCOE's required technical revisions to secure approval by the statutory September 30 deadline. Key adjustments include:

- **SBE Template & Metric Alignment:** Added missing Science performance metrics to Equity Multiplier Focus Goals (4, 6, 14, 16, 20, 21) and updating school/student group classifications.
- **Increased or Improved Services:** Expanded narrative descriptions to clarify how specific actions (interventions, parent engagement) prioritize unduplicated pupils and removed general facilities maintenance from unduplicated pupil group contributing calculations.

- **Fiscal Reconciliation:** Aligning LCAP action tables District budgeting forms and LCFF Budget Overview for Parents calculations, and properly accounting for Learning Recovery Emergency Block Grant (LREBG) funds.

This year, SCUSD will launch a collaborative process with the Board, staff, LCAP PAC, and community to build a streamlined LCAP from the ground up for the 2027/28–2029/30 three-year cycle, shifting focus specifically to targeted Supplemental and Concentration funds (approximately 12% or ~$92M of revenue) rather than an all-inclusive budget model ($407M).

Financial Considerations:
The LCAP serves as a guide to the district's budget priorities. Revisions ensure proper alignment with District budget and LCFF funding allocations.

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Documents Attached:
1. 2026-27 Local Control Accountability Plan
2. SCOE Letter

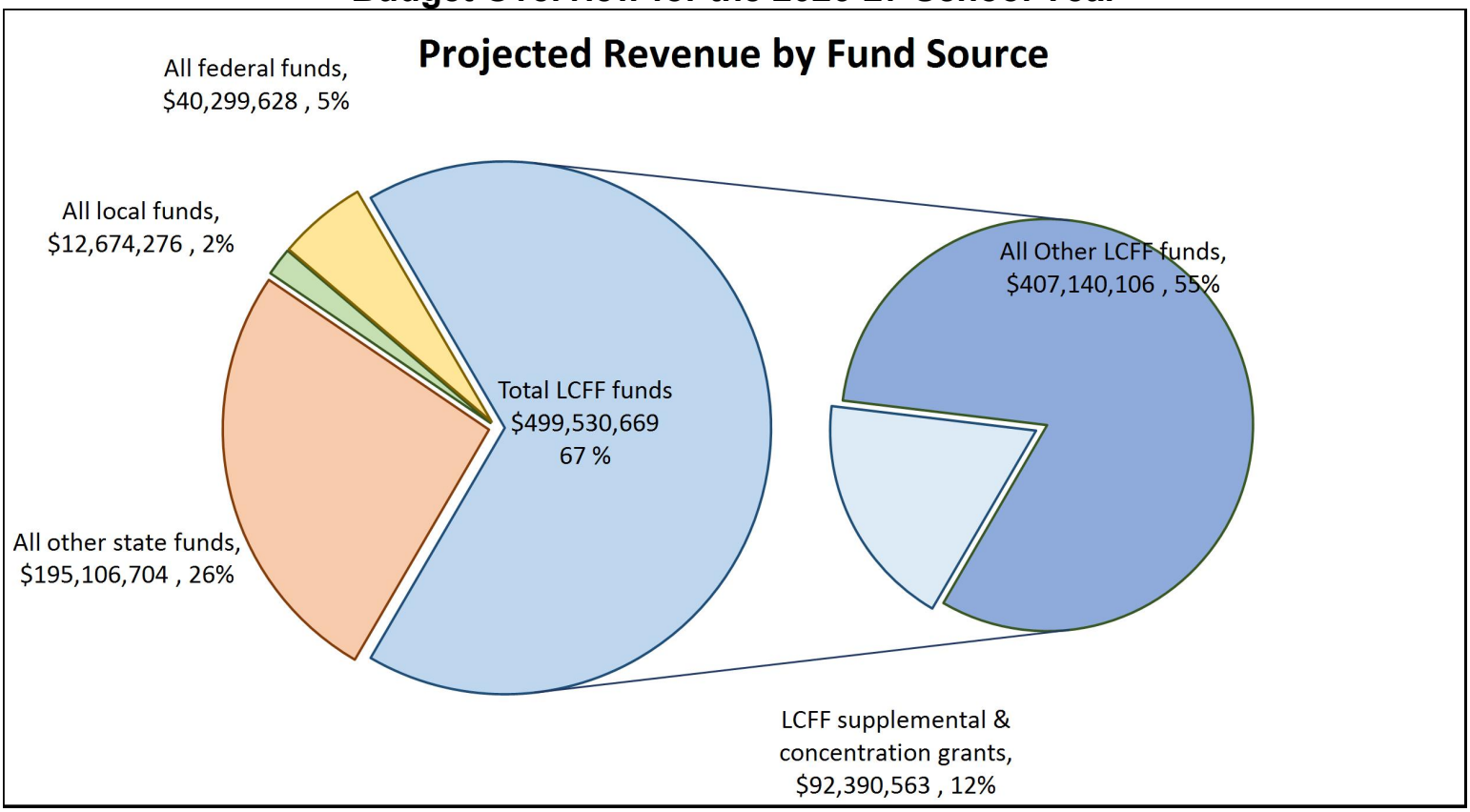
Estimated Time of Presentation: 10 Minutes
Submitted by: Erin Findley, Chief Academic Officer
Approved by: Cancy McArn, Superintendent

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sacramento City Unified School District
CDS Code: 34674390000000
School Year: 2026-27
LEA contact information:
Cancy McArn
Superintendent
superintendent@scusd.edu
916.643.7400

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

Budget Overview for the 2026-27 School Year

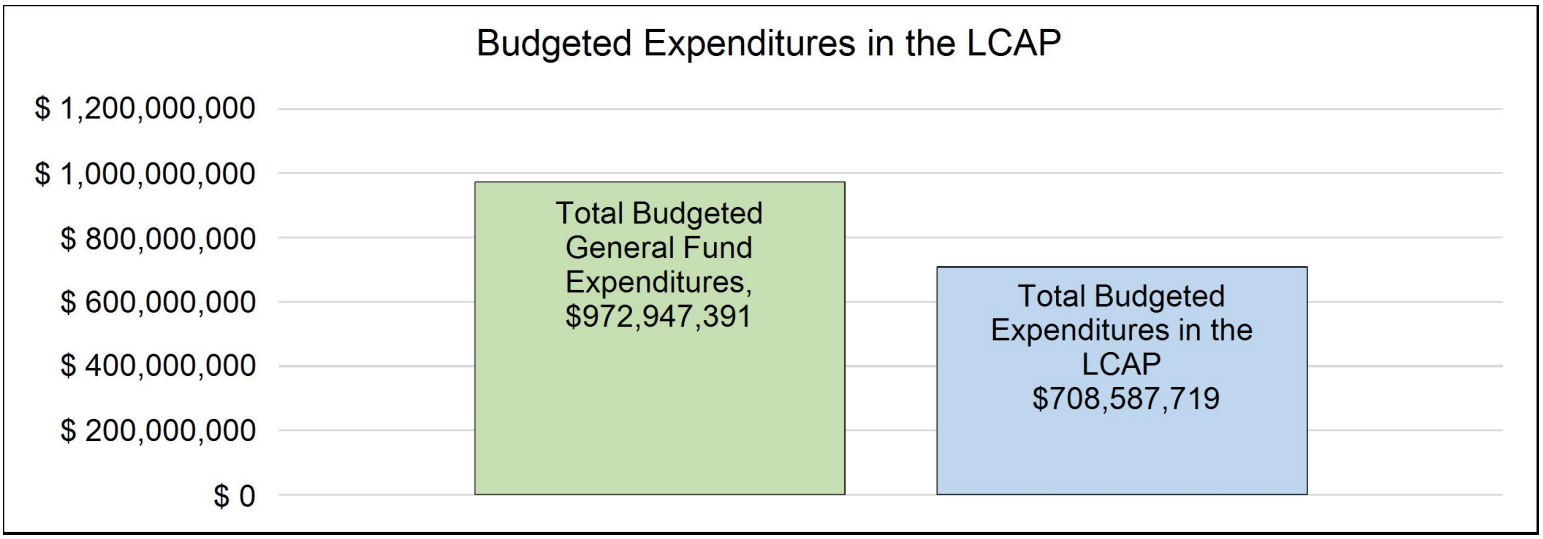


This chart shows the total general purpose revenue Sacramento City Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sacramento City Unified School District is $747,611,277, of which $499,530,669 is Local Control Funding Formula (LCFF), $195,106,704 is other state funds, $12,674,276 is local funds, and $40,299,628 is federal funds. Of the $499,530,669 in LCFF Funds, $92,390,563 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 Sacramento City Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sacramento City Unified School District plans to spend $972,947,391 for the 2026-27 school year. Of that amount, $708,587,719.00 is tied to actions/services in the LCAP and $264,359,672 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

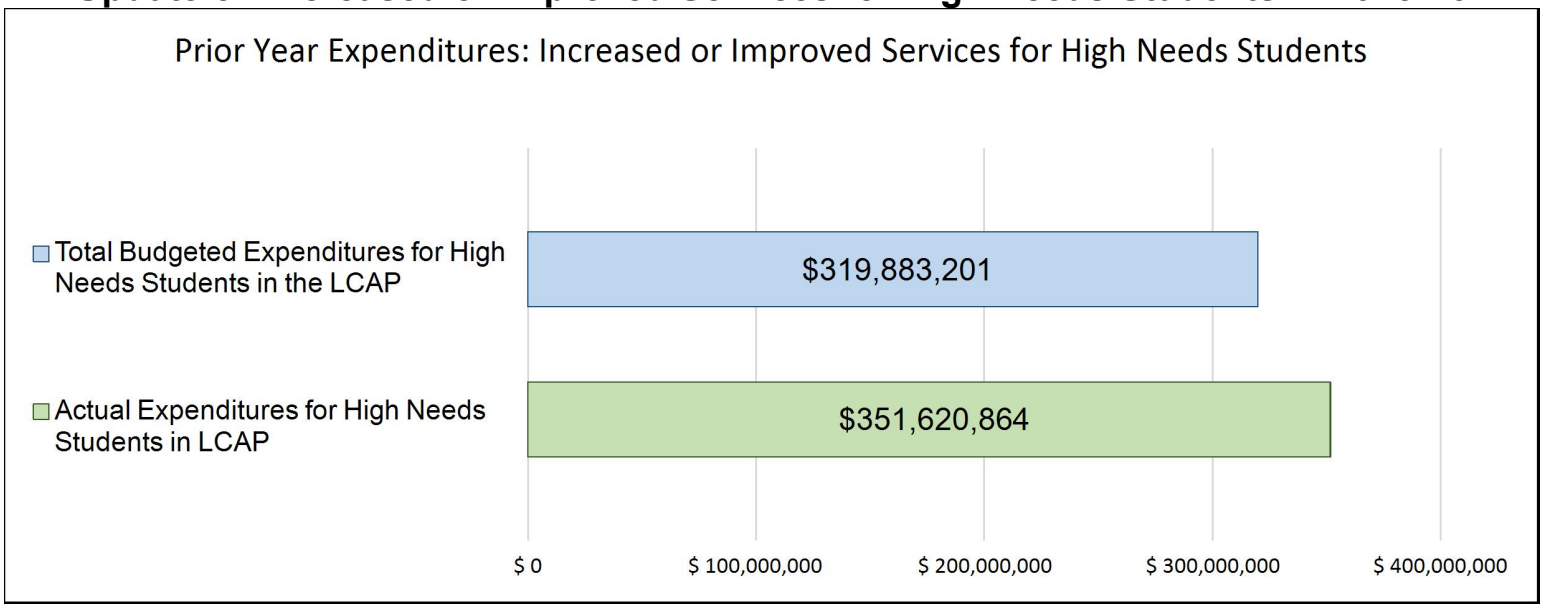
Central office department budgets (except for those specifically included), other employee salaries and benefits (except for those specifically included), transportation, Title 1, 2, and 3 funds (except for those specifically included) and special education services (except for those specifically included).

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

In 2026-27, Sacramento City Unified School District is projecting it will receive $92,390,563 based on the enrollment of foster youth, English learner, and low-income students. Sacramento City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sacramento City Unified School District plans to spend $359,299,396 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Sacramento City 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 Sacramento City 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 2025-26, Sacramento City Unified School District's LCAP budgeted $319,883,201 for planned actions to increase or improve services for high needs students. Sacramento City Unified School District actually spent $351,620,864 for actions to increase or improve services for high needs students in 2025-26.

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
Sacramento City Unified School District	Cancy McArn Superintendent	superintendent@scusd.edu 916.643.7400

Plan Summary [2026-27]

General Information

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

The Sacramento City Unified School District's (SCUSD) Local Control and Accountability Plan (LCAP) provides for educational planning, goals, actions, and outcomes for 36,423 students in grades transitional kindergarten through 12 in 70 schools as of the December 2025 California School Dashboard. There is a diverse body of students and their families within SCUSD as: nearly 65% are socioeconomically disadvantaged, about 19% are English Learner students (including 2,844 Long- Term English Learners), and approximately 17% of students served receive Special Education services. A total of 1,568 students in the district have been identified as homeless youth, and 127 students are receiving foster youth services.

Additionally, SCUSD also has a rich ethnic/racial diversity of students as well as demonstrated by the following (rounded to the nearest decimal):

Hispanic/Latino - 41%
White - 18%
Asian - 17%
African American - 11%
Two or More Races - 9%
Pacific Islander - 2%
Filipino - 1%

American Indian - 1%

The following schools will be expending Equity Multiplier (EM) funding during the 2026-27 school year:

Schools Currently Receiving Funding in 2025-26 (and Carryover Funds in 2026-27) Which Are Not Receiving Additional Equity Multiplier Funds in 2026-27
Bret Harte Elementary (Goal 5)
Martin Luther King Jr Elementary (Goal 10)
Success Academy K-8 (Goal 11)
Woodbine Elementary (Goal 12)
Nicholas Elementary (Goal 14)
Pacific Elementary (Goal 15)

Schools Currently Receiving Funding in 2025-26 (and Carryover EM Funds in 2026-27) Which Are Receiving Additional Equity Multiplier Funds in 2026-27
American Legion HS (Goal 4)
Capital City School (Goal 6)
Caroline Wenzel Elementary (Goal 7)
Isador Cohen Elementary (Goal 8)
John Morse Therapeutic Center (Goal 9)
Father Keith B Kenny K-6 School (Goal 13)

NEW Schools Not Currently Receiving Funding in 2025-26 Which Are Newly Identified to Receive Equity Multiplier Funds in 2026-27
Hiram Johnson (Goal 16)
John Bidwell (Goal 17)
John Cabrillo (Goal 18)
Leataata Floyd (Goal 19)
Oak Ridge (Goal 20)
Parkway (Goal 21)

Reflections: Annual Performance

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

The California School Dashboard (Dashboard) provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning. The information on the Dashboard is especially informative with respect to the development of the three-year LCAP cycle, as it provides the district and its education partners a roadmap of the district's strengths and most needed areas of improvement. Based upon the state’s requirement that 2023 California Dashboard areas of Red and CCI Very Low be addressed in the three-year LCAP cycle beginning with the 2024-25 school year, the following groups and their related outcomes remain a

central focus of the improvement efforts we move into 2026-27 -- the last year of our current three-year plan:

Red Areas from Baseline 2023 Dashboard

- African American students' graduation rate (improved to Green on 2025 Dashboard) and suspension rate (Red on 2025 Dashboard)
- American Indian students' suspension rate (Red on 2025 Dashboard)
- English Learner students' academic indicator in English Language Arts (ELA) and Math (both improved to Orange on 2025 Dashboard)
- Foster Youth students' College / Career Indicator (CCI) (improved to Yellow on 2025 Dashboard), graduation rate (improved to Yellow on 2025 Dashboard), and academic indicator in ELA and Math (improved to Orange on 2025 Dashboard)
- Homeless Youth students' CCI (improved to Yellow on 2025 Dashboard), graduation rate (improved to Yellow on 2025 Dashboard), and suspension rate (improved to Orange on 2025 Dashboard)
- Students With Disabilities CCI (improved to Orange on 2025 Dashboard), graduation rate (improved to Yellow on 2025 Dashboard), and suspension rate (Red as of 2025 Dashboard)

In collaboration with its educational partners, the district has focused this educational plan on improving the outcomes of those who have historically been underserved. In our community, these groups are those that comprise the Local Control Funding Formula's Unduplicated Pupil Count – English Learner, Foster Youth, and Socioeconomically Disadvantaged (low income) students – and students in one of the following groups because of their very low performance as indicated on the 2023 California School Dashboard: African American students, American Indian students, Homeless Youth students, and Students With Disabilities. The district and its educational partners believe the LCAP needs to emphasize the importance of intentionally focusing the primary actions and metrics of our LCAP on its historically underserved students. The theory of action is that as the district improves its services to and the outcomes for students in these groups, it will also improve services and outcomes for all district students.

The 2026-27 LCAP continues actions to address all of the instances on the 2023 California School Dashboard with the lowest level of performance. The color table included after this section includes the list of district schools along with information indicating instances where the overall and/or any student group in the school performed at the lowest level on one or more indicators on the 2023 Dashboard (as indicated by the red shading). The color table also includes the responsive district level required actions be taken to address these areas of lowest performance over the three-year LCAP cycle. A list of the instances of red areas across the district and its schools on the 2025 California School Dashboard are provided for reflection purposes.

A reflection of the 2025 California School Dashboard results released in November 2025 for the district revealed the following:

The overall Graduation Rate improved by 3.5 percentage points, increasing from 84.6% to 88.1%. Additionally, the percentage of graduates prepared for College/Career has increased by 6.1 percentage points, rising to 38.1%. Furthermore, every student group in the district has demonstrated an improvement in their graduation rates and preparedness for College/Career.

Student performance improved in English Language Arts (ELA) and Math, with increases of 4.7 and 6.7 points, respectively, as measured by the Distance From Standard (DFS) on the CAASPP. Average ELA and Math CAASPP results were 28.2 and 57.2 scale score points below the Standard Met score, respectively.

Other notable improvements include a slight (+0.6) increase in the percent of English Learner students making progress towards becoming fluent in English (from 41.2% to 41.8%), and a reduction in Chronic Absenteeism by 2.3 percentage points (from 25.4% to 23.1%).

However, it is worth noting that the district's Suspension Rate has increased by 0.4 percentage points from 5.8% to 6.2%, with the following student groups all receiving rating of Red and showing an increase in the percent of students suspended over the prior year: American Indian (+1.2%), African American (+0.7%), Long Term English Learners (+0.7), and Students With Disabilities (+0.1).

The district Met Standards for each of the local areas on the Dashboard: Basics (Teachers, Instructional Materials, Facilities), Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study.

The District achieved an overall Green performance level in Science. This rating reflects an average of 49.4 science points, which represents a 2.1-point increase from the previous reporting period. While the district-wide status is high, the data reveals significant performance gaps among specific demographics. Six student groups currently sit at the Orange (Low) performance level. The Hispanic student group, the largest of these cohorts with 3,209 students, maintained a score of 44.3 points. Socioeconomically Disadvantaged students followed closely with 43.8 points, reflecting a slight increase of 1.1 points. English Learners scored 38.6 points, while Pacific Islander students reached 38.1 points. Long-Term English Learners and Foster Youth recorded the lowest scores at 35.7 and 34.9 points respectively, though the Foster Youth group showed the most significant growth with an 8-point increase. Students with Disabilities and African American students both reached the Yellow (Medium) performance level. Students with Disabilities averaged 36.6 points, showing a 1.7-point increase, while African American students averaged 37.1 points, maintaining their level with a 1.1-point increase. American Indian students also landed in the Yellow category with 44.4 points, though this group saw a slight decline of 1.4 points.

Based on the 2025 California School Dashboard, the District employs a total teaching full-time equivalent (FTE) of 1,647.2 staff members. Within this workforce, 84.2% of teachers are considered "Clear," meaning they are fully credentialed and properly assigned for their specific subject and student placement. This performance level places the district above the statewide average of 82.5% and significantly ahead of the Sacramento County average, which sits at 80.8%.

SCUSD anticipates having unexpended Learning Recovery Emergency Block Grant (LREBG) funds after June 30, 2026. These funds will be used to improve ELA, Mathematics, and attendance student outcomes.

Across the district, 47.8% of students received a scale score on CAASPP that places them in the Standards Not Met or on the low end of Standards Nearly Met level in ELA.

A review of our district’s ELA results on the 2025 California School Dashboard reveals that at the district level, African American (AA), American Indian (AI), Pacific Islander (PI), English Learner (EL), Long-Term English Learner (LTEL), Foster Youth (FY), Homeless (HY), Socioeconomically Disadvantaged (SED), and Students With Disabilities (SWD) received a status level of either Very Low or Low. It is promising to note that although their performance was low, AA, AI, PI, EL, FY, HY, SED, and SWD all demonstrated an improvement in their average Distance From Met (DFM) in ELA. However, at 53 of the 64 schools who received a 2025 Dashboard, at least one student group

received a status level of either Very Low or Low. In 51 of the 53 schools noted above, at least one of the following groups received performed low in ELA: ALL, AA, AI, EL, FY, HY, SED, and SWD.

Districtwide, 56.3% of students received a scale score on CAASPP that places them in the Standards Not Met or on the low end of Standards Nearly Met level in Mathematics.

A review of our district's Mathematics results on the 2025 School Dashboard reveals that at the district level, AA, AI, PI, EL, LTEL, FY, HY, and SWD received a status level of either Very Low or Low. Similar to a promising trend noted in ELA, the following groups that performed low in Mathematics did demonstrate improvement in their average DFM: AA, AI, EL, FY, HY, PI, and SWD. However, at 52 of the 64 schools who received a 2025 Dashboard, at least one student group received a status level of either Very Low or Low. In 50 of the 52 schools noted above, at least one of the following groups received performed low in Math: ALL, AA, AI, EL, FY, HY, SED, and SWD.

The 2025 Dashboard also reveals that student attendance in grades K-8 remains an area of concern as 23.1% students across the district were chronically absent. Despite the high level of chronic absenteeism across the district, a number of student groups demonstrated an improvement (decrease) in the number of students who were chronically absent: ALL, AA, AI, Asian (A), EL, LTEL, Hispanic (H), HY, Two of More (TOM), PI, SED, and SWD. Chronic Absenteeism by student group ranged from 49.1% and 41.5% for HY and AA students, respectively, to 13.5% and 10.5% for W and A students, respectively. Across 56 schools in the district serving students between the grades of K thru 8, at least one student group had a Very High or High rate of chronic absenteeism.

Based on the above needs assessment, the district's remaining allocation of LREBG funds ($7.95 million) will be used to in action 3.2 to provide supplemental mental health services as an intervention to improving chronic absenteeism and ELA and Math outcomes.

Reflections: Technical Assistance

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

With positive growth in student group outcomes, SCUSD is no longer eligible for Direct Technical Assistance based on the 2025 Dashboard. Legislation now requires that all districts describe two years of eligibility for Differentiated Assistance:

- On the 2024 California School Dashboard (Dashboard) the district is eligible for African American students in Academics (Priority 4) and Suspension (Priority 6) and Foster Youth in Academics (Priority 4), Chronic Absenteeism and Graduation (Priority 5), Suspension (Priority 6), and College/Career Indicator (Priority 8).

- On the 2025 Dashboard the district is eligible for the American Indian student group in Academics (Priority 4) and Suspension (Priority 6). During the 2025-26 school year, the American Indian Education Program team chose to participate in the Insight to Action improvement network meetings offered by the Sacramento County Office of Education (SCOE) as its technical assistance provider to address the status of differentiated assistance.

During the meetings of the Insight to Action network, the team completed activities facilitated by the SCOE Continuous Improvement Team beginning with Dashboard data analysis and identification of an area of focus. The AIEP team selected academics as its area of focus. From

there, the team conducted a root cause analysis, developed and prioritized change ideas, and worked with a SCOE leader on action planning for the area of focus. One of the projects planned is to develop a training video to provide asynchronous professional development on the Native American Studies Master Curriculum that will enhance educators' cultural understanding of factors that may be impacting student outcomes. The Native Youth Advisory Council and the American Indian Education Program Parent Committee have been engaged in studying the cause and brainstorming change ideas to implement in 2026-27.

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.

The SCUSD school that was identified for Comprehensive Support and Improvement (CSI) based their performance as reported in the Dashboard released in December 2025:

Low-Performing Criteria

- John Morse Therapeutic Center

Support for Identified Schools

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

SCUSD provides multiple layers of support for the school to engage in a Cycle of Continuous Improvement (CCI). These include tools that scaffold the needs assessment, goal setting, implementation, and resource allocation processes. Instructional Assistant Superintendents incorporate significant time to support these processes in monthly principal meetings and in their one-on-one support to site leadership.

Additional district staff provide support through review of the school plan content and through individual consultations with leaders on an as needed basis. Site staff are encouraged to review their overall performance by dashboard area (Chronic Absenteeism, Suspension Rate, ELA/Math, English Learner Progress, and Graduation Rate) and select those areas of greatest need (Red and Orange). Upon confirmation of eligibility, staff were notified and provided a detailed overview of the process, requirements, eligibility, allowable expenditures, and exemplar content.

To provide additional and more individualized support, district staff hosted a series of office hours specific to supporting the CSI and aligned School Plan for Student Achievement (SPSA) process. These occur over three weeks in the spring and offer staff the opportunity to engage with peers in the following:

- Review CSI requirements and eligibility criteria
- Requirements for SPSA planning and LCAP alignment
- Support for needs assessment and resource inequity identification
- Identification of effective strategies and supports

- Support for goal setting and identification of appropriate measurable outcomes
- Assistance with funding allocations and appropriate use of targeted funding resources
- Guidance for engaging stakeholders and requirements for plan approval

The site's leadership team members have ongoing access to support from their Instructional Assistant Superintendents through regular principal professional learning sessions, one-on-one check-ins, and additional individual support as needed. They also have ongoing access to support from State and Federal Programs and Research and Strategy, Academic office, Student Support and Health Services, and more. The School Site Council (SSC) is the body primarily responsible for developing their respective site's CSI plan. This group, with the guidance of the principal with the support of district staff works to conduct a needs assessment, identify resource inequities, and determines what evidence-based interventions to implement. This process is supported by broader educational partner feedback at the district level that involve students, staff, and parents/guardians. Examples include the annual School Climate Survey, student engagement surveys, the annual Local Control and Accountability Plan engagement process, and targeted surveys. These sources of stakeholder feedback help the site to better understand the specific needs of their community. The School Climate Survey provides the site an overall and disaggregated view of their community's sense of belongingness/connectedness and safety. Student engagement surveys help the site to understand the overall level of engagement of their students while also identifying and responding to specific student needs. Results such as these allow the site to identify specific areas in which all students need additional support as well as instances in which significant gaps are indicated in student experiences and/or performance. This informs more targeted planning and implementation of actions/services to improve the performance of the student group(s) for which the site has been identified for CSI.

Monitoring and Evaluating Effectiveness

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

SCUSD continues to use a SPSA Mid-Year review tool to support the site in monitoring and evaluating the effectiveness of the site's plan. The required reflection upon student outcome data, identified successes, revealed gaps, and implementation challenges will all support the ongoing development and refinement of CSI plans.

In the Mid-Year review, the school is required to:

1. Describe the overall implementation of the strategies/activities and the overall effectiveness to achieve the articulated goal:
   - Restate the expected outcome of the strategy in terms of student achievement.
   - Detail the specific actions taken to date.
   - Describe current progress in achieving the expected outcomes as a result of implementing the strategy.
   - Detail how identified student groups were impacted by the strategy.

2. Describe the level of implementation:
   - Detail any major differences between the intended implementation and/or the budgeted expenditures to achieve the articulated goal.

3. Describe any changes that will be made to the annual outcomes, metrics, or strategies/activities to achieve the goal as a result of the

midyear reflection.
Guidance provided to principals/school site at the outset of the year includes the expectation that the site is regularly monitoring the plans outlined in the SPSA. This includes specific review of their goals, strategies, and outcomes as part of the Mid-Year review process as well as continued monitoring to inform any revisions based on identified needs. Guidance also includes direction to review their plan for alignment to district LCAP goals.

District staff will continue to work in partnership with various offices including but not limited to Instructional Assistant Superintendents, State and Federal, and the Academic Office to directly support, monitor, and evaluate the plans of CSI schools. Quality SPSA goal setting and plan implementation is a key focus of the district and is viewed as a key lever to improving outcomes for all students, and in particular those students who have historically performed, disproportionately below their peers.

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 Parent Advisory Committee (PAC)	Monthly meetings were held from October 2025 through March 2026 to facilitate monitoring of the implementation of Year 2 of the current plan, inclusive of the Mid-Year Update, available mid-year metrics, and mid-year financial data as part of the mid-year action implementation status update. Various department subject matter experts met with the PAC to review their implementation of various actions to improve graduation, academic, and welcoming and safety outcomes. Additionally, a draft of the LCAP was shared with the PAC on April 13, 2026, and written comments from the PAC were solicited. The full draft of the LCAP, inclusive of budget information, was presented at the Public Hearing on June 4, 2026. The adoption of the LCAP was on June 18, 2026.
Local Collective Bargaining Partners	Sacramento City Teachers' Association (SCTA) Consultation with SCTA and the district occurred in February 2026. During this consultation, the following were discussed: There were several investments discussed to improve student outcomes, including funds identified to support Reading Intervention Teachers (Action 2.14) and mental health support (Action 3.2). The LCAP remains focused on supporting underserved student groups, with targeted resources directed toward African American and American Indian students, English Learners, Foster Youth, Homeless Youth, students with disabilities, and students in socioeconomically disadvantaged households. Current data from the 2025 California School Dashboard shows positive growth in several areas: graduation

Educational Partner(s)	Process for Engagement
	rates and college/career readiness are rising, and academic performance in Math and ELA is improving across most student groups. While the District has seen a decrease in chronic absenteeism, there is a noted increase in suspension rates that the district is actively investigating. Current analysis is focused on Office Discipline Referrals (ODRs) and the correlation with suspension rates. Service Employees International Union (SEIU) Consultation with SEIU and the district occurred in January 2026. During this consultation, the following were discussed: We discussed the LCAP's goals and outcomes around graduation, academics, and welcoming and safe schools. A point of concern were attendance and suspension outcomes for American Indian and African American students. We reviewed the high suspension rates, indicating a need for continued MTSS implementation. One of the potential ways to address attendance might be attendance enforcement. SIEU discussed about the past role of attendance enforcement officers to effectively encouraged student attendance. Potentially consider of reinstating a similar position for improved attendance. Teamsters and TCS Consultation with Teamsters and TCS and the district occurred in January 2026. During this consultation, the following were discussed: We discussed the intersection between LCAP Goal 3 (Safety and Sense of Welcome) and the care and maintenance of school facilities. The team highlighted a strong correlation between school climate, facility quality, and student learning. Central to the discussion was the belief that conducive learning environments are crucial for student motivation. Therefore, investing in facility upkeep and presentation can positively impact student well-being and attendance. Feedback emphasized the need to maintain and increase investments to prevent Williams Act infractions and to continually improve the number of schools receiving a "Good" rating on the Facility Inspection Tool (FIT). United Professional Educators (UPE)

Educational Partner(s)	Process for Engagement
	Consultation with UPE and the district occurred in January 2026. During this consultation, the following were discussed: We reviewed the district's three primary LCAP goals. The discussion highlighted the provision of social workers and counselors (action 3.2) to improve school culture and climate and reading intervention teachers (within action 2.14) to improve reading literacy. This is the first year of implementation of reading intervention teachers, and early reports are that there is increased student engagement. Social worker support is making a positive impact across all schools. There is a recommendation that additional support be considered through the re-instatement of Learning Support Coordinator positions. The full draft of the LCAP, inclusive of budget information, was presented at the Public Hearing on June 4, 2026. The adoption of the LCAP was on June 18, 2026.
Student Advisory Council (SAC)	The LCAP framework, including an overview of current actions, was discussed with the SAC in November 2025. During this consultation, the following were discussed: The objectives of the District's Big 3 Goals: Goal 1 - Improving graduation outcomes, Goal 2 - Improving academic outcomes, and Goal 3 - Improving sense of welcoming and safety outcomes. The students' focus on improved culture and climate were evident. Key takeaways from the conversation include an interest in ensuring the success of our historically underserved students. It was also evident that the students appreciate the importance of early learning literacy in achieving academic success, as demonstrated by their comments regarding the recently implemented action of placing reading specialists on all elementary campuses throughout the district.
District English Learner Advisory Committee (DELAC)	The DELAC was consulted in March 2026, and the LCAP's framework around improving graduation, academic, and welcoming and safety outcomes was reviewed. Available mid-year metrics and the mid-year action implementation status update was shared to solicit feedback from the DELAC. Additionally, a draft of the LCAP was sent to the DELAC on May 6, 2026 to solicit their written comments. The full draft of the LCAP, inclusive of budget information, was presented at

Educational Partner(s)	Process for Engagement
	the Public Hearing on June 4, 2026. The adoption of the LCAP was on June 18, 2026.
SELPA Administrator and Community Advisory Committee (CAC)	The LCAP framework and focus areas were discussed with the SELPA Administrator and CAC in March 2026. The following topics were highlighted: Community partners requested increased transparency regarding LCAP implementation, specifically focusing on the monitoring of IEP transition planning and the rigorous vetting of instructional aides. Inquiries were raised concerning the management of social worker vacancies and the specific triggers for student health services. Furthermore, there is a call for data on the scale of college and career programs—such as the Summer Career Launch Pad and four-year graduation planning—alongside a recommendation to partner with more inclusive work-readiness providers to better serve students with moderate-to-severe disabilities.
African American/Black Student Focal Group Committee (AABSFGC)	Consulted with the African American / Black Students' Community Committee on February 4, 2026. The consultation included a discussion about African American student support and advocacy, highlighting student data and specific actions (1.2, 3.2, and 3.7) for academic and career counseling and mentoring. A representative from the Black African American Advisory Board provided information regarding their role in monitoring continuous improvement for African American students in academics, culture, and climate. Part of the discussion involved implementation of an African American Studies course starting next fall, concern about the need for diverse and highly qualified teachers with lived experiences for the course, and recruitment efforts for African American teachers and the importance of a supportive environment.
General Community Updates	Updates regarding the development of the LCAP were provided to parents, students, and community members at several times throughout the school-year. September 2025 - Reviewed New LCAP and underlying framework with parents and community members at the Parent Information

Educational Partner(s)	Process for Engagement
	Exchange (PIE) lunch meeting facilitated by the Family and Community Empowerment (FACE) office. February 2026 - Shared Mid-Year Update with parents, community members, and board members as part of Mid-Year Update. This opportunity provided the district's educational partners a status of the available metrics and implementation levels of all actions within the LCAP.
Equity Multiplier - American Legion Staff (AL-Staff) School Site Council (AL-SSC), English Learner Advisory Council (AL-ELAC)	AL-Staff, February 2026: Audience: Teachers, staff Topics discussed: Students on track to graduate, Equity Multiplier Goals: Actions and Metrics, WASC report, Student Support Center Updates, Discipline Procedures, Testing Updates AL-SSC, January 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: SPSA Update, Equity Multiplier Goals: Actions and Metrics AL-ELAC, February 2026: Audience: Parents of English Learner students, community members Topics discussed: Equity Multiplier Goals: Actions and Metrics, Testing Updates
Equity Multiplier - Bret Harte Staff (BH-Staff), School Site Council (BH-SSC), English Learner Advisory Committee (BH-ELAC)	BH-Staff, February 2026: Audience: Teachers, staff Topics discussed: Celebrations & Community, Assessment Results, Equity Multiplier funding, suggested uses/actions, metrics, goals BH-SSC / BH-ELAC, February 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: SSC Meeting Calendar, SPSA, Training, ELAC Updates, Budget Changes, Equity Multiplier funding, suggested uses/actions, metrics, goals
Equity Multiplier - Capital City Staff (CC-Staff), School Site Council (CC-SSC)	CC-Staff, March 2026: Audience: Teachers, staff

Educational Partner(s)	Process for Engagement
	Topics discussed: Review Attendance, SPSA, Use of Equity Multiplier Funds CC-SSC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - Caroline Wenzel School Site Council (CW-SSC), English Learner Advisory Committee (CW-ELAC)	CW-SSC / CW-ELAC, March 2026: Audience: Parents/guardians, parents of English Learner students community members, teachers, principal, staff Topics discussed: Equity Multiplier funding and goals: actions and metrics
Equity Multiplier - Isador Cohen Staff (IC-Staff), School Site Council (IC-SSC), English Learner Advisory Committee (IC-ELAC)	IC-Staff, March 2026: Audience: Teachers, staff Topics discussed: Upcoming Assembly Day, Spring Conferences, Equity Multiplier Goals: actions and metrics IC-SSC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Equity Multiplier Goals: actions and metrics IC-ELAC, March 2026: Audience: Parents of English Learner students, community members Topics discussed: DELAC Presentation, Assessment Data, SSC Report, Use of Equity Multiplier Funds
Equity Multiplier - John Morse (JM-Staff)	JM-Staff, March 2026: Audience: Teachers, staff Topics discussed: Mystery Science, Equity Multiplier Goals: Actions and Metrics, Holiday Celebration JM-SSC, March 2026: Audience: Parents/guardians Topics discussed: Equity Multiplier Goals: Actions and Metrics, Mid Year Review of Goals and Strategies, 2026-27 SPSA Planning

Educational Partner(s)	Process for Engagement
Equity Multiplier - Martin Luther King Staff (MLK-Staff), School Site Council (MLK-SSC)	MLK-Staff, December 2025: Audience: Teachers, staff Topics discussed: PTA Update, Outdoor Classroom Update, Dashboard Results, Budget and Timelines, including Equity Multiplier funding, suggested uses/actions, metrics, goals MLK-SSC, January 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: ELPAC Testing, New Enrollment Calendar, Athletics, PTA, Use of English Learner Funds, Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - Success Academy (SA-Staff), Parent Survey (SA-PS)	SA-SSC, March 2026: Audience: Parents/guardians Topics discussed: SPSA, Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - Woodbine Staff (WB-Staff), School Site Council (WB-SSC), English Learner Advisory Committee (WB-ELAC)	WB-Staff, March 2026: Audience: Teachers, staff Topics discussed: Equity Multiplier Goals: Actions and Metrics, Staff Survey, State Testing, Accommodations, Reclassification WB-SSC, February 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: School Needs Survey, Equity Multiplier Goals: Actions and Metrics WB-ELAC, February 2026: Audience: Parents of English Learner students, community members Topics discussed: DELAC Update, Equity Multiplier Goals: Actions and Metrics, Attendance Data Review
Equity Multiplier - Fr Keith B Kenny School Site Council (FKBK-SSC), English Learner Advisory Committee (FKBK-ELAC)	FKBK-Staff, January 2026: Audience: Teachers, staff Topics discussed: Recess Reset Overview, Equity Multiplier Goals: Actions and Metrics FKBK -SSC, February 2026:

Educational Partner(s)	Process for Engagement
	Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Recess Reset Overview, Equity Multiplier funds FKBK -ELAC, February 2026: Audience: Parents of English Learner students, community members Topics discussed: Review of Bylaws, DELAC Representative Report, Equity Multiplier Goals: Actions and Metrics, ELPAC Testing
Equity Multiplier - Nicholas (NIC-Staff), School Site Council (NIC-SSC), English Learner Advisory Committee (NIC-ELAC)	NIC-Staff, March 2026: Audience: Teachers, staff Topics discussed: Community Circle, Self-Regulation CAASPP, Equity Multiplier Goals: Actions and Metrics NIC-SSC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: School Plan Updates, Equity Multiplier Goals: Actions and Metrics NIC-ELAC, March 2026: Audience: Parents of English Learner students, community members Topics discussed: ELPAC Data, Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - Pacific (PAC-Staff), School Site Council (PAC-SSC), English Learner Advisory Committee (PAC-ELAC)	PAC-Staff, March 2026: Audience: Teachers, staff Topics discussed: Energy Bus, Equity Multiplier Goals: Actions and Metrics / SSC, Parent-Teacher Conferences, CAASPP Training, Community Schools PAC -SSC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: SPSA Budget Revision Review and Action, Equity Multiplier Goals: Actions and Metrics PAC -ELAC, March 2026:

Educational Partner(s)	Process for Engagement
	Audience: Parents of English Learner students, community members Topics discussed: Equity Multiplier Goals: Actions and Metrics, ELA Acceleration, Math Acceleration, Suspension Reduction & Climate
Equity Multiplier - Hiram Johnson (HJ-Staff), School Site Council (HJ-SSC), English Learner Advisory Committee (HJ-ELAC)	HJ-Staff, March 2026: Audience: Teachers, staff Topics discussed: 9th Grade House Data-Best Practices, Community Schools, instructional Leadership Reflections, including Equity Multiplier Goals: Actions and Metrics HJ-SSC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Instructional Model Slides, Community Schools. Develop plan for Equity Multiplier funds. HJ-ELAC, February 2026: Audience: Parents of English Learner students, community members Topics discussed: ELAC, Needs Assessment, Equity Multiplier funds
Equity Multiplier - John Bidwell (JB-Staff), School Site Council (JB-SSC), English Learner Advisory Committee (JB-ELAC)	JB-Staff, February 2026: Audience: Teachers, staff Topics discussed: ELAC Testing, Tutoring, Behavior Uptick, Equity Multiplier Goals: Actions and Metrics JB-SSC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Library Books Ordered, Math Tutoring Update, Equity Multiplier Goals: Actions and Metrics JB-ELAC, February 2026: Audience: Parents of English Learner students, community members Topics discussed: CAASPP Scores, Budget – EL Funding, Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - John Cabrillo (JC-Staff), School Site Council (JC-SSC), English Learner Advisory Committee (JC-ELAC)	JC-Staff, March 2026: Audience: Teachers, staff

Educational Partner(s)	Process for Engagement
	Topics discussed: MTSS Implementation, Tier 1 Interventions and Data Collection, Targeted Support Team Requests, Overview of Equity Multiplier Funds and Potential Uses JC-SSC/ELAC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Needs for Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - Leataata Floyd (LF-Staff), School Site Council (LF-SSC)	LF -Staff, March 2026: Audience: Teachers, staff Topics discussed: Assessment Results, Field Trip Q&A, Summer School Updates, Equity Multiplier Funds and Potential Uses LF -SSC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: SPSA, Equity Multiplier Goals: Actions and Metrics
Equity Multiplier - Oak Ridge (OR-Staff), School Site Council (OR-SSC), English Learner Advisory Committee (OR-ELAC)	OR-Staff, March 2026: Audience: Teachers, staff Topics discussed: Report Cards, Academic Conferences, Equity Multiplier Goals: Actions and Metrics OR -SSC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: California Dashboard Results, Extended Day Funds, Develop plan for Equity Multiplier funds OR -ELAC, March 2026: Audience: Parents of English Learner students, community members Topics discussed: English Learner Students' IEPs, Develop plan for Equity Multiplier funds
Equity Multiplier - Parkway (PAR-Staff), School Site Council (PAR-SSC), English Learner Advisory Committee (PAR-ELAC)	PAR-Staff, March 2026: Audience: Teachers, staff

Educational Partner(s)	Process for Engagement
	Topics discussed: Report and Records, Parkway Village Empowerment, Family Stem, Assessments, Equity Multiplier Funds and Potential Uses, 2nd Grade Data Presentation, Grade-Level Listening Sessions, Facilities Update PAR-SSC, March 2026: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Community Schools, SPSA, Needs for Equity Multiplier Goals: Actions and Metrics PAR-ELAC, April 2026: Audience: Parents of English Learner students, community members Topics discussed: ELPAC, Needs for Equity Multiplier Goals: Actions and Metrics

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

The adopted LCAP update was influenced by feedback provided by nine (9) district-level educational partners and various site-based educational partners at Equity Multiplier schools.

Below is a reference to these actions grouped by each educational partner for the adopted 2026-27 LCAP. Note that many actions will appear more than once as they are provided in response to feedback received from multiple partners.

PAC - Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18, 2.22, 3.1, 3.3, 3.6, 3.7, 3.8, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.17, 3.18, 3.20, 3.21
DELAC - Actions 1.2, 1.3, 2.3, 2.5, 2.7, 2.12, 2.22, 3.6, 3.10, 3.12, 3.14, 3.17, 3.18
CAC - Actions 1.2, 1.3, 1.4, 2.7, 2.8, 3.2, 3.5, 3.12
AABSFGC - Actions 1.2, 3.2, 3.7
SAC - Actions 1.1, 1.2, 1.5, 2.3, 2.5, 2.9, 3.8

Recommendations were solicited and received at various community meetings conducted from October 2025 through May 2026. Although various specific actions within the plan were influenced by feedback provided by educational partners, the following actions seem enjoy consensus support across various groups:

Improve Career and Technical Education Pathways and Programs (Action 1.1)
Provide Academic and Career Counseling (Action 1.2)

Provide Supplemental College and Career Supports (Action 1.3)
Accelerate Progress Toward Graduation Through Credit Recovery (Action 1.5)
Engagement and Training for Parents of English Learners (Action 2.3)
Implement English Learner Master Plan (Action 2.5)
Provide Attendance and Engagement Strategies (Action 3.12)

Additionally, for each of the 18 sites identified to receive Equity Multiplier funding, educational partner feedback influenced their actions as follows:

Goal 4 - American Legion: Resource Specialist; Additional Section of English; and Additional Social Worker Services (Actions 4.1, 4.2, and 4.3)

Goal 5 - Bret Harte: Additional Clerk Hours; Field Trips and Reverse Field Trips (Actions 5.1 and 5.7)

Goal 6 - Capital City: Implement Schools PLP; ELA Resource Specialist; Math Resource Specialist; Field Trips; Supplemental Curriculum; Clerk; Stipends for ELPAC and CAASPP Testing Coordinators; and College and Career Readiness Intervention Incentives; Engagement/Participation Support; PE Supplemental Materials; School Safety; and Family Engagement Translator (Actions 6.1, 6.3, 6.4, 6.7, 6.8, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.20, and 6.21)

Goal 7 - Caroline Wenzel: Instructional Aides; Campus Monitor; Social Worker; Library Media Tech; Yard Duty; Play Works; and AVID (Actions 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, and 7.9)

Goal 8 - Isador Cohen: Instructional Aide; Social Worker; Attendance Clerk; ELD Program; Bilingual Aide; and CABE Conference / Teacher Training (Actions 8.2, 8.3, 8.4, 8.5, 8.6, and 8.7)

Goal 9 - John Morse: Develop a School-wide Behavior Management Plan (SBMP); Wellness Room; Student Elective Club; Sensory Room; Building Staff Skills to Support Students With Disabilities; and Behavior Advantage Program (Actions 9.7, 9.8, 9.9, 9.10, and 9.11)

Goal 10 Martin Luther King: Provide Additional Social Worker Services (Action 10.6)

Goal 11 Success Academy: Student and Family Assemblies; Professional Development - Release Time; Positive Behavior Intervention and Support (PBIS) Materials and Incentives; School Intervention Staff Assistant (Actions 11.3, 11.4, 11.5, and 11.6)

Goal 12 Woodbine: Site Instruction Coordinator; Additional Clerical Support; Teacher Assistant Bilingual-Hmong; Academic Instruction Professional Development; Additional Technology for Students; SBMP Professional Development; and Adaptive Environments for Academic Self-Regulation (Actions 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, and 12.6)

Goal 13 Fr Keith B Kenny: Professional Development - Coaching and Literacy Consulting; Teacher Release Time; Attendance Incentives; Field Trips and Reverse Field Trips; Additional Attendance Clerk Support; Additional Social Worker Support; Additional Campus Monitor Support; and Additional Assistant Principal Support (Actions 13.1, 13.3, 13.6, 13.7, 13.8, 13.9, 13.10, and 13.11)

Goal 14 Nicholas: Resource Specialist; Leveled Library, Teacher Release Time; Professional Learning; Teacher Intervention; Recess Organized Student Activities; Field Trips; Supplemental Materials, Technology, and Supplies; ELD Curriculum; Fingerprinting Costs; PBIS; Assistant Principal; Summer Teacher Planning; Kinder Orientation; Library Technician; and Additional Supervision (Actions 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7, 14.8, 14.9, 14.10, 14.11, 14.12, 14.13, 14.14, 14.15, 14.16, and 14.17)

Goal 15 Pacific: Site Instructional Coordinator (Intervention Lead); PlayWorks Intervention; Additional Nursing Services; Instructional Aides; Teacher Release Time; Positive Behavior and Intervention Support (PBIS) Professional Learning; California Association for Bilingual Education (CABE) Professional Learning; Additional Clerk Hours; Yard Monitor; Field Trips and Reverse Field Trips; Structured Literacy Intensification Block; Math Acceleration System and Project Based Learning System; Teacher Professional Development Resources; and Tier 2 Behavior Intervention System (Actions 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 15.9, 15.10, 15.11, 15.12, 15.13, 15.14, and 15.15)

Goal 16 Hiram Johnson: Training Specialist – High School; Resource Teacher – Secondary; Site Instructional Coordinator; Youth & Family Mental Health Advocate; Parent Advisor; Professional Development; Mentorship for African American Students; Campus Monitor; and Clerk III (Actions 16.1, 16.2, 16.3, 16.4, 16.5, 16.6, 16.7, 16.8, and 16.9)

Goal 17 John Bidwell: Additional Social Worker Services; School-wide Field Trips; and Extend the Attendance Clerk's Hours (Actions 17.1, 17.2 and 17.3)

Goal 18 John Cabrillo: Additional Clerk Hours; Additional Noon Duty Hours; Field Trips & Reverse Field Trips; Teacher Release Time; Staff Per Diem; Leader in Me Curriculum; and Attendance Incentives (18.1, 18.2, 18.3, 18.4, 18.5, 18.6, and 18.7)

Goal 19 Leataata Floyd: Additional Clerk Hours; Noon Duty; Field Trips; and Instructional Aides (Actions 19.1, 19.2, 19.3 and 19.4)

Goal 20 Oak Ridge: Transportation Resources; Health Services; Support Services Coordinator; Noon Duty; Outreach Per Diem Hours; Professional Development; and Instructional Aid Support (Actions 20.1, 20.2, 20.3, 20.4, 20.5, 20.6, and 20.7)

Goal 21 Parkway: Specialist II, Student Support Center; School Intervention Staff Assistant; Campus Monitor; Additional Yard Duty/Walking School Bus; Additional Yard Duty Positions; Additional Clerk Support; Academic Planning Days; PBL Professional Development; PBL Professional Development Curriculum Resources; PBIS, Restorative Practices, PBL, and Student Engagement Materials; PBIS Professional Development and Release / Collaboration Time; PBIS Rewards Voyage Training; Equity Book Audit; and Newsletter Communication Subscription (Actions 21.1, 21.2, 21.3, 21.4, 21.5, 21.6, 21.7, 21.8, 21.9, 21.10, 21.11, 21.12, 21.13, and 21.14)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1 is about graduation outcomes. By 2027, the following cohort outcomes will be achieved: • Graduation rate increased by 5% and • College/Career Indicator (CCI) indicator increased by 1 Status Level from the 2023-24 Dashboard	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (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 1 is to improve the graduation outcomes of historically underserved students in the district. Outcomes are concerned with students successfully graduating from district schools and prepared for college / career. Each of the following student groups have historically been underserved in the district based on their graduation and college/career preparedness rates. Although the data for these student groups are being highlighted by each unique demographic, the district and its educational partners are aware that there is intersectionality between the demographics.

The overall graduation rate on the California School Dashboard released in December 2023 was 83.8%. Below are the respective graduation rates for each of our historically underserved groups:

African American: 74.0
American Indian: 72.2
English Learner: 72.1
Students With Disabilities: 67.0
Foster Youth: 57.1
Homeless Youth: 59.2
Socioeconomically Disadvantaged: 81.7

Of the students who did graduate, only 33.2% were deemed Prepared on the College and Career Indicator (CCI) resulting in a Low rating. Below are the respective college/career preparedness rates for each of our historically underserved groups:

African American: 12.6
American Indian: No baseline data reported on CA Dashboard

English Learner: 12.3
Students With Disabilities: 6.9
Foster Youth: 0.0
Homeless Youth: 9.8
Socioeconomically Disadvantaged: 27.4

Our analysis of student outcomes has identified that individuals in the above student groups are historically underserved in our district. To promote equity and excellence in education, our plan prioritizes the achievement and success of these students, providing them with the support and resources they need to reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate (Dashboard)	2022-23 Graduation Rate ALL: 83.8 African American (AA): 74.0 American Indian (AI): 72.2 English Learner (EL): 72.1 Long-Term EL (LTEL: No data Students With Disabilities (SWD): 67.0 Foster Youth (FY): 57.1 Homeless Youth (HY): 59.2 Socioeconomically Disadvantaged (SED): 81.7 Source: Five-Year Graduation Rate in California School	2023-24 Graduation Rate ALL: 84.6 AA: 76.4 AI: No data EL: 74.6 LTEL: 81.4 SWD: 68.2 FY: 35.3 HY: 61.1 SED: 83.1 Source: Five-Year Graduation Rate in California School Dashboard Released in 2024-25	2024-25 Graduation Rate ALL: 88.1 AA: 86.5 AI: 81.8 EL: 77.6 LTEL: 84.1 SWD: 75.4 FY: 70.8 HY: 79.7 SED: 85.9 Source: Five-Year Graduation Rate in California School Dashboard Released in 2025-26	2025-26 Graduation Rate ALL: 88.8 AA: 79.0 AI: 77.2 EL: 77.1 LTEL: 85.4 SWD: 72.0 FY: 62.1 HY: 64.2 SED: 86.7 Source: Five-Year Graduation Rate in California School Dashboard Released in 2026-27	 ALL: 4.3 AA: 12.5 AI: 9.6 EL: 5.5 LTEL: N/A SWD: 8.4 FY: 13.7 HY: 5.0 SED: 4.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Released in 2023-24				
1.2	College/Career Indicator Prepared Rate (Dashboard)	2022-23 College/Career Prepared Rate ALL: 33.2 African American (AA): 12.6 American Indian (AI): 11.8 English Learner (EL): 12.3 Long-Term EL (LTEL): No data Students With Disabilities (SWD): 6.9 Foster Youth (FY): 0.0 Homeless Youth (HY): 9.8 Socioeconomically Disadvantaged (SED): 27.4 Source: College/Career Indicator in California School Dashboard Released in 2023-24	2023-24 College/Career Prepared Rate ALL: 31.9 AA: 16.1 AI: No data EL: 11.6 LTEL: 12.3 SWD: 6.4 FY: 0.0 HY: 13.0 SED: 27.4 Source: College/Career Indicator in California School Dashboard Released in 2024-25	2024-25 College/Career Prepared Rate ALL: 38.1 AA: 16.6 AI: 9.1 EL: 14.5 LTEL: 15.5 SWD: 8.4 FY: 13.0 HY: 15.1 SED: 30.9 Source: College/Career Indicator in California School Dashboard Released in 2025-26	2025-26 College/Career Prepared Rate ALL: 38.2 AA: 17.6 AI: 16.8 EL: 17.3 LTEL: 16.3 SWD: 11.9 FY: 5.0 HY: 14.8 SED: 32.4 Source: College/Career Indicator in California School Dashboard Released in 2026-27	ALL: 4.9 AA: 4.0 AI: -2.7 EL: 2.2 LTEL: No data SWD: 1.5 FY: 13.0 HY: 5.3 SED: 3.5
1.3	A-G Completion Rate	2022-23 A-G Completion Rate ALL: 51.1 African American (AA): 30.0 American Indian (AI): 25.0	2023-24 A-G Completion Rate ALL: 50.1 AA: 34.3 AI: No data EL: 33.1 SWD: 20.3 FY: 0.0	2024-25 A-G Completion Rate ALL: 53.8 AA: 30.9 AI: 22.2 EL: 35.2 SWD: 20.5 FY: 25.0	2025-26 A-G Completion Rate ALL: 56.1 AA: 35.0 AI: 30.0 EL: 40.7 SWD: 21.6 FY: 14.1	ALL: 2.7 AA: 0.9 AI: -2.8 EL: -0.5 SWD: 3.9 FY: 15.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner (EL): 35.7 Students With Disabilities (SWD): 16.6 Foster Youth (FY): 9.1 Homeless Youth (HY): 19.6 Socioeconomically Disadvantaged (SED): 45.2 Source: Four-Year Adjusted Cohort Graduation Rate Released in 2023-24 (No Charter Schools)	HY: 32.0 SED: 45.6 Source: Four-Year Adjusted Cohort Graduation Rate Released in 2024-25 (No Charter Schools)	HY: 32.3 SED: 47.5 Source: Four-Year Adjusted Cohort Graduation Rate Released in 2025-26 (No Charter Schools)	HY: 24.6 SED: 50.2 Source: Four-Year Adjusted Cohort Graduation Rate Released in 2026-27 (No Charter Schools)	HY: 12.7 SED: 2.3
1.4	Career Technical Education (CTE) Pathway Completion Rate	2022-23 CTE Completion Rate ALL: 10.2 African American (AA): 6.9 American Indian (AI): 5.6 English Learner (EL): 8.8 Students With Disabilities (SWD): 9.6 Foster Youth (FY): 0.0 Homeless Youth (HY): 4.5 Socioeconomically Disadvantaged (SED): 10.4	2023-24 CTE Completion Rate ALL: 9.3 AA: 4.9 AI: N<11 EL: 11.2 SWD: 5.8 FY: N<11 HY: 8.3 SED: 10.5 Source: TS Internal Analysis, March 2025	2024-25 CTE Completion Rate ALL: 13.0 AA: 14.1 AI: N<11 EL: 9.2 SWD: 10.7 FY: 16.7 HY: 7.1 SED: 13.3 Source: TS Internal Analysis, March 2026	2025-26 CTE Completion Rate ALL: 15.2 AA: 11.9 AI: 10.6 EL: 13.8 SWD: 14.6 FY: 5.0 HY: 9.5 SED: 15.4 Source: TS Internal Analysis, April 2027	ALL: 2.8 AA: 7.2 AI: No data EL: 0.4 SWD: 1.1 FY: 16.7 HY: 2.6 SED: 2.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: TS Internal Analysis, April 2024				
1.5	A-G and CTE Completion Rate Combined	2022-23 A-G and CTE Completion Rate Combined ALL: 5.3 African American (AA): 3.1 American Indian (AI): 5.6 English Learner (EL): 3.8 Students With Disabilities (SWD): 1.5 Foster Youth (FY): 0.0 Homeless Youth (HY): 0.0 Socioeconomically Disadvantaged (SED): 5.1 Source: TS Internal Analysis, April 2024	2023-24 A-G and CTE Completion Rate Combined ALL: 4.7 AA: 2.7 AI: N<11 EL: 3.5 SWD: 1.8 FY: N<11 HY: 6.3 SED: 5.0 Source: TS Internal Analysis, March 2025	2024-25 A-G and CTE Completion Rate Combined ALL: 7.1 AA: 6.0 AI: N<11 EL: 3.6 SWD: 2.8 FY: 8.3 HY: 1.6 SED: 6.9 Source: TS Internal Analysis, March 2026	2025-26 A-G and CTE Completion Rate Combined ALL: 10.3 AA: 8.1 AI: 10.6 EL: 8.8 SWD: 6.5 FY: 5.0 HY: 5.0 SED: 10.1 Source: TS Internal Analysis, April 2027	ALL: 1.8 AA: 2.9 AI: No data EL: -0.2 SWD: 1.3 FY: 8.3 HY: 1.6 SED: 1.8
1.6	On-Track Graduation Status Percentage of 9th-12th grade students on track for graduation considering course completion	2023-24 On-Track Graduation Status ALL: 58.6 African American (AA): 43.5 American Indian (AI): 56.5 English Learner (EL): 42.1 Students With Disabilities (SWD): 43.8	2024-25 On-Track Graduation Status ALL: 61.0 AA: 51.4 AI: 50.0 EL: 45.8 SWD: 50.0 FY: 33.3 HY: 36.8 SED: 58.3	2025-26 On-Track Graduation Status ALL: 62.5 AA: 49.3 AI: 53.8 EL: 48.0 SWD: 48.6 FY: 24.4 HY: 40.6 SED: 60.3	2026-27 On-Track Graduation Status ALL: 63.6 AA: 48.5 AI: 61.5 EL: 47.1 SWD: 48.8 FY: 30.0 HY: 31.5 SED: 60.9	ALL: 3.9 AA: 5.8 AI: -2.7 EL: 5.9 SWD: 4.8 FY: -0.6 HY: 14.1 SED: 4.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth (FY): 25.0 Homeless Youth (HY): 26.5 Socioeconomically Disadvantaged (SED): 55.9 Source: Graduation On-Track Status Indicator 6148 Retrieved April 2024, from the PTAI Counseling Dashboard	Source: Graduation On-Track Status Indicator 6148 Retrieved February 2025, from the PTAI	Source: Graduation On-Track Status Indicator 6148 Retrieved March 2026 from the PTAI	Source: Graduation On-Track Status Indicator 6148 Retrieved April 2027, from the PTAI	
1.7	On-Track A-G Status Percentage of 9th-12th grade students on track for A-G considering course completion	2023-24 On-Track A-G Status ALL: 55.0 African American (AA): 38.5 American Indian (AI): 43.5 English Learner (EL): 33.5 Students With Disabilities (SWD): 28.4 Foster Youth (FY): 22.9 Homeless Youth (HY): 28.0 Socioeconomically Disadvantaged (SED): 50.0 Source: A-G On-Track Status Indicator 6134 Retrieved April 2024, from the PTAI Counseling Dashboard	2024-25 On-Track A-G Status ALL: 59.0 AA: 41.5 AI: 45.8 EL: 35.6 SWD: 31.5 FY: 23.8 HY: 33.2 SED: 53.3 Source: A-G On-Track Status Indicator 6134 Retrieved February 2025, from the PTAI	2025-26 On-Track A-G Status ALL: 60.9 AA: 44.0 AI: 40.8 EL: 39.3 SWD: 33.8 FY: 22.2 HY: 36.4 SED: 56.5 Source: A-G On-Track Status Indicator 6134 Retrieved March 2026, from the PTAI	2026-27 On-Track A-G Status ALL: 60.0 AA: 43.5 AI: 48.5 EL: 38.5 SWD: 33.4 FY: 27.9 HY: 33.0 SED: 55.0 Source: A-G On-Track Status Indicator 6134 Retrieved April 2027, from the PTAI Counseling Dashboard	ALL: 5.9 AA: 5.5 AI: -2.7 EL: 5.8 SWD: 5.4 FY: -0.7 HY: 8.4 SED: 6.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	AP Pass Rates (Percent of Assessments Which Received 3+)	2022-23 AP Pass Rate ALL: 30.0 African American (AA): 18.0 American Indian (AI): 0 English Learner (EL): 8.0 Students With Disabilities (SWD): 11.8 Foster Youth (FY): 0 Homeless Youth (HY): 0 Socioeconomically Disadvantaged (SED): 22.7 Source: District TS Analysis based on CALPADS	2023-24 AP Pass Rate ALL: 58.3 AA: 41.0 AI: N<11 EL: 29.7 SWD: 30.3 FY: N<11 HY: N<11 SED: 46.7 Source: TS Internal Analysis, March 2025	2024-25 AP Pass Rate ALL: 66.3 AA: 46.4 AI: N<11 EL: 44.8 SWD: 41.9 FY: N<11 HY: 42.9 SED: 57.0 Source: TS Internal Analysis, March 2026	2025-26 AP Pass Rate ALL: 35.0 AA: 23.0 AI: 5.0 EL: 13.0 SWD: 16.8 FY: 5.0 HY: 5.0 SED: 27.7 Source: District TS Analysis based on CALPADS	ALL: 36.3 AA: 26.4 AI: No Data EL: 36.8 SWD: 30.1 FY: No data HY: 42.9 SED: 34.3
1.9	IB Pass Rates (Percent of Assessments Which Received 4+)	2022-23 IB Pass Rate 23.0 Source: SCI Analysis of Luther Burbank / Umoja IB Academy May 2023 IB Exams Reported in 2023-24 by GATE Office	2023-24 IB Pass Rate 29.3 Source: SCI Analysis of Luther Burbank / Umoja IB Academy May 2024 Exams Reported in 2024-25 by GATE Office	2024-25 IB Pass Rate 22.4 Source: SCI Analysis of Luther Burbank / Umoja IB Academy May 2024 Exams Reported in 2025-26 by GATE Office	2025-26 IB Pass Rate 28.0 Source: SCI Analysis of Luther Burbank / Umoja IB Academy May 2026 IB Exams Reported in 2026-27 by GATE Office	-0.6

Goal Analysis [2025-26]

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

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

1.1 COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs: Substantially implemented as planned.
1.2 COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling: Substantially implemented as planned.
1.3 COUNSELING, COLLEGE, AND CAREER READINESS - Provide Supplemental / Enrichment College and Career Supports: Implemented, but UCAN contract was not operationalized.
1.4 COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling: Substantially implemented as planned.
1.5 COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery: Substantially implemented as planned.

1.6 CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy: Substantially implemented as planned.

1.7 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program: Substantially implemented as planned at Umoja International Academy, Luther Burbank, and Caleb Greenwood.
1.8 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways: Substantially implemented as planned as AP and IB exams will be administered in mid-May 2026.

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

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below due to higher than budgeted salaries and benefits:

1.1 COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs
1.3 COUNSELING, COLLEGE, AND CAREER READINESS - Provide Supplemental / Enrichment College and Career Supports
1.7 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program

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

When taken together, the suite of actions implemented under Goal 1 has proven highly effective in moving the district toward its 2027 graduation and college-readiness targets. The synergy between academic guidance, credit recovery, and the removal of financial barriers resulted in a significant 4.3% increase in the overall graduation rate (reaching 88.1%) and a 4.9% increase in students graduating "Prepared" for college and career.

The progress observed in the Measuring and Reporting Results section is the direct result of the following interconnected efforts:

- Graduation and Foundation Supports: The combined impact of Provide Academic and Career Counseling (Action 1.2) and Central Support for Aligned Master Scheduling (Action 1.4) ensured that students remained on a viable path toward completion. These foundational supports were augmented by Accelerate Progress Toward Graduation Through Credit Recovery (Action 1.5), which effectively increased the number of 12th graders reaching "On-Track" status by providing necessary seats and teacher support at the Sacramento Accelerated Academy.
- College and Career Pathway Strength: The district saw a measurable rise in the College/Career Indicator (CCI) due to the focus on Improve Career and Technical Education (CTE) Pathways and Programs (Action 1.1). By aligning these pathways with professional standards, the district increased the percentage of students meeting "Prepared" criteria. This was further bolstered by the action to Eliminate Financial Barriers for College Pathways (Action 1.8), which helped lead to a dramatic jump in AP pass rates from 30.0% to 58.3% by removing the cost burden of exams.
- Specialized and Advanced Programming: The district maintained its commitment to high-level rigorous coursework through Provide support for International Baccalaureate (IB) Program (Action 1.7), ensuring specialized staff and resources remained available at Umoja, Luther Burbank, and Caleb Greenwood. While Pathways to Multiliteracy (Action 1.6) faced proctoring challenges, its redesign for the coming year ensures it remains a core component of the district's equity strategy.
- Targeted Outreach and Intervention: The intent of Provide Supplemental / Enrichment College and Career Supports (Action 1.3) remains vital for closing the achievement gap for underrepresented groups. The district's ability to track a 12.5% increase in the African American graduation rate demonstrates that when these collective actions reach the intended student groups, the impact is profound.

By integrating master scheduling, personalized counseling, and robust credit recovery, the district has created a comprehensive safety net that is effectively moving all student groups toward the 2027 focus goals.

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

Actions Added or Modified for 2025-26

The collaborative efforts to enhance graduation outcomes across the district have begun to demonstrate promising results based on the data collected during the first year of this LCAP's three-year cycle. While we continue to address specific challenges as noted, the district remains committed to implementing the goals and actions outlined in the adopted plan. These efforts will be continued and refined as noted below to achieve our objectives:

Action 1.6 CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy: Beginning with the 2025-26 school year, this action is modified to indicate that the district will offer the Avant and Alta language proficiency exams in-person at a centralized district location, and will cover transportation costs to ensure equitable access for all eligible students.

Long-Term English Learner was added to metrics 1.1 and 1.2.

For the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

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	COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs	Improve Career and Technical Education (CTE) pathways and programs. Improvement efforts will include the implementation of Linked Learning at high schools with a focus on the implementation integrated projects aligned to cross-curricular standards within CTE pathways. The CTE Completer Rate (Metric 1.4) and College/Career Prepared Rate (Metric 1.2) are some of the intended impacted areas of this action. Graduation and College/Career Rates Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Student Advisory Council.	$5,226,707.00	Yes
1.2	COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling	Maintain base academic and career counseling supports for students including scheduling guidance, mental health support/crisis intervention, suicide awareness, assistance with college applications, FAFSA support, and planning for credit recovery. On-Track Graduation Status (Metric 1.6), On-Track A-G Status (Metric 1.7), College/Career Prepared Rate (Metric 1.2), Graduation Rate (Metric 1.1), A-G Rate (Metric 1.3), and A-G and CTE Completer Combined Rate (Metric 1.5) are some of the intended impacted areas of this action. Graduation and College/Career Rates Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee, African American/Black Student Focal Group Committee, Student Advisory Council.	$10,579,745.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports	Continue providing additional counseling supports to principally benefit students in the Unduplicated Pupil Count. Provide additional counseling supports, including at-risk conferencing, campus visits, college and career awareness activities, summer school registration, college matriculation support, and scholarship assistance. Collaboration with the Urban College Action Network (U-CAN) is focusing efforts on Black/African American students across all high schools to address credit recovery needs. On-Track Graduation Status (Metric 1.6), On-Track A-G Status (Metric 1.7), College/Career Prepared Rate (Metric 1.2), Graduation Rate (Metric 1.1), A-G Rate (Metric 1.3), and A-G and CTE Completer Combined Rate (Metric 1.5) are some of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee.	$483,066.00	Yes
1.4	COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling	Coordinate districtwide scheduling and direct support to school sites. Increase percentage of students graduating from high school (Metric 1.1) college and career ready (Metric 1.2). Graduation and College/Career Rates Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Community Advisory Committee.	$248,847.00	Yes
1.5	COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery	Provide students who are off-track for graduation access and support to program options that accelerate their progress toward on-track status, providing targeted access at individual high school sites as well as the district's central credit recovery program at Sacramento Accelerated Academy. Increase percentage of students graduating from high school (Metric 1.1) and meeting A-G requirements (Metric 1.3). Graduation and College/Career Rates Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$3,717,579.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy (Modified 2025-26)	Provide the Avant and ALTA World Language Placement Exam to eligible incoming 9th grade students (who speak a language other than English at home) in order to ensure appropriate placement. The exam will also be offered to newly enrolled high school students who completed 6th grade in a country whose instruction was in a language other than English to waive the state and district world language graduation requirement. Additionally, this process should build world language and heritage language programs (sections and FTE) by appropriately placing our multiliterate students in Advanced Placement (AP) world language courses, increasing college and career readiness for English Learners. Increase the percent of English Learner students who graduate (Metric 1.1) and are prepared for College/Career (Metric 1.2). Beginning with the 2025-26 school year, this action is clarified to indicate that the district will offer the Avant and Alta language proficiency exams in-person at a centralized district location, and will cover transportation costs to ensure equitable access for all eligible students. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$6,637.00	Yes
1.7	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program	Provide personnel and materials support for International Baccalaureate (IB) Program, including continuing expanding access to the International Baccalaureate (IB) program at target schools, aimed at reducing disproportionality in college-going rates. This allocation requires IB Programs have: IB Site Coordinators (a requirement of the IB Program) at the three IB sites (Umoja International Academy, Luther Burbank High School, and Caleb Greenwood Elementary), IB specific professional learning, instructional materials, and membership fees. Increase the percent of students who pass college preparation exams (Metric 1.9) and graduate college and career ready (Metric 1.2).	$608,056.00	No
1.8	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS -	Provide students access to Advanced Placement (AP), International Baccalaureate (IB), and SAT Suite of Assessments, removing financial barriers for participation. Increase the percent of students who graduate college and career ready (Metric 1.2).	$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Eliminate Financial Barriers for College Pathways			

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2 is about improving academic outcomes as students move through the district. At least 80% of all students in grades 4-8 will demonstrate growth toward mastering standards in English Language Arts (ELA) and Mathematics as demonstrated by the Smarter Balanced Assessment (SBAC) Distance From Met (DFM) by 2026-27.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

To facilitate the achievement of the district's graduation and college/career preparedness outcomes, Goal 2 is designed to improve the academic performance outcomes of historically underserved students in the district as they move from grade to grade and from school to school. Improvement in student performance in English Language Arts (ELA) and Math is a critical focus of this goal, as is the growth of students on the California School Dashboard's academic indicators for these subjects.

A review of the 2022-23 Smarter Balanced Assessment (SBAC) ELA results revealed that 51.1% of students with matched scores improved their Distance From Met (DFM) from 2021-22 to 2022-23. Across all students, the ELA Distance From Met was -34.8. Below are the respective SBAC ELA DFM for each of our historically underserved groups:

African American: -91.9
American Indian: -76.1
English Learner: -84.2
Students With Disabilities: -111.8
Foster Youth: -119.6
Homeless Youth: -122.3
Socioeconomically Disadvantaged: -61.0

A review of the 2022-23 SBAC Math results revealed that 47.1% of students with matched scores improved their DFM from 2021-22 to 2022-23. Across all students, the Math DFM was -67.3. Below are the respective SBAC Math DFM for each of our historically underserved groups:

African American: -132.0
American Indian: -103.5
English Learner: -106.5
Students With Disabilities: -141.4
Foster Youth: -138.9
Homeless Youth: -162.6
Socioeconomically Disadvantaged: -93.0

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of Students Improving SBAC ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM ALL: 51.1 African American (AA): 49.0 American Indian (AI): 42.9 English Learner (EL): 55.3 Students With Disabilities (SWD): 49.7 Foster Youth (FY): 42.9 Homeless Youth (HY): 42.9 Socioeconomically Disadvantaged (SED): 50.8 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving ELA DFM ALL: 51.5 AA: 49.3 AI: 44.9 EL: 53.6 SWD: 52.3 FY: 36.8 HY: 52.1 SED: 51.4 Source: 20240614 2023-24 SBAC Results-May 15th (Internal Analysis)	2024-25 Percent of Students Improving ELA DFM ALL: 55.1 AA: 52.8 AI: 49.3 EL: 55.6 SWD: 53.8 FY: N<11 HY: 51.6 SED: 55.3 Source: 20250717 2024-25 SBAC Results-May 15th (Internal Analysis)	2025-26 ELA Distance From Met ALL: 80.0 AA: 80.0 AI: 80.0 EL: 80.0 SWD: 80.0 FY: 80.0 HY: 80.0 SED: 80.0 Source: 2025-26 SBAC Results-May15th (Internal Analysis)	 ALL: 4.0 AA: 3.8 AI: 6.4 EL: 0.3 SWD: 4.1 FY: N<11 HY: 8.7 SED: 4.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Percent of Students Improving SBAC Math Distance From Met (DFM)	2022-23 Percent of Students Improving Math DFM ALL: 47.1 African American (AA): 42.0 American Indian (AI): 52.1 English Learner (EL): 46.8 Students With Disabilities (SWD): 43.6 Foster Youth (FY): 42.9 Homeless Youth (HY): 34.1 Socioeconomically Disadvantaged (SED): 46.3 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving Math DFM ALL: 44.3 AA: 38.7 AI: 45.6 EL: 43.1 SWD: 43.4 FY: 42.1 HY: 40.8 SED: 43.5 Source: 20240614 2023-24 SBAC Results-May 15th (Internal Analysis)	2024-25 Percent of Students Improving Math DFM ALL: 46.9 AA: 42.8 AI: 42.3 EL: 46.5 SWD: 47.5 FY: N<11 HY: 44.7 SED: 45.9 Source: 20250717 2024-25 SBAC Results-May 15th (Internal Analysis)	2025-26 Math Distance From Met ALL: 80.0 AA: 80.0 AI: 80.0 EL: 80.0 SWD: 80.0 FY: 80.0 HY: 80.0 SED: 80.0 Source: 2025-26 SBAC Results-May15th (Internal Analysis)	ALL: -0.2 AA: 0.8 AI: -9.8 EL: -0.3 SWD: 3.9 FY: N<11 HY: 10.6 SED: -0.4
2.3	Academic Indicator SBAC ELA Distance From Met (Dashboard)	2022-23 ELA Distance From Met ALL: -34.8 African American (AA): -91.9 American Indian (AI): -76.1 English Learner (EL): -84.2 Long-Term EL (LTEL): No data	2023-24 ELA Distance From Met ALL: -32.9 AA: -90.8 AI: -68.5 EL: -85.7 LTEL: -105.5 SWD: -106.8 FY: -125.8 HY: -104.4 SED: -60.5	2024-25 ELA Distance From Met ALL: -28.2 AA: -83.8 AI: -67.4 EL: -81.2 LTEL: -109.2 SWD: -96.3 FY: -93.7 HY: -91.3 SED: -58.6	2025-26 ELA Distance From Met ALL: -24.8 AA: -81.9 AI: -66.1 EL: -74.2 LTEL: -97.5 SWD: -101.8 FY: -109.6 HY: -112.3 SED: -51.0	ALL: 6.6 AA: 8.1 AI: 8.7 EL: 3.0 LTEL: No data SWD: 15.5 FY: 25.9 HY: 31.0 SED: 2.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): -111.8 Foster Youth (FY): -119.6 Homeless Youth (HY): -122.3 Socioeconomically Disadvantaged (SED): -61.0 Source: ELA Academic Performance in California School Dashboard Released in 2023-24	Source: ELA Academic Performance in California School Dashboard Released in 2024-25	Source: ELA Academic Performance in California School Dashboard Released in 2025-26	Source: ELA Academic Performance in California School Dashboard Released in 2026-27	
2.4	Academic Indicator SBAC Math Distance From Met (Dashboard)	2022-23 Math Distance From Met ALL: -67.3 African American (AA): -132.0 American Indian (AI): -103.5 English Learner (EL): -106.5 Long-Term EL (LTEL): No data Students With Disabilities (SWD): -141.4 Foster Youth (FY): -138.9 Homeless Youth (HY): -162.6	2023-24 Math Distance From Met ALL: -63.9 AA: -132.4 AI: -106.2 EL: -106.7 LTEL: -152.6 SWD: -137.1 FY: -179.9 HY: -135.4 SED: -91.6 Source: Math Academic Performance in California School Dashboard Released in 2024-25	2024-25 Math Distance From Met ALL: -57.2 AA: -124.8 AI: -103.9 EL: -100.0 LTEL: -153.1 SWD: -123.9 FY: -114.5 HY: -122.6 SED: -87.5 Source: Math Academic Performance in California School Dashboard Released in 2025-26	2025-26 Math Distance From Met ALL: -57.3 AA: -122.0 AI: -93.5 EL: -96.5 LTEL: -144.6 SWD: -131.4 FY: -128.9 HY: -152.6 SED: -83.0 Source: Math Academic Performance in California School Dashboard Released in 2026-27	ALL: 10.1 AA: 7.2 AI: -0.4 EL: 6.5 LTEL: No data SWD: 17.5 FY: 24.4 HY: 40.0 SED: 4.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED): -93.0 Source: Math Academic Performance in California School Dashboard Released in 2023-24				
2.5	English Learner Progress Indicator (Dashboard) - Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	2022-23 English Learner Progress % of ELs are making progress towards proficiency: 43.2 % of Long Term ELs (LTELs) are making progress towards proficiency: No data % of ELs Decreased in at Least 1 ELPI Level: 17.4 % of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 38.6 % of ELs who Maintained ELPI Level 4: 3.1	2023-24 English Learner Progress % of ELs are making progress towards proficiency: 41.2 % of LTELs are making progress towards proficiency: 41.7 % of ELs Decreased in at Least 1 ELPI Level: 19.6 % of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 39.1 % of ELs who Maintained ELPI Level 4: 3.5	2024-25 English Learner Progress % of ELs are making progress towards proficiency: 41.8 % of LTELs are making progress towards proficiency: 46.5 % of ELs Decreased in at Least 1 ELPI Level: 16.6 % of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 41.5 % of ELs who Maintained ELPI Level 4: 1.5	2025-26 English Learner Progress % of ELs are making progress towards proficiency: 53.2 % of LTELs are making progress towards proficiency: 49.7 % of ELs Decreased in at Least 1 ELPI Level: 7.4 % of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 48.6 % of ELs who Maintained ELPI Level 4: 13.1	% of ELs are making progress towards proficiency: -1.4 % of LTELs are making progress towards proficiency: No data % of ELs Decreased in at Least 1 ELPI Level: -0.8 % of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 2.9 % of ELs who Maintained ELPI Level 4: -1.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of ELs who Progressed at Least One ELPI Level: 39.5 Source: English Learner Progress Indicator in California School Dashboard Released in 2023-24	% of ELs who Progressed at Least One ELPI Level: 37.7 Source: English Learner Progress Indicator in California School Dashboard Released in 2024-25	% of ELs who Progressed at Least One ELPI Level: 40.5 Source: English Learner Progress Indicator in California School Dashboard Released in 2025-26	% of ELs who Progressed at Least One ELPI Level: 49.5 Source: English Learner Progress Indicator in California School Dashboard Released in 2026-27	% of ELs who Progressed at Least One ELPI Level: 1.0
2.6	English Learner Reclassification Rate	2022-23 RFEP Rate 5.8 Source: District Multilingual Education Analysis based on Student Information System Records	2023-24 RFEP Rate 8.5 Source: District Multilingual Education Analysis based on Student Information System Records Retrieved December 2024	2024-25 RFEP Rate 9.5 Source: District Multilingual Education Analysis based on Student Information System Records Retrieved January 2026	2025-26 RFEP Rate 15.8 Source: District Multilingual Education Analysis based on Student Information System Records	3.7
2.7	TK/K-6 ELA Percent of Trimester 2 Grades of 3 or Higher	2023-24 TK/K-6 ELA Percent of Trimester 2 Grades of 3 or Higher ALL: 55.1 African American (AA): 39.2 American Indian (AI): 47.8 English Learner (EL): 34.0	2024-25 TK/K-6 ELA Percent of Trimester 2 Grades of 3 or Higher ALL: 55.7 AA: 40.4 AI: 43.2 EL: 32.9 SWD: 34.2	2025-26 TK/K-6 ELA Percent of Trimester 2 Grades of 3 or Higher ALL: 55.3 AA: 38.3 AI: 47.1 EL: 33.1 SWD: 35.3	2026-27 TK/K-6 ELA Percent of Trimester 2 Grades of 3 or Higher ALL: 65.1 AA: 49.2 AI: 57.8 EL: 44.0 SWD: 43.1	ALL: 0.2 AA: -0.9 AI: -0.7 EL: -0.9 SWD: 2.2 FY: 2.6 HY: 5.6 SED: -0.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): 33.1 Foster Youth (FY): 31.7 Homeless Youth (HY): 30.2 Socioeconomically Disadvantaged (SED): 46.6 Source: DBDM Dashboard Retrieved April 2024	FY: 39.2 HY: 35.8 SED: 45.6 Source: DBDM Dashboard Retrieved March 2025	FY: 34.3 HY: 35.8 SED: 46.3 Source: DBDM Dashboard Retrieved March 2026	FY: 41.7 HY: 40.2 SED: 56.6 Source: DBDM Dashboard Retrieved April 2027	
2.8	7-12 ELA Percent Semester 1 Grades of C or Higher	2023-24 Grades 7-12 ELA Percent of Semester 1 Grades of C or Higher ALL: 81.0 African American (AA): 70.3 American Indian (AI): 71.9 English Learner (EL): 76.3 Students With Disabilities (SWD): 68.4 Foster Youth (FY): 58.5 Homeless Youth (HY): 62.7 Socioeconomically Disadvantaged (SED): 77.6 Source: DBDM Dashboard Retrieved April 2024	2024-25 Grades 7-12 ELA Percent of Semester 1 Grades of C or Higher ALL: 81.4 AA: 70.9 AI: 69.4 EL: 72.8 SWD: 69.9 FY: 62.6 HY: 66.6 SED: 77.2 Source: DBDM Dashboard Retrieved January 2025	2025-26 Grades 7-12 ELA Percent of Semester 1 Grades of C or Higher ALL: 82.5 AA: 71.7 AI: 67.4 EL: 73.3 SWD: 73.3 FY: 66.1 HY: 70.5 SED: 79.0 Source: DBDM Dashboard Retrieved February 2026	2026-27 Grades 7-12 ELA Percent of Semester 1 Grades of C or Higher ALL: 91.0 AA: 80.3 AI: 81.9 EL: 86.3 SWD: 78.4 FY: 68.5 HY: 72.7 SED: 87.6 Source: DBDM Dashboard Retrieved April 2027	ALL: 1.5 AA: 1.4 AI: -4.5 EL: -3.0 SWD: 4.9 FY: 7.6 HY: 7.8 SED: 1.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	TK/K-6 Math Percent Trimester 2 Grades of 3 or Higher	2023-24 TK/K-6 Math Percent of Trimester 2 Grades of 3 or Higher ALL: 54.6 African American (AA): 35.5 American Indian (AI): 43.0 English Learner (EL): 38.1 Students With Disabilities (SWD): 35.2 Foster Youth (FY): 34.3 Homeless Youth (HY): 27.0 Socioeconomically Disadvantaged (SED): 46.0 Source: DBDM Dashboard Retrieved April 2024	2024-25 TK/K-6 Math Percent of Trimester 2 Grades of 3 or Higher ALL: 55.3 AA: 35.7 AI: 40.1 EL: 38.6 SWD: 36.2 FY: 40.9 HY: 33.9 SED: 45.5 Source: DBDM Dashboard Retrieved March 2025	2025-26 TK/K-6 Math Percent of Trimester 2 Grades of 3 or Higher ALL: 54.9 AA: 34.2 AI: 42.4 EL: 37.6 SWD: 36.3 FY: 29.9 HY: 35.2 SED: 46.0 Source: DBDM Dashboard Retrieved March 2026	2026-27 TK/K-6 Math Percent of Trimester 2 Grades of 3 or Higher ALL: 64.6 AA: 45.5 AI: 53.0 EL: 48.1 SWD: 45.2 FY: 44.3 HY: 37.0 SED: 56.0 Source: DBDM Dashboard Retrieved April 2027	ALL: 0.3 AA: -1.3 AI: -0.6 EL: -0.5 SWD: 1.1 FY: -4.4 HY: 8.2 SED: 0.0
2.10	7-12 Math Percent of Semester 1 Grades of C or Higher	2023-24 Grades 7-12 Math Percent of Semester 1 Grades of C or Higher ALL: 72.3 African American (AA): 56.5 American Indian (AI): 52.3 English Learner (EL): 63.2	2024-25 Grades 7-12 Math Percent of Semester 1 Grades of C or Higher ALL: 72.1 AA: 55.3 AI: 58.4 EL: 60.5 SWD: 58.8 FY: 57.8 HY: 50.0	2025-26 Grades 7-12 Math Percent of Semester 1 Grades of C or Higher ALL: 74.5 AA: 61.3 AI: 59.0 EL: 63.1 SWD: 63.9 FY: 51.5	2026-27 Grades 7-12 Math Percent of Semester 1 Grades of C or Higher ALL: 82.3 AA: 66.5 AI: 62.3 EL: 73.2 SWD: 68.0 FY: 62.7 HY: 51.3	ALL: 2.2 AA: 4.8 AI: 6.7 EL: -0.1 SWD: 5.9 FY: -1.2 HY: 19.6 SED: 2.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): 58.0 Foster Youth (FY): 52.7 Homeless Youth (HY): 41.3 Socioeconomically Disadvantaged (SED): 67.6 Source: DBDM Dashboard Retrieved April 2024	SED: 67.0 Source: DBDM Dashboard Retrieved January 2025	HY: 60.9 SED: 70.1 Source: DBDM Dashboard Retrieved February 2026	SED: 77.6 Source: DBDM Dashboard Retrieved April 2027	
2.11	i-Ready Reading Spring Results (Percent of Students Achieving Annual Typical Growth from January 1 thru March 31)	2023-24 Percent of Students Achieving Annual Typical Growth from January 1 thru March 31 ALL: 44.0 African American (AA): 39.0 American Indian (AI): 45.0 English Learner (EL): 40.0 Students With Disabilities (SWD): 39.0 Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)	2024-25 Percent of Students Achieving Annual Typical Growth from January 1 thru March 31 ALL: 44.0 AA: 38.0 AI: 37.0 EL: 43.0 SWD: 46.0 Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)	2025-26 Percent of Students Achieving Annual Typical Growth from February 16 thru March 20, 2026 ALL: 46.0 AA: 40.0 AI: 39.0 EL: 41.0 SWD: 43.0 Source: i-Ready Diagnostic Growth Custom Reports	2026-27 Percent of Students Achieving Annual Typical Growth from January 1 thru March 31 ALL: 54.0 AA: 49.0 AI: 55.0 EL: 50.0 SWD: 49.0 Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)	ALL: 2.0 AA: 1.0 AI: -6.0 EL: 1.0 SWD: 4.0
2.12	i-Ready Math Spring Results (Percent of Students Achieving Annual Typical Growth	2023-24 Percent of Students Achieving Annual Typical Growth	2024-25 Percent of Students Achieving Annual Typical Growth	2025-26 Percent of Students Achieving Annual Typical Growth	2026-27 Percent of Students Achieving Annual Typical Growth	ALL: 1.0 AA: 0.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	from January 1 thru March 31)	from January 1 thru March 31 ALL: 35.0 African American (AA): 31.0 American Indian (AI): 35.0 English Learner (EL): 36.0 Students With Disabilities (SWD): 32.0 Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)	from January 1 thru March 31 ALL: 37.0 AA: 30.0 AI: 27.0 EL: 39.0 SWD: 39.0 Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)	from February 16 thru March 20 ALL: 36.0 AA: 31.0 AI: 41.0 EL: 37.0 SWD: 35.0 Source: i-Ready Diagnostic Growth Custom Reports	from January 1 thru March 31 ALL: 45.0 AA: 41.0 AI: 45.0 EL: 46.0 SWD: 42.0 Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)	AI: 6.0 EL: 1.0 SWD: 3.0
2.13	Percent of Time Students With Disabilities are Served in a Least Restrictive Environment More Than 80%	2021-22 Percent of Time Students With Disabilities are Served in a Least Restrictive Environment More Than 80% 58.9% Source: 2021-22 Special Education Annual Performance Report, Retrieved from CDE November 2023	Percent of Time Students With Disabilities are Served in a Least Restrictive Environment More Than 80% 60.4% Source: 2022-23 Special Education Annual Performance Report, Retrieved from CDE November 2024	Percent of Time Students With Disabilities are Served in a Least Restrictive Environment More Than 80% 61.6% Source: 2023-24 Special Education Annual Performance Report, Retrieved from CDE January 2026	2024-25 Percent of Time Students With Disabilities are Served in a Least Restrictive Environment More Than 80% 68.9% Source: 2024-25 Special Education Annual Performance Report, Retrieved from CDE November 2026	2.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Cognative Abilities Test (CoGAT) Percent of Grade 1 and 3 Students With Age Percentile Rank >= 75% On At Least One Domain	2023-24 Percent of Students Passing CoGAT ALL: 27.0 African American (AA): 10.4 American Indian (AI): 10.5 English Learner (EL): 15.2 Students With Disabilities (SWD): 15.3 Foster Youth (FY): 8.6 Homeless Youth (HY): 7.0 Socioeconomically Disadvantaged (SED): 21.5 Source: SCI Internal Analysis, April 2024	2024-25 Percent of Students Passing CoGAT ALL: 28.1 AA: 11.2 AI: 15.8 EL: 12.6 SWD: 15.3 FY: 14.3 HY: 9.5 SED: 18.4 Source: SCI Internal Analysis, May 2025	2025-26 Percent of Students Passing CoGAT ALL: 30.2 AA: 11.1 AI: 15.0 EL: 15.8 SWD: 17.1 FY: 16.0 HY: 14.6 SED: 20.7 Source: SCI Internal Analysis, May 2026	2026-27 Percent of Students Passing CoGAT ALL: 37.0 AA: 20.4 AI: 20.5 EL: 25.2 SWD: 25.3 FY: 18.6 HY: 17.0 SED: 31.5 Source: SCI Internal Analysis, April 2027	ALL: 3.2 AA: 0.7 AI: 4.5 EL: 0.6 SWD: 1.8 FY: 7.4 HY: 7.6 SED: -0.8
2.15	California Science Test (CAST) - Percent of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12)	2022-23 CAST Students Standards/Exceeded Met ALL: 25.5 African American (AA): 7.8 American Indian (AI): 13.7 English Learner (EL): 2.7 Long-Term EL (LTEL): 1.0	2023-24 CAST Students Standards/Exceeded Met ALL: 25.1 AA: 10.9 AI: 11.4 EL: 2.2 Long-Term EL: 1.6 SWD: 6.8 FY: 5.3 HY: 7.6 SED: 17.2	2024-25 CAST Students Standards/Exceeded Met ALL: 27.0 AA: 10.2 AI: 8.1 EL: 2.3 LTEL: 1.0 SWD: 10.2 FY: 5.6 HY: 11.0 SED: 17.1	2025-26 CAST Students Standards/Exceeded Met ALL: 35.5 AA: 17.8 AI: 23.7 EL: 12.7 LTEL: 10 SWD: 19.5 FY: 10.0 HY: 20.2 SED: 27.1	ALL: 2.5 AA: 2.4 AI: -5.6 EL: -0.4 LTEL: 0.0 SWD: 0.7 FY: 5.6 HY: 0.8 SED: 0.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): 9.5 Foster Youth (FY): 0.0 Homeless Youth (HY): 10.2 Socioeconomically Disadvantaged (SED): 17.1 Source: CAASPP Science, Non-Charter Schools Released in 2023-24	Source: CAASPP Science, Non-Charter Schools Released in 2024-25	Source: CAASPP Science, Non-Charter Schools Released in 2025-26	Source: CAASPP Science, Non-Charter Schools Released in 2026-27	
2.16	Staff Connectedness - Percent of Positive Responses (Belongingness / Connectedness)	2023-24 Percentage of Staff With a Positive Perception of Belongingness / Connectedness 69.7 Source: 2023-24 Spring School Climate Survey for Staff	2024-25 Percentage of Staff With a Positive Perception of Belongingness / Connectedness 73.2 Source: 2024-25 Spring School Climate Survey for Staff	2025-26 Percentage of Staff With a Positive Perception of Belongingness / Connectedness 75.5 Source: 2025-26 Spring School Climate Survey for Staff	2026-27 Percentage of Staff With a Positive Perception of Belongingness / Connectedness 75.7 Source: 2026-27 Spring School Climate Survey for Staff	5.8
2.17	District English Learner Advisory Council (DELAC) Participation - Percentage of Schools with an English Learner Advisory Committee (ELAC) Sending a Representative to at	2023-24 48.0 (30 of 62 schools) Source: Multilingual Education Internal Analysis, April 2024	2024-25 46.7 (28 of 60 schools) Source: Multilingual Education Internal	2025-26 51.4 (19 of 37 schools) Source: Multilingual Education Internal	2026-27 100.0 (62 of 62 schools) Source: Multilingual Education Internal	3.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Least One DELAC Meeting		Analysis, March 2025	Analysis, April 2026	Analysis, April 2027	
2.18	Percent of Teachers With Full Credential (Williams)	2021-22 Percent of Teachers With Full Credential Reported in 2023-24 87.3 Source: CDE Dataquest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) (With School Data), Non-Charter Schools	2022-23 Percent of Teachers With Full Credential Reported in 2024-25 85.7 Source: CDE Dataquest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) (With School Data), Non-Charter Schools	2023-24 Percent of Teachers With Full Credential Reported in 2025-26 84.2 Source: CDE Dataquest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) (With School Data), Non-Charter Schools	2024-25 Percent of Teachers With Full Credential Reported in 2026-27 92.3 Source: CDE Dataquest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) (With School Data), Non-Charter Schools	-3.1
2.19	Percent of Students With Required Textbooks (Williams)	2023-24 Percent of Students With Required Textbooks 100.0 Source: 2023-24 School Accountability Report Card	2024-25 Percent of Students With Required Textbooks 100.0 Source: 2024-25 School Accountability Report Card	2025-26 Percent of Students With Required Textbooks 100.0 Source: 2025-26 School Accountability Report Card	2026-27 Percent of Students With Required Textbooks 100.0 Source: 2026-27 School Accountability Report Card	0.0
2.20	State Standards Survey Results	2023-24 Percentage of modal responses	2024-25 Percentage of	2025-26 Percentage of	2026-27 Percentage of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of modal responses indicating 'Fully Implementing' or 'Fully Implementing with Sustainability'	indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' 34.8 Source: Local Survey of Administrators	modal responses indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' 34.5 Source: Local Survey of Administrators	modal responses indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' 42.0 Source: Local Survey of Administrators	modal responses indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' 50.0 Source: Local Survey of Administrators	7.2

Goal Analysis [2025-26]

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

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

2.1 EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families: Substantially implemented as planned.
2.2 EARLY LEARNING AND CARE - Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility: Substantially implemented as planned.

2.3 MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners: Substantially implemented as planned.
2.4 MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners: Substantially implemented as planned.
2.5 MULTILINGUAL EDUCATION - Implement English Learner Master Plan: Substantially implemented as planned.
2.6 MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners: Substantially implemented as planned.

2.7 SPECIAL EDUCATION - School Psychologists: Substantially implemented as planned.
2.8 SPECIAL EDUCATION - Instructional assistance for Students with Disabilities: Substantially implemented as planned.

2.9 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results: Substantially implemented as planned.
2.10 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making: Substantially implemented as planned.

2.11 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff: Substantially implemented as planned.
2.12 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development: Substantially implemented as planned.
2.13 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention: Substantially implemented as planned.

2.14 HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum: Substantially implemented as planned.
2.15 HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention: Substantially implemented as planned.

2.16 CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy: Substantially implemented as planned.
2.17 CURRICULUM AND INSTRUCTION - Design & Implement District-Wide Multi-Tiered System of Supports Framework: Partially implemented, but several of the planning sessions delayed and cancelled.
2.18 CURRICULUM AND INSTRUCTION - Implement District-wide Common Assessments: Substantially implemented as planned.
2.19 CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services: Substantially implemented as planned.
2.20 CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support: Substantially implemented as planned.
2.21 CURRICULUM AND INSTRUCTION - Provide Instructional Materials for Students and Staff: Substantially implemented as planned.

2.22 LCAP Office - Evaluation, Assessment, and Data Literacy Support: Substantially implemented as planned.

2.23 IAS - Eight (8) Additional School Days - LREBG: Substantially implemented as planned.

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

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below due to higher than budgeted salaries and benefits:

2.1 EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families
2.7 SPECIAL EDUCATION - School Psychologists
2.8 SPECIAL EDUCATION - Instructional assistance for Students with Disabilities
2.13 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention
2.15 HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention
2.20 CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support
2.21 CURRICULUM AND INSTRUCTION - Provide Instructional Materials for Students and Staff
2.22 LCAP Office - Evaluation, Assessment, and Data Literacy Support

Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred due to reduced substitute and per diem costs.

2.17 CURRICULUM AND INSTRUCTION - Design & Implement District-Wide Multi-Tiered System of Supports Framework

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

The synergy of these actions is most evident in the English Learner Progress Indicator and the English Learner Reclassification Rate, which has climbed from a baseline of 5.8% to 9.5%. This suggests that the specialized instructional strategies and parent engagement efforts are successfully moving students toward English proficiency. Additionally, the Percent of Time Students With Disabilities are Served in a Least Restrictive Environment has shown a steady increase to 61.6%, indicating that the district's focus on inclusion is yielding systemic change.

While secondary outcomes, such as 7-12 Math Grades and i-Ready Reading Growth, show positive movement, the SBAC Distance From Met for both ELA and Math highlights a persistent gap. Although most student groups are showing "Distance From Met" improvements, the pace of growth needs to increase significantly to reach the Year 3 targets of 80% of students demonstrating growth. The data suggests that while the foundational "Conditions of Learning" (staffing and materials) are being met, the instructional interventions are currently in a stage of incremental rather than transformative improvement.

To achieve these results, the district has deployed a comprehensive set of actions across several key departments:

Early Childhood & Foundations: Action 2.1 focuses on providing early childhood education, while Action 2.2 provides access to the two-year Transitional Kindergarten program to build early literacy and numeracy.

Multilingual Education: A multi-pronged approach includes Action 2.3 (Parent Engagement/Training), Action 2.4 (Professional Learning), Action 2.5 (EL Master Plan Implementation), and Action 2.6 (Targeted Interventions/Tutoring).

Special Education: Support is funneled through Action 2.7 (School Psychologists) and Action 2.8 (Instructional Assistance) to ensure students with disabilities are supported in the least restrictive environments.

Site-Based Leadership & Field Support: Action 2.9 empowers School Site Councils to determine SPSA-based actions, while Action 2.10, Action 2.11, Action 2.12, and Action 2.13 provide localized data decision-making, collaboration time, and readiness interventions.

Staffing & Professional Growth: The district maintains core conditions through Action 2.14 (Base and Supplemental Staffing) and Action 2.15 (Employee Pipelines/Retention).

Instructional Systems: Strategy is aligned and expanded through Action 2.16 (Literacy/Numeracy PL Plan), Action 2.17 (MTSS Framework), Action 2.18 (Common Assessments), Action 2.19 (Advanced Learner Services), Action 2.20 (Teacher Induction), Action 2.21 (Instructional Materials), and Action 2.23 (Additional School Days - LREBG) which increases instructional time to address learning recovery.

Evaluation: Oversight and analytical support is provided by Action 2.22 (LCAP Office Data Support).

Together, these actions form a comprehensive framework that addresses the "Conditions of Learning" while striving to improve "Pupil Outcomes" through data-driven instruction and targeted student support.

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

Actions Added or Modified for 2025-26

The collaborative efforts to enhance graduation outcomes across the district have begun to demonstrate promising results based on the data collected during the first year of this LCAP's three-year cycle. While we continue to address specific challenges as noted, the district remains committed to implementing the goals and actions outlined in the adopted plan. These efforts will be continued and refined as noted below to achieve our objectives:

Action 2.3 MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners: Beginning in 2025-26, this action is modified to reflect its intent to increase the percent of English Learner students progressing in English Language Development and improving the English Learner Reclassification Rate.

Actions 2.4, 2.5, 2.6, and 2.12 are modified to include additional detail in services provided to improve the outcomes of English Learners and Long-Term English Learners.

Action 2.14 HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum: Beginning with the 2025-26 school year, this action is modified to provide Supplemental and Concentration funding for Reading Intervention Teachers Specialists at all school sites. This is action is intended to improve the percent of teachers who are fully credentialed (Metric 2.18) and to improve literacy (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) results across the district.

Action 2.16 CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy: Beginning with the 2025-26 school year, this action is modified to also incorporate the design and coordination of a multi-year Professional Learning Plan for classified, certificated, and management staff focused on implementing Multi-Tiered Systems of Support (MTSS) to strengthen literacy instruction across all elementary sites. This plan includes strategic utilization of Reading Intervention Teachers at each elementary site to provide targeted, data-driven interventions aligned to student needs. Professional learning will emphasize Foundational Literacy practices, structured interventions, and Integrated Multi-Tiered Systems of Support (MTSS) frameworks

Action 2.22 LCAP Office - Evaluation, Assessment, and Data Literacy Support: Beginning with the 2025-26 school year, this action is modified to reflect that it is intended to increase the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11), Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12), and percent of English Learner students reclassified to English proficient (Metric 2.6).

Action 2.23 IAS - Eight (8) Additional School Days - LREBG: Beginning with the 2025-26 school year, this action is added to reflect the use of Learning Recovery Emergency Block Grant (LREBG) funds to increase instructional time by eight (8) days at the beginning of the school year in response to the district's needs assessment.

Long-Term English Learner was added to metrics 2.3, 2.4, 2.5, and 2.15.

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Modified for 2026-27

Action 2.1 EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families
Action 2.2 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility
Action 2.5 MULTILINGUAL EDUCATION - Implement English Learner Master Plan
Action 2.6 MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners
Action 2.19 CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services

Actions Discontinued June 2026

Action 2.20 CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support
Action 2.23 IAS - Eight (8) Additional School Days - LREBG

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	EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families (Modified 2026-27)	Provide access to early childhood education for eligible students and families to build a strong foundation for academic success, social emotional development, early literacy skills, and school readiness. Universal PreKindergarten Programs (UPK) offer a combination of state-funded and Head Start-funded programs, ranging from Infant/Toddler to School-Age. Program eligibility is income-based and the location of programs are prioritized to Title 1-designated sites. Increase the percent of TK/K-6 ELA Grades of 3 or Higher (Metric 2.7). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$14,434,886.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility (Modified 2026-27)	Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility which uses a modified curriculum that is developmentally appropriate and aligns the PK Learning Foundations and the Kindergarten Content Standards. Students enroll in a full year of Early/Transitional Kindergarten programming to strengthen school readiness skills and build upon a strong learning foundation for success in elementary, secondary, and beyond. Increase the percent of students demonstrating academic success in ELA (Metric 2.7) and Math (Metrics 2.9). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$14,409,746.00	No
2.3	MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners (Modified 2025-26)	Update English Language Development support structure to provide direct services to engage and train parents of English Learner students. Support school sites with establishing operational English Language Advisory Committees, enhancing district and site parent communication, interpreting and translating (oral and writing) communication using specific home languages, coordinating services to assist families in obtaining access to school programs and resources, recruiting parents for site and district programs (ELAC, DELAC, SSC, LCAP PAC, etc.), and meeting with parents of students that are in need of additional tier 2 and 3 support. English Language Arts, Math, and English Learner Progress Indicators Required Action. Beginning in 2025-26, this action is modified to reflect its intent to increase the percent of English Learner students progressing in English Language Development (Metric 2.5) and improving the English Learner Reclassification Rate (Metric 2.6). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Student Advisory Council.	$431,051.00	No
2.4	MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English	Professional learning to support English Language Development services. Beginning with the 2025-26 school year, this action is modified to include the following additional detail: The district will provide professional learning opportunities for teachers and administrators at all school sites to enhance English Language Development (ELD) services. This action aligns with the	$836,399.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Learners (Modified 2025-26)	goal of increasing the percentage of English Learner (EL) students making progress in ELD, English Language Arts (ELA), Math, and the English Learner Progress Indicators (ELPI). The professional development will focus on research-based ELD practices, data-driven instruction, and strategies for supporting ELs across content areas. These opportunities will be ongoing and tailored to meet the needs of different school sites and grade levels. This action is designed to improve outcomes for EL and LTEL students. Increase the percent of English Learner students progressing in English Language Development (Metric 2.5). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.		
2.5	MULTILINGUAL EDUCATION - Implement English Learner Master Plan (Modified 2026-27)	Refocus implementation of the English Learner (EL) Master Plan on activities that are explicitly mandated under California Education Code and federal requirements, including Every Student Succeeds Act (ESSA) and Title III of the Elementary and Secondary Education Act. The district will ensure that all required components of the EL Master Plan are implemented with fidelity, including identification, placement, program services, progress monitoring, and reclassification procedures for English Learners. The district will prioritize mandated activities such as the provision of both Integrated and Designated English Language Development (ELD), annual assessment of English proficiency, and timely reclassification processes, ensuring that all practices meet state and federal compliance standards. Coordination with school sites will focus on consistent execution of these required elements, supported by clear guidance, training, and monitoring systems. Implementation will emphasize legally required supports to address the needs of diverse EL populations, including newcomers and Long-Term English Learners (LTELs) through differentiated instruction and access to grade-level curriculum. Professional learning will be aligned to mandated instructional requirements to ensure educators are equipped to deliver standards-based ELD and content instruction. These efforts are designed to improve required accountability outcomes, including increased progress in English Language Development (Metric 2.5) and improved reclassification rates	$399,658.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(Metric 2.6), in alignment with state accountability systems and federal reporting obligations. All activities will continue to reflect input from educational partners, including advisory committees, in accordance with stakeholder engagement requirements under Local Control Funding Formula (LCFF).		
2.6	MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners (Modified 2026-27)	The district will provide targeted tutoring and intervention services, including in-person, online, and technology-based programs, to support English Learner, migrant, and long-term English Learner students, with priority given to secondary newcomer students. Services will include virtual tutoring, adaptive learning platforms, and digital intervention tools to accelerate language development and improve achievement in English Language Arts and Mathematics. Professional learning and ongoing coaching will be provided for teachers, paraprofessionals, administrators, and site teams in new state standards, designated and integrated English Language Development (ELD) and effective use of instructional technology to support English learners. Beginning in the 2025–26 school year, supports will be delivered on an as-needed basis to ensure individualized student support, with professional development emphasizing evidence-based practices that promote timely English Learner reclassification. These actions are designed to strengthen language acquisition, improve academic outcomes, and advance educational equity, with the goal of increasing English Learner progress in ELD (Metric 2.5) and improving the English Learner Reclassification Rate (Metric 2.6), consistent with English Language Arts, Mathematics, and English Learner Progress Indicators, and aligned with feedback from the LCAP Parent Advisory Committee.	$140,869.00	Yes
2.7	SPECIAL EDUCATION - School Psychologists	Provide school psychological services, including participation on Student Success Teams (SSTs). Increase the amount of time students receiving Special Education services are in a least restrictive environment (Metric 2.13). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Community Advisory Committee, District English Learner Advisory Committee.	$11,957,622.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	SPECIAL EDUCATION - Instructional assistance for Students with Disabilities	Provide students with disabilities specific instructional aide supports as identified in their Individualized Education Program (IEP). The percent of students who receive Special Education services and are served in a Least Restricted Environment (LRE) is one of the intended impacted areas of this action (Metric 2.13). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Community Advisory Committee.	$58,138,278.00	No
2.9	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results	School Site Council-determined, SPSA-based actions to improve ELA and Math performance. These funds are used to implement actions/strategies that benefit the targeted student groups identified by the site's Needs Assessment. Actions are described by each school site in their School Plan for Student Achievement (SPSA) and each school site defines measurable outcomes for monitoring progress and measuring effectiveness. Actions or strategies in each school's SPSA support achievement of the school's established goals, which represent each site's efforts to achieve the overall goals present in the district's LCAP. Examples of actions/strategies in Goal 1 include increased counseling services, expanded credit recovery options, and field trip experiences. Examples of actions/strategies in Goal 2 include bilingual instructional aides, targeted academic intervention, after school tutoring, and professional development for staff, including those teaching English Learner students. Increase the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) and Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Student Advisory Council.	$5,895,690.00	Yes
2.10	INSTRUCTIONAL ASSISTANT SUPERINTENDENT	Use student data for secondary department chairs to provide interventions for secondary students. Increase the percent of students making progress in ELA (Metric 2.8) and Math (Metric 2.10) secondary coursework.	$745,329.00	No

Action #	Title	Description	Total Funds	Contributing
	S - Secondary department-level data-based decision-making	English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.		
2.11	INSTRUCTIONAL ASSISTANT SUPERINTENDENT S - Weekly Collaboration Time for certificated staff	Provide one hour of time per week for teachers to collaborate with peers on approaches to improving student achievement. Increase the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) and Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$172,947.00	No
2.12	INSTRUCTIONAL ASSISTANT SUPERINTENDENT S - English Language Development (Modified 2025-26)	School Site Council-determined, SPSA-based actions to improve English Language Development performance and progress. Beginning with the 2025-26 school year, this action is modified to include the following additional detail: Professional learning for both elementary and secondary educators will center on the implementation of high-quality, standards-aligned instruction to support English learners, including newcomers and Long-Term English Learners (LTELs). At the secondary level, the focus will be on integrated English Language Development (ELD) across content areas, ensuring that language development is embedded in all disciplines. At the elementary level, emphasis will be placed on foundational skills development, integrated with designated and integrated ELD practices. These professional learning priorities align with the district's English Learner Master Plan and reflect School Site Council-determined, SPSA-based actions aimed at improving English Language Development (ELD) outcomes. Increase the percent of students making progress in English Language Development (Metric 2.5). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.	$1,059,856.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention	Provide research and evidence-based interventions at Title 1 schools for students who are low income and for students demonstrating high needs. Intervention is intended to accelerate progress towards grade-level readiness, particularly for those students who demonstrate gaps in grade-level proficiency. Increase the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) and Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12), and increase the percent of students progressing in English Language Development (Metric 2.5). English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$7,612,278.00	No
2.14	HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum (Modified 2025-26)	Provide certificated and classified staffing at a level sufficient to provide the core curriculum to all students. Smaller class sizes allow for teachers and instructional staff to be better attuned to the unique needs of each learner. Although this strategy benefits all students, the targeted assistance that SCUSD provides to site leaders during the annual staffing and budget development process ensures that unduplicated pupils' needs are prioritized. The targeted assistance allows the district to maintain schools and school sites to maintain programs above and beyond what would be possible with base funding alone. SCUSD is reduced class size at grades K-3 and to provide targeted school assistance in the form of additional staffing across the district. Class size reduction (maintaining class size at 24:1) at K-3 is implemented districtwide for all school sites. This action also provide additional staffing to high-needs sites where the percentage of students who are English Learner, Foster Youth, and/or Low Income comprise more than 55% of the student enrollment. Beginning with the 2025-26 school year, this action is modified to provide $12,198,186 in Supplemental and Concentration funding for Reading Intervention Teachers Specialists at all school sites. This action is intended to improve the percent of teachers who are fully credentialed (Metric 2.18) and to improve literacy (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) results across the district.	$290,050,486.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.15	HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention	Develop and implement pathways and pipelines for current employees and community members to acquire credentials and certifications (e.g. teaching credential). Increase SCUSD's presence in the community and around the nation to recruit highly qualified individuals and retain valued employees. This action is particularly focused on recruitment and retention of teachers to improve outcomes for low-income students and students of color, as teacher attrition disproportionately impacts these schools. Full credential teacher recruitment and retention (Metric 2.18) is one of the intended impacted areas of this action.	$4,741,364.00	No
2.16	CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy (Modified 2025-26)	Design and coordinate a comprehensive, multi-year Professional Learning Plan for classified, certificated and management staff anchored in the district's commitment High Quality Instruction and focused on the District's Academic Literacy & Numeracy Priorities: Foundational Reading Skills, Integrated ELD Across Disciplines and Mathematical Number Sense. Beginning with the 2025-26 school year, this action is clarified to also incorporate the design and coordination of a multi-year Professional Learning Plan for classified, certificated, and management staff focused on implementing Multi-Tiered Systems of Support (MTSS) to strengthen literacy instruction across all elementary sites. This plan includes strategic utilization of Reading Intervention Teachers at each elementary site to provide targeted, data-driven interventions aligned to student needs. Professional learning will emphasize Foundational Literacy practices, structured interventions, and Integrated Multi-Tiered Systems of Support (MTSS) frameworks. Increase State Standards Survey Results (Metric 2.20) and the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) and Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$1,296,398.00	Yes
2.17	CURRICULUM AND INSTRUCTION - Design & Implement	Develop and implement a district-wide Multi-Tiered System of Supports. This action includes coordinating a District MTSS Design Team to collaboratively define tiers of instruction and intervention; establish	$500,000.00	No

Action #	Title	Description	Total Funds	Contributing
	District-Wide Multi-Tiered System of Supports Framework	common teaming structures and assurances; and develop a comprehensive assessment, intervention, and progress monitoring system. Provide professional learning for teachers, site-based teams, and site/department leaders on MTSS principles and practices, including universal tier one instructional best practices, data-based decision-making, tiered instruction, and progress monitoring and intervention strategies. TK-6 ELA Grades of 3 or Higher (Metric 2.7), TK-6 Math Grades of 3 or Higher (Metric 2.9), 7-12 ELA Grades of C or Higher (Metric 2.8), 7-12 Math Grades of C or Higher (Metric 2.10), i-Ready Reading Spring Scale Scores (Metric 2.11), i-Ready Math Spring Scale Scores (Metric 2.12), SBAC ELA Scores (Metrics 2.1 and 2.3), SBAC Math Scores (Metrics 2.2 and 2.4), and California Science Test (Metric 2.15) outcomes for students are intended areas of this action. English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.		
2.18	CURRICULUM AND INSTRUCTION - Implement District-wide Common Assessments	To assess the effectiveness of standards implementation, staff will: coordinate and support the administration of district-wide universal screeners and common assessments; engage in ongoing progress monitoring of academic performance and growth of students, particularly those from traditionally underserved communities; and collect and analyze data related to academic performance, student demographics, and program effectiveness to identify trends and areas for improvement, measure the impact of actions, and design professional learning. i-Ready Reading Spring Scale Scores (Metric 2.11), i-Ready Math Spring Scale Scores (Metric 2.12), and Reclassification Rate (Metric 2.6) outcomes for students are intended areas of this action. English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$285,000.00	No
2.19	CURRICULUM AND INSTRUCTION -	Eliminate barriers to equitable identification for, and student receipt of, advanced learner services Grade 2-12. Administer the Cognitive Abilities	$902,054.00	No

Action #	Title	Description	Total Funds	Contributing
	Provide Equitable Access to Advanced Learner Services (Modified 2026-27)	Test (CogAT) to facilitate universal screening of all students for recommended access to advanced learner opportunities in Grades 2-6 and placement in advanced Middle School courses. Provide ongoing professional learning for elementary teachers providing GATE services in grades 2-6. The CoGAT pass rate for Age Percentile Rank for grade 3 students is one of the intended impacted areas of this action (Metric 2.14).		
2.20	CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support (Discontinued June 2026)	Provide professional learning and coaching support to new teachers and new administrators. Continuously improve and align the SCUSD Teacher Induction Program to address district priorities and support new teachers (those pursuing preliminary credentials, including clear single-subject, multiple-subject, or teacher-specialist credentials, intern credentials, short-term permits, and credentials outside of teachers) as they develop their proficiency to deliver High Quality Instruction in alignment with the California Standards for the Teaching Profession. Provide teachers and administrators new to SCUSD with a comprehensive orientation and support process aligned with district priorities. Establish and maintain alternative pathways for acquiring a teaching credential by way of teacher internship and residencies opportunities for grades TK-12. Increase retention of site and district administrators by providing them with professional learning and coaching opportunities to enhance their knowledge and skills to fulfill their roles and responsibilities as instructional leaders, including individual and small group mentoring and networking, site visits, new administrator training, and just in time supports. Full credential teacher recruitment and retention (Metric 2.18) is one of the intended impacted areas of this action.		No
2.21	CURRICULUM AND INSTRUCTION - Provide Instructional Materials for Students and Staff	Provide all students and staff sufficient instructional materials (print, manipulatives, and digital) for board-adopted curricula and library books for TK-12 aligned with District Academic Priorities: Culture & Climate, Literacy and Numeracy. Includes project-based learning opportunities utilizing school libraries. Includes newly adopted materials and replacement materials for lost/damaged items. The sufficiency of student textbooks is one of the intended impacted areas of this action (Metric 2.19).	$3,626,256.00	No

Action #	Title	Description	Total Funds	Contributing
2.22	LCAP Office - Evaluation, Assessment, and Data Literacy Support (Modified 2025-26)	Provide data analysis and program evaluation support to guide continuous improvement planning and decision making. District leadership will use data to identify where schools are identifying low student achievement to focus the goals of school single plans for student achievement. Deepen data literacy across the district, including integrating the goals and actions within the LCAP and school SPSAs. Beginning with the 2025-26 school year, this action is modified to reflect that it is intended to increase the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11), Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12), and percent of English Learner students reclassified to English proficient (Metric 2.6). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.	$2,089,088.00	Yes
2.23	IAS - Eight (8) Additional School Days - LREBG (Discontinued June 2026)	The purpose of this action is to use Learning Recovery Emergency Block Grant (LREBG) funds to increase instructional time by eight (8) days at the beginning of the school year in response to the district's needs assessment. Research supports that there is a positive correlation between additional instruction time and student progress and performance in core academic subjects. Across the district, 50.3% of students received a scale score on CAASPP that places them in the Standards Not Met or on the low end of Standards Nearly Met level in ELA. For at least 75% of the district’s schools, the district received a status level indicating low performance in Mathematics for one of more of the following student groups on the 2024 Dashboard: ALL, AA, EL, H, SED, and SWD. This action accounts for the district's entire remaining allocation of $5,078,574 in LREBG funds, and the district does not anticipate receiving any additional LREBG funds in 2026-27 and 2027-28. Increase State Standards Survey Results (Metric 2.20) and the percent of students making progress in ELA (Metrics 2.1, 2.3, 2.7, 2.8, and 2.11) and Math (Metrics 2.2, 2.4, 2.9, 2.10, and 2.12).		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3 is about creating the same sense of being welcomed and safe for all students and families within the district. All students and families will feel safe and connected in their school community as measured by the annual LCAP School Climate and Culture survey and behavior data as a result of engaging all staff in professional learning on Anti-Bias/Anti-Racist/Trauma-Informed principles and practices.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The district and its education partners understand that the best learning happens when all students and families will feel safe and connected in their school community. To improve our district's culture and climate, Goal 3 is strategically designed to leverage professional learning on Anti-Bias/Anti-Racist/Trauma-Informed principles and practices to decrease the incidents that arise and result in students being suspended and removed from their learning environments.

More than 6 (6.1%) of every 100 students were excluded from their education via suspension, resulting in an Orange rating on the Dashboard released in December 2023. Below are the respective suspension rates for each of our historically underserved groups:

African American: 15.3
American Indian: 9.0
English Learner: 4.3
Students With Disabilities: 9.3
Foster Youth: 17.8
Homeless Youth: 13.4
Socioeconomically Disadvantaged: 7.4

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 6.1 African American (AA): 15.3 American Indian (AI): 9.0 English Learner (EL): 4.3 Long-Term EL (LTEL): No data Students With Disabilities (SWD): 9.3 Foster Youth (FY): 17.8 Homeless Youth (HY): 13.4 Socioeconomically Disadvantaged (SED): 7.4 Source: Suspension Indicator in California School Dashboard Released in 2023-24	2023-24 Suspension Rate ALL: 5.8 AA: 15.3 AI: 11.5 EL: 4.1 LTEL: 7.7 SWD: 8.7 FY: 18.8 HY: 12.7 SED: 7.1 Source: Suspension Indicator in California School Dashboard Released in 2024-25	2024-25 Suspension Rate ALL: 6.2 AA: 16.0 AI: 12.7 EL: 4.7 LTEL: 8.4 SWD: 8.9 FY: 14.4 HY: 11.3 SED: 7.5 Source: Suspension Indicator in California School Dashboard Released in 2025-26	2025-26 Suspension Rate ALL: 4.0 AA: 4.0 AI: 4.0 EL: 3.0 LTEL: 4.0 SWD: 4.0 FY: 4.0 HY: 4.0 SED: 4.0 Source: Suspension Indicator in California School Dashboard Released in 2026-27	ALL: 0.1 AA: 0.7 AI: 3.7 EL: -0.3 LTEL: No data SWD: -0.4 FY: -3.4 HY: -2.1 SED: 0.1
3.2	Chronic Absenteeism Indicator (Dashboard)	2022-23 Chronic Absenteeism Rate ALL: 29.2 African American (AA): 48.8 American Indian (AI): 44.5 English Learner (EL): 24.4	2023-24 Chronic Absenteeism Rate ALL: 25.4 AA: 43.9 AI: 39.2 EL: 22.3 LTEL: 25.6 SWD: 31.7 FY: 43.7 HY: 57.5	2024-25 Chronic Absenteeism Rate ALL: 23.1 AA: 41.5 AI: 33.8 EL: 18.3 LTEL: 21.0 SWD: 29.9 FY: 36.3 HY: 49.1	2025-26 Chronic Absenteeism Rate ALL: 20.0 AA: 20.0 AI: 20.0 EL: 20.0 LTEL: 20.0 SWD: 20.0 FY: 20.0 HY: 20.0	ALL: -6.1 AA: -7.3 AI: -10.7 EL: -6.1 LTEL: No data SWD: -7.0 FY: -6.1 HY: -23.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long-Term EL (LTEL): No data Students With Disabilities (SWD): 36.9 Foster Youth (FY): 42.4 Homeless Youth (HY): 72.1 Socioeconomically Disadvantaged (SED): 34.9 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2023-24	SED: 31.1 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2023-24	SED: 28.7 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	SED: 20.0 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2026-27	SED: -6.2
3.3	Attendance Rate - Percentage of Students With 96%+ Attendance Rate	2023-24 Percentage of Students With 96%+ Attendance Rate ALL: 45.0 African American (AA): 33.0 American Indian (AI): 31.0 English Learner (EL): 47.0 Students With Disabilities (SWD): 41.0 Foster Youth (FY): 37.0 Homeless Youth (HY): 21.0 Socioeconomically Disadvantaged (SED): 42.0	2024-25 Percentage of Students With 96%+ Attendance Rate ALL: 45.0 AA: 33.0 AI: 29.0 EL: 48.0 SWD: 39.0 FY: 41.0 HY: 23.0 SED: 42.0 Source: ABC Attendance Report Retrieved March 2025	2025-26 Percentage of Students With 96%+ Attendance Rate ALL: 48.0 AA: 37.0 AI: 30.0 EL: 52.0 SWD: 43.0 FY: 40.0 HY: 29.0 SED: 44.0 Source: ABC Attendance Report Retrieved March 2026	2026-27 Percentage of Students With 96%+ Attendance Rate ALL: 55.0 AA: 43.0 AI: 41.0 EL: 57.0 SWD: 51.0 FY: 47.0 HY: 31.0 SED: 52.0 Source: ABC Attendance Report Retrieved April 2027	ALL: 3.0 AA: 4.0 AI: -1.0 EL: 5.0 SWD: 2.0 FY: 3.0 HY: 8.0 SED: 2.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: ABC Attendance Report Retrieved April 2024				
3.4	Percent of Students Expelled	2022-23 Expulsion Rate ALL: 0.1 African American (AA): 0.2 American Indian (AI): 0.0 English Learner (EL): 0.0 Students With Disabilities (SWD): 0.1 Foster Youth (FY): 0.0 Homeless Youth (HY): 0.2 Socioeconomically Disadvantaged (SED): 0.1 Source: CDE Dataquest Expulsion Rate Report Released in 2023-24, Non-Charter	2023-24 Expulsion Rate ALL: 0.0 AA: 0.0 AI: 0.0 EL: 0.0 SWD: No data available FY: No data available HY: No data available SED: No data available Source: CDE Dataquest Expulsion Rate Report Released in 2024-25, Non-Charter	2024-25 Expulsion Rate ALL: 0.1 AA: 0.2 AI: 0.0 EL: 0.0 SWD: 0.0 FY: 0.0 HY: 0.1 SED: 0.1 Source: CDE Dataquest Expulsion Rate Report Released in 2025-26, Non-Charter	2025-26 Expulsion Rate ALL: 0.0 AA: 0.0 AI: 0.0 EL: 0.0 SWD: 0.0 FY: 0.0 HY: 0.0 SED: 0.0 Source: CDE Dataquest Expulsion Rate Report Released in 2026-27, Non-Charter	ALL: 0.0 AA: 0.0 AI: 0.0 EL: 0.0 SWD: -0.1 FY: 0.0 HY: -0.1 SED: 0.0
3.5	Student Safety Perception Positivity Rate - Percent of Positive Responses	2023-24 Percent of Positive Responses (Safety) ALL: 63.0 African American (AA): 59.0 American Indian (AI): 58.3	2024-25 Percent of Positive Responses (Safety) ALL: 63.0 AA: 57.1 AI: 56.6 EL: 57.1 SWD: 57.2	2025-26 Percent of Positive Responses (Safety) ALL: 64.2 AA: 58.5 AI: 65.6 EL: 58.0 SWD: 59.5	2026-27 Percent of Positive Responses (Safety) ALL: 69.0 AA: 65.0 AI: 64.3 EL: 61.4 SWD: 62.6	ALL: 1.2 AA: -0.5 AI: 7.3 EL: 2.6 SWD: 2.9 FY: 7.0 HY: 3.2 SED: 1.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner (EL): 55.4 Students With Disabilities (SWD): 56.6 Foster Youth (FY): 61.3 Homeless Youth (HY): 54.5 Socioeconomically Disadvantaged (SED): 60.4 Source: Spring 2023-24 School Climate Survey for Students	FY: 63.4 HY: 52.5 SED: 61.3 Source: Spring 2024-25 School Climate Survey for Students	FY: 68.3 HY: 57.7 SED: 61.8 Source: Spring 2025-26 School Climate Survey for Students	FY: 67.3 HY: 60.5 SED: 66.4 Source: Spring 2026-27 School Climate Survey for Students	
3.6	Student Connectedness Perception Positivity Rate - Percent of Positive Responses	2023-24 Percent of Positive Responses (Belongingness/Connectedness) ALL: 67.0 African American (AA): 62.2 American Indian (AI): 65.8 English Learner (EL): 58.6 Students With Disabilities (SWD): 62.6 Foster Youth (FY): 67.7 Homeless Youth (HY): 64.3 Socioeconomically Disadvantaged (SED): 64.0	2024-25 Percent of Positive Responses (Belongingness/Connectedness) ALL: 68.6 AA: 63.5 AI: 62.7 EL: 63.0 SWD: 64.8 FY: 72.1 HY: 60.3 SED: 66.8 Source: Spring 2024-25 School Climate Survey for Students	2025-26 Percent of Positive Responses (Belongingness/Connectedness) ALL: 70.1 AA: 65.1 AI: 67.2 EL: 64.3 SWD: 65.9 FY: 77.9 HY: 65.2 SED: 67.4 Source: Spring 2025-26 School Climate Survey for Students	2026-27 Percent of Positive Responses (Belongingness/Connectedness) ALL: 73.0 AA: 68.2 AI: 71.8 EL: 64.6 SWD: 68.6 FY: 73.7 HY: 70.3 SED: 70.0 Source: Spring 2026-27 School Climate Survey for Students	ALL: 3.1 AA: 2.9 AI: 1.4 EL: 5.7 SWD: 3.3 FY: 10.2 HY: 0.9 SED: 3.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Spring 2023-24 School Climate Survey for Students				
3.7	Family Safety Perception Positivity Rate - Percent of Positive Responses	2023-24 Percent of Positive Responses (Safety) 85.4 Source: Spring 2023-24 School Climate Survey for Parents/Guardians N = 995 parents/guardians	2024-25 Percent of Positive Responses (Safety) 88.2 Source: Spring 2024-25 School Climate Survey for Parents/Guardians N = 1778 parents/guardians	2025-26 Percent of Positive Responses (Safety) 89.8 Source: Spring 2025-26 School Climate Survey for Parents/Guardians N = 978 parents/guardians	2026-27 Percent of Positive Responses (Safety) 88.4 Source: Spring 2026-27 School Climate Survey for Parents/Guardians N = 1100 parents/guardians	4.4
3.8	Family Connectedness Perception Positivity Rate - Percent of Positive Responses	2023-24 Percent of Positive Responses (Belongingness/Connectedness) 84.4 Source: Spring 2023-24 School Climate Survey for Parents/Guardians N = 995 parents/guardians	2024-25 Percent of Positive Responses (Belongingness/Connectedness) 88.7 Source: Spring 2024-25 School Climate Survey for Parents/Guardians N = 1778 parents/guardians	2025-26 Percent of Positive Responses (Belongingness/Connectedness) 88.9 Source: Spring 2025-26 School Climate Survey for Parents/Guardians N = 978 parents/guardians	2026-27 Percent of Positive Responses (Belongingness/Connectedness) 87.4 Source: Spring 2026-27 School Climate Survey for Parents/Guardians N = 1100 parents/guardians	4.5
3.9	Kelvin Student Voice Survey Positivity Rate - Percent of Positive Responses (Belonging)	2023-24 Percent of Positive Responses (Belonging) ALL: 83.0	2024-25 Percent of Positive Responses (Belonging) ALL: 84.0	2025-26 Percent of Positive Responses (Belonging) ALL: 81.0	2026-27 Percent of Positive Responses (Belonging) ALL: 90.0	ALL: -2.0 AA: -3.0 AI: -1.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American (AA): 77.0 American Indian (AI): 76.0 English Learner (EL): 85.0 Students With Disabilities (SWD): 85.0 Source: 2023-24 Kelvin Winter (December) Student Voice Survey	AA: 78.0 AI: 82.0 EL: 85.0 SWD: 85.0 Source: 2024-25 Kelvin Winter (December) Student Voice Survey	AA: 74.0 AI: 75.0 EL: 80.0 SWD: 79.0 Source: 2025-26 Kelvin Winter (September/October) Student Voice Survey	AA: 90.0 AI: 90.0 EL: 90.0 SWD: 90.0 Source: 2026-27 Kelvin Winter (December) Student Voice Survey	EL: -5.0 SWD: -6.0
3.10	Staff Safety Perception Positivity Rate - Percent of Positive Responses	2023-24 Percent of Positive Responses (Safety) 51.0 Source: Spring 2023-24 School Climate Survey for Staff	2024-25 Percent of Positive Responses (Safety) 60.6 Source: Spring 2024-25 School Climate Survey for Staff	2025-26 Percent of Positive Responses (Safety) 56.8 Source: 2025-26 Spring School Climate Survey for Staff	2026-27 Percent of Positive Responses (Safety) 54.0 Source: Spring 2026-27 School Climate Survey for Staff	5.8
3.11	Middle School Dropout Rate	2022-23 Middle School Drop-out Rate ALL: 0.3 African American (AA): 0.6 American Indian (AI): 0.0 English Learner (EL): 0.4 Students With Disabilities (SWD): 0.2	2023-24 Middle School Drop-out Rate ALL: 0.6 AA: 1.7 AI: 6.7 EL: 0.6 SWD: 0.0 FY: N<11 HY: 0.0 SED: 0.8	2024-25 Middle School Drop-out Rate ALL: 0.1 AA: 0.0 AI: 0.0 EL: 0.2 SWD: 0.0 FY: N<11 HY: 0.7 SED: 0.2	2025-26 Middle School Drop-out Rate ALL: 0.0 AA: 0.0 AI: 0.0 EL: 0.0 SWD: 0.0 FY: 0.0 HY: 0.0 SED: 0.0	ALL: -0.2 AA: -0.6 AI: 0.0 EL: -0.2 SWD: -0.2 FY: No data HY: -1.1 SED: -0.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth (FY): 0.0 Homeless Youth (HY): 1.8 Socioeconomically Disadvantaged (SED): 0.3 Source: TS Internal Analysis, April 2024	Source: TS Internal Analysis, March 2025	Source: TS Internal Analysis, March 2025	Source: TS Internal Analysis, April 2027	
3.12	Percent of Schools With “Good” Facility Rating	2023-24 97.1 Source: LCAP Office Internal Analysis Based on 2023 SARC, April 2024 (No Charter Schools)	2024-25 98.6 Source: LCAP Office Internal Analysis Based on 2024 SARC, March 2025 (No Charter Schools)	2025-26 97.1 Source: LCAP Office Internal Analysis Based on 2025 SARC, January 2026 (No Charter Schools)	2026-27 100.0 Source: LCAP Office Internal Analysis Based on 2026 SARC, April 2027 (No Charter Schools)	0.0
3.13	High School Dropout Rate	2022-23 High School Drop-out Rate: ALL: 10.0 African American (AA): 14.5 American Indian (AI): 23.5 English Learner (EL): 17.1 Students With Disabilities (SWD): 12.0 Foster Youth (FY): 23.8 Homeless Youth (HY): 31.1	2023-24 High School Drop-out Rate: ALL: 9.4 AA: 15.8 AI: N<11 EL: 13.9 SWD: 13.2 FY: 13.8 HY: 23.8 SED: 10.7 Source: Four-Year Adjusted Cohort Outcome	2024-25 High School Drop-out Rate: ALL: 7.1 AA: 9.4 AI: 9.1 EL: 11.3 SWD: 10.2 FY: 21.7 HY: 13.9 SED: 8.6 Source: Four-Year Adjusted Cohort Outcome	2025-26 High School Drop-out Rate: ALL: 7.0 AA: 9.5 AI: 13.5 EL: 12.1 SWD: 7.0 FY: 13.8 HY: 16.1 SED: 6.6 Source: Four-Year Adjusted Cohort Outcome	ALL: -2.9 AA: -5.1 AI: -14.4 EL: -5.8 SWD: -1.8 FY: -2.1 HY: -17.2 SED: -3.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED): 11.6 Source: Four-Year Adjusted Cohort Outcome Released in 2023-24 (No Charter Schools)	Released in 2024-25 (No Charter Schools)	Released in 2025-26 (No Charter Schools)	Released in 2026-27 (No Charter Schools)	
3.14	Percentage of School Site Councils (SSC) Provided Updated Training (Schools Should Once Every Two Years)	2023-24 Percentage SSC Provided Updated Trainings 8.0 Source: State and Federal Office	2024-25 Percentage SSC Provided Updated Trainings 5.0 Source: State and Federal Office	2025-26 Percentage SSC Provided Updated Trainings 12.0 Source: State and Federal Office	2026-27 Percentage SSC Provided Updated Trainings 10 Source: State and Federal Office	4.0
3.15	Number of LCAP Office Engagement Activities With the Community Advisory Committee	2023-24 2	2024-25 1	2025-26 2	2026-27 2	0

Goal Analysis [2025-26]

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

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

3.1 STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth: Substantially implemented as planned.
3.2 STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services: Substantially implemented as planned.
3.3 STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Homeless Youth: Substantially implemented as planned.
3.4 STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic: Substantially implemented as planned.

3.5 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Provide a range of Expanded Learning Programs: Substantially implemented as planned.
3.6 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Address the Unique Needs of American Indian and Alaska Native students: Substantially implemented as planned.
3.7 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Men's and Women's Leadership Academy (MWLA): Partially implemented, but the district entered into fewer contracts for expanded learning services.
3.8 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Student Advisory Council: Substantially implemented as planned.
3.9 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Implement State Seal of Civic Engagement: Substantially implemented as planned.

3.10 SUMMER SCHOOL - Summer Programming: Substantially implemented as planned.

3.11 ENROLLMENT CENTER - Centralized Enrollment Services: Substantially implemented as planned.

3.12 ATTENDANCE - Attendance and Engagement Strategies: Substantially implemented as planned.
3.13 ATTENDANCE - Family Communication Tools: Not implemented as the district did not continue the contract a third party service provider.

3.14 STATE AND FEDERAL - Family and Community Empowerment (FACE):Substantially implemented as planned.
3.15 STATE AND FEDERAL - Parent Teacher Home Visits: Substantially implemented as planned.

3.16 STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response: Substantially implemented as planned.

3.17 SPECIAL EDUCATION - Social, Emotional, and Mental Health Supports: Substantially implemented as planned.

3.18 SAFETY - Re-imagine School Safety: Substantially implemented as planned.

3.19 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule: Substantially implemented as planned.
3.20 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Fingerprinting for Volunteers: Substantially implemented as planned.
3.21 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions: Implemented, but fewer funds were allocated to sites as a result of less LCFF received by the district.

3.22 FACILITIES SUPPORT SERVICES - School Facilities Maintenance: Substantially implemented as planned.

3.23 CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices: Partially implemented as less professional development sessions were provided than originally planned.
3.24 CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan: Substantially implemented as planned.

3.25 CURRICULUM AND INSTRUCTION - Provide Visual and Performing Arts Opportunities in Expanded Learning Spaces: Substantially implemented as planned, including with enhanced services due to additional grant received.

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

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below due to higher than budgeted salaries and benefits:

3.4 STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic
3.5 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Provide a range of Expanded Learning Programs
3.8 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Student Advisory Council
3.9 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Implement State Seal of Civic Engagement
3.10 SUMMER SCHOOL - Summer Programming
3.14 STATE AND FEDERAL - Family and Community Empowerment (FACE)

Expenditures were less than budgeted due to the estimated salaries and benefits for the following actions:

3.7 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Men’s and Women’s Leadership Academy (MWLA): Reduced contract costs related to expanding learning programs.

3.13 ATTENDANCE - Family Communication Tools: The contract for third party service provider was not continued.

3.21 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions: Fewer funds were allocated to sites as the amount of LCFF estimated was less than the actual amount received.

3.23 CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices: Reduced substitute and per diem costs.

3.25 CURRICULUM AND INSTRUCTION - Provide Visual and Performing Arts Opportunities in Expanded Learning Spaces: The 2025-26 ELOP award was $15 million greater than expected at adopted.

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

Based on the data provided in the Measuring and Reporting Results section, the collective implementation of the actions under Goal 3 has proven effective in improving school climate and reducing exclusionary barriers to learning. The district’s holistic approach—combining mental health services, student engagement programs, and family support—has led to a measurable increase in student and family belongingness.

The most significant indicator of effectiveness is the Chronic Absenteeism Indicator, which saw a substantial district-wide decrease, highlighted by a notable drop for Homeless Youth. This is bolstered by the Attendance Rate, which shows an increasing percentage of students reaching high attendance thresholds.

Furthermore, the district's focus on culture is validated by the Student Connectedness Perception and the Kelvin Student Voice Survey, both of which show upward trends in positivity across almost all student groups. While the Suspension Rate showed a slight uptick in the most recent Dashboard year, the data regarding Middle School and High School Dropout Rates shows significant declines. These results suggest that the "Engagement" and "Conditions of Learning" priorities are successfully keeping more students connected to their school communities and ensuring that the vast majority of schools maintain a “Good” Facility Rating.

The following actions work in coordination to achieve the progress noted above:

Direct Student & Health Support: Action 3.1 (Services and Support for Foster Youth), Action 3.2 (Provide Student Support Services), Action 3.3 (Services and Support for Homeless Youth), and Action 3.4 (School Nurses and Immunization Clinic) provide essential wrap-around health and social services.

Youth Development & Engagement: Students are empowered through Action 3.5 (Provide a range of Expanded Learning Programs), Action 3.6 (Address the Unique Needs of American Indian and Alaska Native students), Action 3.7 (Men’s and Women’s Leadership Academy), Action 3.8 (Student Advisory Council), and Action 3.9 (Implement State Seal of Civic Engagement).

Academic & Connection Bridges: Transition and continuous learning support are provided via Action 3.10 (Summer Programming) and Action 3.11 (Centralized Enrollment Services).

Attendance & Specialized Support: Targeted re-engagement is driven by Action 3.12 (Attendance and Engagement Strategies), Action 3.13 (Family Communication Tools), and Action 3.17 (Social, Emotional, and Mental Health Supports).

Family & Community Empowerment: Partnerships are strengthened by Action 3.14 (Family and Community Empowerment), Action 3.15 (Parent Teacher Home Visits), and the engagement activities measured by the Community Advisory Committee and School Site Council Training.

Safety & School Culture: Building inclusive environments is the focus of Action 3.16 (Bullying Prevention Training, Intervention, and Response), Action 3.18 (Re-imagine School Safety), Action 3.21 (SSC-Determined School Climate Actions), and Action 3.23 (Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices).

Environment & Talent Foundations: Structural and professional supports include Action 3.22 (School Facilities Maintenance), Action 3.19 (Restructured Salary Schedule), and Action 3.20 (Fingerprinting for Volunteers).

Visual and Performing Arts: Engagement through the arts is facilitated by Action 3.24 (Implement the District Visual and Performing Arts Strategic Arts Plan) and Action 3.25 (Provide Visual and Performing Arts Opportunities in Expanded Learning Spaces).

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

Actions Added or Modified for 2025-26

The collaborative efforts to enhance graduation outcomes across the district have begun to demonstrate promising results based on the data collected during the first year of this LCAP's three-year cycle. While we continue to address specific challenges as noted, the district remains committed to implementing the goals and actions outlined in the adopted plan. These efforts will be continued and refined as noted below to achieve our objectives:

Action 3.3 STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Homeless Youth: Beginning with the 2025-26 school year, this action is modified to reflect its intent is to improve students' perception regarding their belongingness and connectedness to their school community.

Action 3.9 YOUTH DEVELOPMENT AND SUPPORT SERVICES - Implement State Seal of Civic Engagement: Beginning with the 2025-26 school year, this action is modified to reflect that CURRICULUM AND INSTRUCTION is overseeing the implementation of this action.

Action 3.11 ENROLLMENT CENTER - Centralized Enrollment Services: Beginning with the 2025-26 school year, this action is modified to reflect an intent to improve families' perception regarding their belongingness and connectedness to their school community.

Action 3.18 SAFETY - Re-imagine School Safety: Beginning with the 2025-26 school year, this action is modified to reflect that it is intended to also improve the Expulsion Rate, Family Safety Perception, student dropout rates, and Staff Safety Perception.

Action 3.19 INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule: Beginning with the 2025-26 school year, this action is modified to reflect that it is intended to improve Staff Connectedness Perception and Staff Safety Perception.

Long-Term English Learner was added to metrics 3.1 and 3.2.

Metric 3.14, Percentage of School Site Councils (SSC) Provided Updated Training, was added.

Metric 3.15, Number of LCAP Office Engagement Activities With the Community Advisory Committee, was added.

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Discontinued June 2026

Action 3.13 ATTENDANCE - Family Communication Tools

Actions Modified for 2026-27

Action 3.2 STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services (including use of LREBG funds)
Action 3.15 STATE AND FEDERAL - Parent Teacher Home Visits

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth	Foster Youth Services (FYS) staff provide an array of supports for Foster Youth and families. Improve student perception regarding their belongingness and connectedness to their school community (Metrics 3.6 and 3.9). Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$1,246,776.00	Yes
3.2	STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services (including use of LREBG funds) (Modified 2026-27)	Provide services that address a wide range of needs: social emotional, health, mental health, behavioral, attendance, and basic. Improve students' perception regarding their belongingness and connectedness to their school community (Metrics 3.6 and 3.9). These services are rooted in research showing that integrated student supports are essential for fostering the school connectedness required to improve attendance and reduce exclusionary discipline. Suspension and Chronic Absenteeism Rate Required Action. This action accounts for the district's entire remaining allocation of $7.95 million in LREBG funds, and the district does not anticipate receiving any additional LREBG funds in 2027-28. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Community Advisory Committee, African American/Black Student Focal Group Committee.	$11,125,097.00	Yes
3.3	STUDENT SUPPORT AND HEALTH SERVICES - Services and	Continue to provide direct support for Homeless Youth and families in compliance with state and federal requirements. Continue to develop and refine procedures and policies for referral of students and families to be identified as Homeless, including data collection via the refined	$1,723,258.00	No

Action #	Title	Description	Total Funds	Contributing
	Support for Homeless Youth (Modified 2025-26)	implementation of a universal housing survey administered twice annually. Families that indicate housing instability will be identified and offered supportive services for homelessness. Data collection and analysis enables Homeless Services staff to provide better direct support for Homeless Youth and families in compliance with state and federal requirements. Beginning with the 2025-26 school year, this action is modified to reflect its intent is to improve students' perception regarding their belongingness and connectedness to their school community (Metrics 3.6 and 3.9). Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.		
3.4	STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic	Provide nursing services as a key component of the district's wrap-around health services. Reduce students' rates of chronic absenteeism (Metric 3.2) and increase students' rates of attendance (Metric 3.3). Suspension and Chronic Absenteeism Rate Required Action.	$21,447,374.00	Yes
3.5	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Provide a range of Expanded Learning Programs	Provide expanded learning programs at 70 school sites, including before school, after school, summer, and intersession learning. At district high schools, integrated services implemented in collaboration with District staff, community partners and external providers also include including home visits, outreach, referral to resources, enrichments (music, arts, dance), small group instruction, tutoring, homework help, structured games and sports, and credit recovery/elective courses. Student Connectedness Perception (Metrics 3.6 and 3.9) is one of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action.	$30,863,768.00	No
3.6	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Address the Unique Needs of American Indian and	Address the unique cultural, language, and educationally-related academic needs of American Indian and Alaska Native students via the American Indian Educational Program by providing tutoring, reading groups and classroom visits, cultural programs and events, college prep programs, scholarship writing, student support and advocacy, and milestone celebrations. Family Connectedness Perception (Metric 3.8) is one of the	$34,967.00	No

Action #	Title	Description	Total Funds	Contributing
	Alaska Native students	intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.		
3.7	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Men's and Women's Leadership Academy (MWLA)	Provide leadership academy services to intentionally combat the school-to-prison-pipeline for underserved low-income students of color by creating supportive and productive learning environments, empowering students through wraparound services that promote Social Emotional Learning, culturally relevant and responsive leadership development, meaningful mentorship, and academic support that engages students through their own means of learning. Student Connectedness Perception (Metrics 3.6 and 3.9) is one of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, African American/Black Student Focal Group Committee.	$48,180.00	No
3.8	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Student Advisory Council	Provide student advisory services that promote student voice and problem-solving, and introduce students to the concepts of policy advocacy, applied social research, democratic governing, and grassroots organizing. Student Advisory Council delegates work to develop policy initiatives, meet with district staff and committees, and work to ensure that all student voices are represented. Student Connectedness Perception (Metrics 3.6 and 3.9) is one of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Student Advisory Council.	$684,000.00	No
3.9	CURRICULUM AND INSTRUCTION - Implement State Seal of Civic Engagement (Modified 2025-26)	Continue implementation of State Seal of Civic Engagement (SSCE) program for students initiated in 2021-22, including refinement of rubrics, expansion of entry points for students, creation of additional opportunities for engagement in K-12 curriculum, and expansion of the number and range of partnerships that provide students opportunity for community engagement. Students interview participants, front line staff and	$684,000.00	No

Action #	Title	Description	Total Funds	Contributing
		management of expanded learning programs to assess needs in the area of continuous quality improvement. Once students assess the needs, they plan and propose program changes/improvements to YDSS management. Beginning with the 2025-26 school year, this action is modified to reflect that CURRICULUM AND INSTRUCTION is overseeing the implementation of this action. Student Connectedness Perception is one of the intended impacted areas of this action (Metrics 3.6 and 3.9).		
3.10	SUMMER SCHOOL - Summer Programming	Provide summer programming to address learning loss to give students opportunities to reconnect in their learning environments in a way that lead to healing and accelerated classroom learning and academic success. In addition to the morning academic session, there is a strong emphasis on enrichment activities to promote connectedness. Activities include art, dance, music, and STEM programming held in the afternoon hours. At high schools, credit recovery and Bridge programming for incoming 9th graders are the prioritized. Summer programs are open for all students, however, English Learners, students from low socio-economic groups, Foster youth and unhoused students are prioritized in the program. Student Connectedness Perception is one of the intended impacted areas of this action (Metrics 3.6 and 3.9). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.	$10,105,000.00	No
3.11	ENROLLMENT CENTER - Centralized Enrollment Services (Modified 2025-26)	Provide centralized enrollment services as a gateway for families and students transitioning into the district or between school sites. In addition to enrollment support, available services include translation services, family services and referrals to support families in transition (e.g. students with disabilities, homeless youth, foster youth, and student immunizations). Facilitate open enrollment and enrollment in high-school specialty programs. Beginning with the 2025-26 school year, this action is modified to reflect an intent to improve families' perception regarding their belongingness and connectedness to their school community (Metric 3.7). Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback	$3,458,553.00	No

Action #	Title	Description	Total Funds	Contributing
		received from the following educational partner(s): LCAP Parent Advisory Committee.		
3.12	ATTENDANCE - Attendance and Engagement Strategies	Support school sites in focused efforts to reduce chronic absenteeism, including promoting best practices (e.g. regular meeting of attendance teams, data-based goal setting, development of attendance-specific MTSS structures, student case management, and participation in a monthly peer network). Providing expanded supports to include capacity building for staff, tiered re-engagement and absence support, engaging youth voice to promote positive engagement and attendance, implementation of a restorative School Attendance Review Board (SARB) process, and summer community outreach events. Chronic Absenteeism (Metric 3.2) is one of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee.	$6,000.00	No
3.13	ATTENDANCE - Family Communication Tools (Discontinued June 2026)	Provide family outreach to partner with parents/caregivers in increasing student engagement and reducing chronic absenteeism, including the delivery of personalized messages to families based on an analysis of individual student attendance data. Communications help families take action to support attendance and participate in student support. Reduce students' rates of chronic absenteeism (Metric 3.2). The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.		No
3.14	STATE AND FEDERAL - Family and Community Empowerment (FACE)	Provide a range of capacity-building and constituent service opportunities to families and guardians. Improve families' perception regarding their belongingness and connectedness to their school community (Metric 3.8). Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.	$1,688,264.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.15	STATE AND FEDERAL - Parent Teacher Home Visits (Modified 2026-27)	Provide parent and teacher home visits. Student Suspension Rate (Metric 3.1), Chronic Absenteeism (Metric 3.2), Student Connectedness Perception (Metrics 3.6 and 3.9), and Family Connectedness Perception (Metric 3.8) are some of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$548,192.00	Yes
3.16	STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response	Develop and deliver training to school sites, providing direct response and intervention for bullying incidents, and collaborating with constituent services and the Student Hearing and Placement Department. Bullying Prevention staff works closely with Constituent Services and Student Support and Health Services to align with Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS) efforts. Suspension Rate (Metric Metric 3.1), Chronic Absenteeism (Metric 3.2), and Student Safety Perception (Metric 3.5) are some of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action.	$534,173.00	No
3.17	SPECIAL EDUCATION - Social, Emotional, and Mental Health Supports	Provide students with disabilities access to trained mental health professionals (School Social Workers) that can assist with mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, and consultation with teachers, parents, and administrators. The student Suspension Rate (Metric 3.1) is one of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.	$2,717,534.00	No

Action #	Title	Description	Total Funds	Contributing
3.18	SAFETY - Re-imagine School Safety (Modified 2025-26)	Building upon past learnings from Phase I for the effort to re-image school safety by using data to identify safety-based behavior concerns, continue providing safety evidence-based services that positively impact students, staff, and school campus safety and culture. Such services include conflict mediation and partnering with agencies to identify and address causation factors. Momentum from Phase II is moving the district quickly to Phase III, which includes a process to reduce suspensions at the middle and high school levels and address other equity concerns that contribute to the "school to prison pipeline" disproportionately impacting black and brown students. The district's strategy continues to emphasize and value the collaboration with community based organizations, grass roots organizations (lived experience), and other district partners to accomplish district wide school safety. The student Suspension Rate (Metric 3.1) is one of the intended impacted areas of this action. Beginning with the 2025-26 school year, this action is modified to reflect that it is intended to also improve the Expulsion Rate (Metric 3.4), Family Safety Perception (Metric 3.7), student dropout rates (Metrics 3.11 and 3.13), and Staff Safety Perception (Metric 3.10). Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.	$3,340,691.00	Yes
3.19	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule (Modified 2025-26)	Maintains a competitive salary and benefits package for certificated staff in order to improve student learning, close achievement gaps and ensure students have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options, the district will maintain a competitive salary and benefit package for the certificated staff who serve them. Students in high-poverty schools experience greater turnover in teaching staff, more long-term substitutes, and a higher proportion of early-career teachers. (Carver-Thomas and Darling-Hammond [2017] Teacher Turnover: Why It Matters and What We Can Do About It). With a competitive salary and benefit package, the district expects to see a reduction of teacher turnover and the retention of experienced classroom teachers, as well as an increased ability to recruit highly qualified candidates who will be effective in improving the academic	$12,339,412.00	No

Action #	Title	Description	Total Funds	Contributing
		outcomes of the unduplicated students who are the majority of our district. Being able to recruit, hire, and retain highly qualified teachers, including teachers who reflect the racial, ethnic, and linguistic demographics of the district remains a key priority for improving unduplicated student outcomes. Beginning with the 2025-26 school year, this action is modified to reflect that it is intended to improve Staff Connectedness Perception (Metric 2.16) and Staff Safety Perception (Metric 3.10).		
3.20	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Fingerprinting for Volunteers	Provide family and community volunteers access to required fingerprinting services at no cost or reduced cost to ensure that all community members are able to equitably and actively support student success. Family Connectedness Perception (Metric 3.8) is one of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	$20,000.00	No
3.21	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions	School Site Council-determined, SPSA-based actions to improve school culture and climate. These funds are used to implement actions/strategies that benefit the targeted student groups identified by the site's Needs Assessment. Actions are described by each school site in their School Plan for Student Achievement (SPSA) and each school site defines measurable outcomes for monitoring progress and measuring effectiveness. Actions or strategies in each school's SPSA support achievement of the school's established goals, which represent each site's efforts to achieve the overall goals present in the district's LCAP. Examples of actions/strategies in Goal 3 include staffing for Student Support Centers, programs and materials to incentivize positive attendance, enrichment experiences, Social Emotional Learning (SEL) programs, Positive Behavioral Interventions and Supports (PBIS) efforts, and professional development, family/community events, Parent Resource Center supports, and time/staff to engage in school-home outreach. Reduce students' rates of chronic absenteeism (Metric 3.2), increase students' rates of attendance (Metric 3.3), and reduce the percent of students suspended (Metric 3.1). Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback	$3,166,296.00	Yes

Action #	Title	Description	Total Funds	Contributing
		received from the following educational partner(s): LCAP Parent Advisory Committee.		
3.22	FACILITIES SUPPORT SERVICES - School Facilities Maintenance	Maintain safe and clean facilities in good repair. Includes custodial, maintenance, and other facilities support staff as well as materials and services associated with the maintenance of school sites and other district facilities. The percent of sites with a good facility rating (Metric 3.12) is one of the intended impacted areas of this action.	$133,348,494.00	No
3.23	CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices (Modified 2025-26)	Design and coordinate a comprehensive, multi-year Professional Learning Plan for classified, certificated and management staff anchored in the district's commitment High Quality Instruction and focused on the District's Culture & Climate Priorities: Anti-Bias, Anti-Racist, Trauma-Informed Principles & Practices. Professional learning for all staff includes building internal training capability; structured, ongoing professional learning sessions; job-embedded coaching; and collaborative learning and improvement opportunities. District and Site Leadership Teams will analyze summative and progress monitoring Culture & Climate data to inform decision making and resource allocation. Staff Safety Perception (Metric 3.10) is one of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action.	$935,905.00	Yes
3.24	CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan	Increase arts K-8 staffing in dance, music, theater and visual arts, and high school CTE courses, including developing arts leads at all district schools. Utilize the expertise of current experienced, credentialed teachers to support the skill set of newer teachers through mentoring and intentional collaborative sharing. Provide Adequate Facilities, Equipment, Materials/Supplies for visual and performing arts instruction. Enhance Climate and Culture Through Community Partnerships, Collaborations, and Parent and Family Engagement by developing and expanding partnerships with professional and community organizations and inviting and engaging parents and families to actively participate in school site and district arts programs. Develop strategies and platforms to increase and enhance communication within the district about arts programs and events and with	$4,207,791.00	No

Action #	Title	Description	Total Funds	Contributing
		parents/guardians and families about available arts opportunities throughout the district. Student Suspension Rate (Metric 3.1), Chronic Absenteeism (Metric 3.2), Student Connectedness Perception (Metrics 3.6 and 3.9), and Family Connectedness Perception (Metric 3.8) are some of the intended impacted areas of this action.		
3.25	CURRICULUM AND INSTRUCTION - Provide Visual and Performing Arts Opportunities in Expanded Learning Spaces	Provide equitable and consistent access to arts opportunities for all students during the school day and through Expanded Learning. Develop standards-based curriculum, methodology, and instruction in music, visual arts, dance, theater arts, and media arts (collectively known as VAPA) in TK-12, and develop an integrated arts curriculum in TK-6. Provide arts teachers with high-quality and relevant professional learning opportunities, time for cross-district collaboration, incentives for advancement, and support for teachers in accessing professional conferences and workshops in their field. Student Suspension Rate (Metrics 3.1), Chronic Absenteeism (Metrics 3.2), and Student Connectedness Perception (Metrics 3.6 and 3.9) are some of the intended impacted areas of this action.	$12,996,406.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By 2027 at American Legion for each Very Low performing student group on the 2023 California School Dashboard, the • Graduation rate will improve by 5 percentage points, • College and Career Prepared rate will improve by 5 percentage points, • SBAC ELA Distance From Met will improve by 10 scale score points, • SBAC Math Distance From Met will improve by 10 scale score points, and • Suspension rate will improve by 5 percent. By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the: • Rate of students making progress toward English proficiency on the ELPAC will increase by 6 percent. By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low Performing on the 2023 Dashboard, the • CAST Science scaled score will increase by 5 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
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.

In consultation with the educational partners at American Legion, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:
- Academic Indicator ELA SBAC Distance From Met: ALL and Socioeconomically Disadvantaged students
- Academic Indicator Math SBAC Distance From Met: ALL and Socioeconomically Disadvantaged students
- College/Career Indicator: ALL, Socioeconomically Disadvantaged, and Hispanic students
- Graduation Indicator: ALL, Socioeconomically Disadvantaged, and Hispanic students

- Suspension Indicator: ALL, African American, Students With Disabilities, Socioeconomically Disadvantaged, English Learner (EL), and Hispanic students
- Academic Indicator English Learner Progress Indicator: EL students and Long-Term EL students
- Academic Indicator CAST Science: ALL and Socioeconomically Disadvantaged students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate (Dashboard)	2022-23 Graduation Rate ALL: 59.1 Socioeconomically Disadvantaged (SED): 58.5 Hispanic (H): 63.0 Source: Five-Year Graduation Rate in California School Dashboard Released in 2023-24	2023-24 Graduation Rate ALL: 66.2 SED: 66.2 H: 63.4 Source: Five-Year Graduation Rate in California School Dashboard Released in 2024-25	2024-25 Graduation Rate ALL: 73.8 SED: 72.7 H: 73.3 Source: Five-Year Graduation Rate in California School Dashboard Released in 2025-26	2025-26 Graduation Rate ALL: 69.1 SED: 63.5 H: 68.0 Source: Five-Year Graduation Rate in California School Dashboard Released in 2026-27	ALL: 14.7 SED: 14.2 H: 10.3
4.2	College/Career Indicator Prepared Rate (Dashboard)	2022-23 College/Career Prepared Rate ALL: 0.0 Socioeconomically Disadvantaged (SED): 0.0 Hispanic (H): 0.0 Source: College/Career Indicator in California School Dashboard Released in 2023-24	2023-24 College/Career Prepared Rate ALL: 2.8 SED: 2.9 H: 1.7 Source: College/Career Indicator in California School Dashboard	2024-25 College/Career Prepared Rate ALL: 0.9 SED: 1.0 H: 1.6 Source: College/Career Indicator in California School Dashboard	2025-26 College/Career Prepared Rate ALL: 5.0 SED: 5.0 H: 5.0 Source: College/Career Indicator in California School Dashboard	ALL: 0.9 SED: 1.0 H: 1.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Released in 2024-25	Released in 2025-26	Released in 2026-27	
4.3	Academic Indicator ELA Distance From Met (Dashboard)	2022-23 ELA Distance From Met ALL: -235.6 Socioeconomically Disadvantaged (SED): -240.2 Source: Academic Indicator in California School Dashboard Released in 2023-24	2023-24 ELA Distance From Met ALL: -139.7 SED: -125.4 Source: Academic Indicator in California School Dashboard Released in 2024-25	2024-25 ELA Distance From Met ALL: -145.7 SED: -134.5 Source: Academic Indicator in California School Dashboard Released in 2025-26	2025-26 ELA Distance From Met ALL: -225.6 SED: -230.2 Source: Academic Indicator in California School Dashboard Released in 2026-27	ALL: 89.9 SED: 105.7
4.4	Academic Indicator Math Distance From Met (Dashboard)	2022-23 Math Distance From Met ALL: -248.7 Socioeconomically Disadvantaged (SED): -248.7 Source: Academic Indicator in California School Dashboard Released in 2023-24	2023-24 Math Distance From Met ALL: -232.8 SED: -224.3 Source: Academic Indicator in California School Dashboard Released in 2024-25	2024-25 Math Distance From Met ALL: -244.2 SED: -244.4 Source: Academic Indicator in California School Dashboard Released in 2025-26	2025-26 Math Distance From Met ALL: -238.7 SED: -238.7 Source: Academic Indicator in California School Dashboard Released in 2026-27	ALL: 4.5 SED: 4.3
4.5	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 18.9	2023-24 Suspension Rate ALL: 13.7 AA: 21.3	2024-25 Suspension Rate ALL: 10.5 AA: 14.0	2025-26 Suspension Rate ALL: 13.9 AA: 21.6	ALL: -8.4 AA: -12.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American (AA): 26.6 Students With Disabilities (SWD): 28.6 Socioeconomically Disadvantaged (SED): 20.2 English Learner (EL): 12.5 Hispanic (H): 16.1 Source: Suspension Indicator in California School Dashboard Released in 2023-24	SWD: 20.6 SED: 14.1 EL: 9.6 H: 12.6 Source: Suspension Indicator in California School Dashboard Released in 2024-25	SWD: 21.1 SED: 8.2 EL: 7.4 H: 9.2 Source: Suspension Indicator in California School Dashboard Released in 2025-26	SWD: 23.6 SED: 15.2 EL: 7.5 H: 11.1 Source: Suspension Indicator in California School Dashboard Released in 2026-27	SWD: -7.5 SED: -12.0 EL: -5.1 H: -6.9
4.6	English Learner Progress Indicator (Dashboard) - Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	2023-24 English Learner Progress % of ELs are making progress towards proficiency: 30.6 % of Long Term ELs are making progress towards proficiency: 30.6 Source: English Learner Progress Indicator in California School Dashboard	Outcome not available. New metric added 2025-26.	2024-25 English Learner Progress % of ELs are making progress towards proficiency: 55.0 % of Long Term ELs are making progress towards proficiency: 56.4 Source: California School Dashboard Released in 2025-26	2025-26 English Learner Progress % of ELs are making progress towards proficiency: 36.6 % of Long Term ELs are making progress towards proficiency: 36.6 Source: English Learner Progress Indicator in California School Dashboard	% of ELs are making progress towards proficiency: 24.4 % of Long Term ELs are making progress towards proficiency: 25.8
4.7	Science Indicator (Dashboard)	ALL students 29.5	NA	Same as baseline. New metric added 2026-27.	ALL: 34.5 SED: 35.3	N/A New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED) 30.3 Source: CAST Science Indicator in California School Dashboard			Source: CAST Science Indicator in California School Dashboard	

Goal Analysis [2025-26]

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

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

4.1 Resource Specialist: Substantially implemented as planned.
4.2 Additional Section of English: Substantially implemented as planned.
4.3 Additional Social Worker Services: Substantially implemented as planned.

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

There are no variances between budgeted expenditures and estimated actual expenditures where the variances is both greater than $40k and 20% of the budgeted expenditures.

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

Overall Success and Effectiveness

The combined impact of these efforts is most visible in the significant improvement of the Graduation Rate. All identified student groups, including Socioeconomically Disadvantaged and Hispanic students, showed substantial progress toward the goal of ensuring students complete their secondary education. This upward trend confirms that the school's targeted credit recovery and academic support systems are successfully moving students toward graduation.

Academic performance in core subjects also showed positive momentum. Both ELA and Math Distance From Met (DFM) metrics improved for the student body as a whole and for Socioeconomically Disadvantaged students compared to the baseline. Additionally, the effectiveness

of the site’s climate initiatives is evidenced by a broad and consistent decrease in the Suspension Rate across every identified student group, including African American students, Students with Disabilities, and English Learners.

The school has also seen exceptional growth in the English Learner Progress Indicator, with both English Learners and Long-Term English Learners making significant strides toward English proficiency. This indicates that language support and specialized instruction are yielding strong results for the school's diverse learner population.

The following actions represent the framework utilized during the reporting period to achieve this success:

Action 4.1 (Resource Specialist): This position was central to accelerating academic performance for students who had fallen behind in their coursework. By providing direct intervention and assisting with professional learning for teachers, this role directly contributed to the gains observed in ELA and Math DFM, as well as the improved graduation rates.

Action 4.2 (Additional Section of English): This action provided essential flexibility in the master schedule, allowing students to recover missing English credits. This direct path to credit recovery served as a primary driver in the increased graduation rates for all student groups.

Action 4.3 (Additional Social Worker Services): This role addressed students' mental health and basic needs. By providing a higher level of social-emotional support, the social worker was instrumental in the continued reduction of suspension rates and helped stabilize students so they could remain focused on their academic and graduation goals.

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

Actions Added or Modified for 2025-26

Action 4.3 Additional Social Worker Services: Beginning with the 2025-26 school year, this action will be implemented to improve student outcomes.

Metrics Related to 2024 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2025-26:
English Learner Progress Indicator: English Learners.

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27: Science Indicator: ALL and Socioeconomically Disadvantaged students

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	Resource Specialist	Continue funding a Resource Specialist to help accelerate the academic performance and progress of students who have fallen behind in their course work, and assist with professional learning for those teachers who do not yet have a full and clear credential. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes report, 61.9 percent of teachers have a full and clear credential. (Metrics 4.1 thru 4.6)	$148,899.00	No
4.2	Additional Section of English	Continue funding an Additional Section of English to the master schedule to assist students in recovering missing English credits towards graduation. (Metrics 4.1 - 4.4, 4.6)	$21,997.00	No
4.3	Additional Social Worker Services (New 2025-26)	Hire additional social worker-provided mental health services. These services will help to address the mental health and basic needs of students will lead to a higher level of academic success, and improved graduation rates and preparedness for college or careers. (Metrics 4.1 - 4.6)	$111,620.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By 2027 at Bret Harte for each Very Low performing student group on the 2023 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 14 percent, • Percent of students improving their SBAC Math Distance From Met will increase by 28 percent, and • Suspension rate will improve by 5 percent.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The school is not eligible for Equity Multiplier funding in 2026-27. However, the school is continuing to implement the related goal.

In consultation with the educational partners at Bret Harte, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:

- Academic Indicators ELA SBAC Distance From Met: Students With Disabilities and Socioeconomically Disadvantaged students
- Academic Indicators Math SBAC Distance From Met: Students With Disabilities and Socioeconomically Disadvantaged students
- Suspension Indicator: ALL, African American, Students With Disabilities, Socioeconomically Disadvantaged, Hispanic, and White students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percent of Students Improving ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM	2023-24 Percent of Students Improving ELA DFM	2024-25 Percent of Students Improving ELA DFM	2025-26 Percent of Students Improving ELA DFM	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): 58.3 Socioeconomically Disadvantaged (SED): 66.1 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)	SWD: 57.1 SED: 53.2 Source: 20240614 2023-24 SBAC Results- May15th (Internal Analysis)	SWD: 66.7 SED: 74.3 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	SWD: 72.3 SED: 80.1	SWD: 8.4 SED: 8.2
5.2	Percent of Students Improving Math Distance From Met (DFM)	2022-23 Percent of Students Improving Math DFM Students With Disabilities (SWD): 50.0 Socioeconomically Disadvantaged (SED): 52.4 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving Math DFM SWD: 28.6 SED: 44.7 Source: 20240614 2023-24 SBAC Results- May15th (Internal Analysis)	2024-25 Percent of Students Improving Math DFM SWD: 41.7 SED: 51.4 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	2025-26 Percent of Students Improving Math DFM SWD: 78.0 SED: 80.4	SWD: -8.3 SED: -1.0
5.3	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 7.9 African American (AA): 12.2 Students With Disabilities (SWD): 7.0	2023-24 Suspension Rate ALL: 5.0 AA: 14.3 SWD: 5.0 SED: 8.6 H: 1.1	2024-25 Suspension Rate ALL: 6.0 AA: 8.6 SWD: 5.6 SED: 6.5 H: 5.2	2025-26 Suspension Rate ALL: 3.9 AA: 8.2 SWD: 3.0 SED: 4.6 H: 2.2	ALL: -1.9 AA: -3.6 SWD: -1.4 SED: -2.1 H: -1.0 W: -3.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED): 8.6 Hispanic (H): 6.2 White (W): 6.5 Source: Suspension Indicator in California School Dashboard Released in 2023-24	W: 6.7 Source: Suspension Indicator in California School Dashboard Released in 2024-25	W: 3.0 Source: Suspension Indicator in California School Dashboard Released in 2025-26	W: 2.5 Source: Suspension Indicator in California School Dashboard Released in 2026-27	

Goal Analysis [2025-26]

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

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

5.1 Additional Clerk Hours: Substantial implementation as planned.
5.2 Academic Coaching Support Services: Not implemented as academic conferences were not held during the school day.
5.3 Teacher Release Time: Substantial implementation as planned.
5.6 Noon Duty: Substantial implementation as planned.
5.7 Field Trips and Reverse Field Trips: Not implemented as field trips were unable to be scheduled.
5.8 Resource Specialist Intervention Support: Not implemented due to difficulties recruiting for vacant positions.

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

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below:

Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred due to vacant positions:

5.8 Resource Specialist Intervention Support

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

Overall Successes and Effectiveness

The expansion of Additional Clerk Hours (5.1) has played a vital role in addressing chronic absenteeism, ensuring more students are present to receive instruction, which is directly reflected in the improved ELA Distance From Met (DFM) for both Students with Disabilities and Socioeconomically Disadvantaged students. However, the overall effectiveness of the academic strategy was partially limited as Academic Coaching Support Services (5.2) and Resource Specialist Intervention Support (5.8) were not implemented. The absence of these specialized supports likely contributed to the challenges seen in the Math DFM metrics, which have not yet returned to baseline levels.

In contrast, the utilization of Teacher Release Time (5.3) provided a necessary collaborative space for data analysis, allowing staff to pivot instructional strategies that supported the positive growth in ELA. The focus on school climate was further bolstered by the implementation of Noon Duty (5.6). This action was highly effective in fostering a safer environment, as evidenced by the significant drop in suspension rates across nearly all student groups—most notably for African American and Hispanic students. While Field Trips and Reverse Field Trips (5.7) were not implemented, the combined impact of the active clerical and climate supports has established a stronger foundation for student engagement and behavioral outcomes.

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

Actions Discontinued June 2025

5.4 Whiteboards and Novel Studies to Support Instruction: This action is discontinued as of June 2025 as the supplies were completely purchased and received in 2024-25, and the materials are reusable.
5.5 Student Smart Tutors: This action is discontinued as of June 2025 due to the inability to secure a contract for the service.
5.8 Resource Specialist Intervention Support: Beginning with the 2025-26 school year, this new actions will be implemented to improve student academic outcomes.

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Discontinued June 2026

5.2 Academic Coaching Support Services: This action has been removed from the Equity Multiplier plan because the Academic Coaching Support Services are not a targeted intervention exclusively serving the highest-need student group identified for Equity Multiplier.
5.3 Teacher Release Time: This action has been removed from the Equity Multiplier plan because Teacher Release Time for academic conferences and teacher collaboration meetings is a site-wide professional practice that supports all classrooms and grade levels rather than a targeted service exclusively for the highest-need student group identified for Equity Multiplier funding.
5.6 Noon Duty: This action has been removed from the Equity Multiplier plan because additional noon duty supervision is a site-wide safety and climate support that benefits all students during recess and lunch rather than a targeted intervention exclusively serving the highest-need student group identified for Equity Multiplier funding.

5.8 Resource Specialist Intervention Support: This action has been discontinued and removed from the plan. The site attempted to hire a 0.2 FTE Resource Specialist (Intervention Support) during the current year; however, recruitment efforts were unsuccessful due to ongoing staffing shortages and a limited pool of qualified candidates.

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	Additional Clerk Hours	Extend Clerks hours by 2.5 (0.4375 FTE) to cover a 6 hour day. The goal for increasing the Clerk from a 3.5 hour day to a 6 hour day to decrease our school chronic absenteeism to less than 20%. If students are in school more often the more we can close the achievement gap. (Metrics 5.1 and 5.2)	$39,021.00	No
5.2	Academic Coaching Support Services (Discontinued June 2026)	Purchase Academic Coaching Support Services from the CORE in support of ELA and Math. Coaching and professional development supports will be focused on High Quality Instruction (HQI) practices, unpacking essential standards at each grade level, and improving teacher clarity in relation to instructional practices. This coaching will support each teacher, especially those teachers who do not yet have a full and clear credential, discussing student data to make informed decisions about best practices and which essential standards to focus on with each student group. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 84.9 percent of teachers have a full and clear credential. (Metrics 5.1 and 5.2)		No
5.3	Teacher Release Time (Discontinued June 2026)	Teacher Release Time for three academic conference and teacher collaboration meetings to analyze student data and create academic goals for student achievement. (Metrics 5.1 and 5.2)		No
5.4	Whiteboards and Novel Studies to Support Instruction	Whiteboards and Novel Studies to Support Instruction. The whiteboards are a 3x2 fixed on trifold boards for storage. Students work in pairs on a problem presented by the teacher and students show their work on how	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	(Discontinued June 2025)	they solved the problem. This is a high engaging activity learned through research based PD offered by SCOE. (Metrics 5.1 and 5.2)		
5.5	Student Smart Tutors (Discontinued June 2025)	Secure a contract with Study Smart Tutors to provide Intervention and Extended Day opportunity to students. Tutors will provide support with learning goals and to close the achievement gap for students. Tutoring services are 5 days a week with 10 hours of tutoring each day. Students may be supported in class, pulled out from class in small group, or seen during after school. (Metrics 5.1 and 5.2)	$0.00	No
5.6	Noon Duty (Discontinued June 2026)	Noon Duty to reduce Suspension rate. Additional staff will assist in securing play yard during recess and lunches will reduce the amount of student conflict as a result will lowering the school suspension rate. (Metric 5.3)		No
5.7	Field Trips and Reverse Field Trips	Field Trips and Reverse Field Trips. Teachers will be provided funding to plan field trips/reverse field trips during the school year to provide their students will a connection to learning. (Metric 5.3)	$26,966.00	No
5.8	Resource Specialist Intervention Support (Discontinued June 2026)	Hire a 0.2 FTE Resource Specialist (Intervention Support) who will support a targeted school-side intervention program coach. (Metrics 5.1 and 5.2)		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By 2027 at Capital City for each Very Low performing student group on the 2023 California School Dashboard, the • Graduation rate will improve by 5 percentage points, • College and Career Prepared rate will improve by 5 percentage points, • SBAC ELA Distance From Met will improve by 10 scale score points, and • SBAC Math Distance From Met will improve by 10 scale score points. By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the: • Chronic Absenteeism rate will improve by 5 percentage points. By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low Performing on the 2023 Dashboard, the • CAST Science scaled score will increase by 5 percentage points	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (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.

In consultation with the educational partners at Capital City, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: ALL, Asian, Socioeconomically Disadvantaged, and Hispanic students
- Academic Indicator Math SBAC Distance From Met: ALL, English Learner, Asian, Hispanic, White students, and Socioeconomically Disadvantaged students
- English Learner Progress Indicator: English Learner students
- College/Career Indicator: ALL, Socioeconomically Disadvantaged, and Hispanic students
- Graduation Indicator: ALL, Socioeconomically Disadvantaged, and Hispanic students
- Chronic Absenteeism Indicator: ALL, Asian, Socioeconomically Disadvantaged, and Hispanic students
- Academic Indicator CAST Science: ALL and Socioeconomically Disadvantaged students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Graduation Rate (Dashboard)	2022-23 Graduation Rate ALL: 59.5 Socioeconomically Disadvantaged (SED): 56.9 Hispanic (H): 63.5 Source: Five-Year Graduation Rate in California School Dashboard Released in 2023-24	2023-24 Graduation Rate ALL: 60.8 SED: 57.1 H: 69.7 Source: Five-Year Graduation Rate in California School Dashboard Released in 2024-25	2024-25 Graduation Rate ALL: 69.2 SED: 66.0 H: 65.4 Source: Five-Year Graduation Rate in California School Dashboard Released in 2025-26	2025-26 Graduation Rate ALL: 64.5 SED: 61.9 H: 68.5 Source: Five-Year Graduation Rate in California School Dashboard Released in 2026-27	ALL: 9.7 SED: 9.1 H: 1.9
6.2	College/Career Indicator Prepared Rate (Dashboard)	2022-23 College/Career Prepared Rate ALL: 2.6 Socioeconomically Disadvantaged (SED): 2.9 Hispanic (H): 2.0 Source: College/Career Indicator in California School Dashboard Released in 2023-24	2023-24 College/Career Prepared Rate ALL: 1.4 SED: 1.6 H: 0.0 Source: College/Career Indicator in California School Dashboard Released in 2024-25	2024-25 College/Career Prepared Rate ALL: 6.7 SED: 2.5 H: 4.2 Source: College/Career Indicator in California School Dashboard Released in 2025-26	2025-26 College/Career Prepared Rate ALL: 7.6 SED: 7.9 H: 7.0 Source: College/Career Indicator in California School Dashboard Released in 2026-27	ALL: 4.1 SED: 0.4 H: 2.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.3	Academic Indicator ELA Distance From Met (Dashboard)	2022-23 ELA Distance From Met Asian (A): -77.6 Source: Academic Indicator in California School Dashboard Released in 2023-24 2024-25 ELA Distance From Met (Baseline for EM Funds Announced February 2026) ALL: -112.1 Socioeconomically Disadvantaged (SED): -118.3 Hispanic (H): -100.2 Source: Academic Indicator in California School Dashboard Released in 2025-26	2023-24 ELA Distance From Met A: -74.9 Source: Academic Indicator in California School Dashboard Released in 2024-25	2024-25 ELA Distance From Met A: -112.1 ALL, SED, and H Outcomes not available. New metric added 2026-27. Source: Academic Indicator in California School Dashboard Released in 2025-26	2025-26 ELA Distance From Met A: -67.6 ALL: -107.1 SED: -113.3 H: -95.2 Source: Academic Indicator in California School Dashboard Released in 2026-27	A: -34.5 ALL, SED, and H Outcomes not available. New metric added 2026-27.
6.4	Academic Indicator Math Distance From Met (Dashboard)	2022-23 Math Distance From Met ALL: -152.3 English Learner (EL): -146.2 Asian (A): -127.3 Hispanic (H): -167.2 White (W): -133.9	2023-24 Math Distance From Met ALL: -154.2 EL: -151.4 A: -138.7 H: -149.7 W: -155.4	2024-25 Math Distance From Met ALL: -191.1 EL: - 219.6 A: -150.9 H: -202.6 W: -184.5	2025-26 Math Distance From Met ALL: -142.3 EL: -136.2 A: -117.3 H: -157.2 W: -123.9	ALL: -38.8 EL: -73.4 A: -23.6 H: -35.4 W: -50.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Academic Indicator in California School Dashboard Released in 2023-24 2024-25 Math Distance From Met (Baseline for EM Funds Announced February 2026) Socioeconomically Disadvantaged (SED): -199.1 Source: Academic Indicator in California School Dashboard Released in 2025-26	Source: Academic Indicator in California School Dashboard Released in 2024-25	SED Outcomes not available. New metric added 2026-27. Source: Academic Indicator in California School Dashboard Released in 2025-26	SED: -194.1 Source: Academic Indicator in California School Dashboard Released in 2026-27	SED Outcomes not available. New metric added 2026-27.
6.5	Chronic Absenteeism Indicator (Dashboard)	2023-24 Chronic Absenteeism Rate A: 28.1 Source: California School Dashboard Released in 2024-25 2024-25 Chronic Absenteeism Rate (Baseline for EM Funds Announced February 2026)	Outcome not available. New metric added 2025-26.	2024-25 Chronic Absenteeism Rate A: 40.6 ALL, SED, and H Outcomes not available. New	2025-26 Chronic Absenteeism Rate A: 23.1 ALL: 39.2 SED: 41.5 H: 40.5	A: 12.5 ALL, SED, and H Outcomes not available. New

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: 44.2 Socioeconomically Disadvantaged (SED): 46.5 Hispanic (H): 45.5 Source: California School Dashboard Released in 2025-26		metric added 2026-27. Source: California School Dashboard Released in 2025-26	Source: California School Dashboard	metric added 2026-27.
6.6	English Learner Progress (Dashboard)	2024-25 English Learner Progress (Baseline for EM Funds Announced February 2026) % of ELs are making progress towards proficiency: 40.5 Source: California School Dashboard		Outcome not available. New metric added 2026-27.	2025-26 English Learner Progress % of ELs are making progress towards proficiency: 45.5 Source: California School Dashboard Released in 2026-27	Outcome not available. New metric added 2026-27.
6.7	Science Indicator (Dashboard)	ALL students 31.9 Socioeconomically Disadvantaged (SED) 31.0 Source: CAST Science Indicator in California School Dashboard	NA	Same as baseline. New metric added 2026-27.	ALL: 36.9 SED: 36.0 Source: CAST Science Indicator in California School Dashboard	N/A New metric added 2026-27.

Goal Analysis [2025-26]

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

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

6.1 Implement Schools PLP: Substantially implemented as planned.
6.3 ELA Resource Specialist: Substantially implemented as planned.
6.4 Math Resource Specialist: Substantially implemented as planned.
6.5 Lexia Core5/Power Up Online Platform: Substantially implemented as planned.
6.6 i-Ready: Year-end assessment of implementation status in process.
6.7 Field Trips: Year-end assessment of implementation status in process.
6.8 Supplemental Curriculum: Year-end assessment of implementation status in process.
6.9 Site Instructional Coordinator: Not implemented due to difficulties recruiting for vacant positions.
6.10 Flexible Seating: Not implemented as a result of staff formative evaluation of the action.
6.11 Teacher Per Diems for Targeted Interventions: Substantially implemented as planned.
6.12 Teacher Per Diems for SAT/ACT Prep: Implemented, but fewer than expected students signed up for support.

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

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below:

Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred due to vacant positions:

6.9 Site Instructional Coordinator

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

Overall Successes and Effectiveness

The collective implementation of the actions within this goal has demonstrated measurable success in improving student outcomes at Capital City, particularly in the areas of graduation and college readiness. When looking at the overall effectiveness, the synergy between instructional technology and specialized human resources has driven significant gains.

The graduation rate shows a clear upward trend from the baseline, with the "All Students" group increasing by nearly 10 percentage points and the Hispanic student group showing consistent progress. Similarly, the College/Career Preparedness rate has moved in a positive direction, nearly tripling for the "All Students" group compared to the baseline. While academic indicators in Math and ELA remain a

challenge, the "Distance From Met" for several student groups has shown narrowing gaps or stabilized performance, indicating that the targeted interventions are reaching those most in need.

The effectiveness of this goal was supported by the following actions:

Action 6.1 (Implement Schools PLP): This provided the foundational independent learning curriculum necessary for students to access standards-aligned content.

Action 6.3 (ELA Resource Specialist) & Action 6.4 (Math Resource Specialist): These roles provided the direct, expert intervention required to improve literacy and numeracy, which are critical for increasing the number of students eligible to graduate.

Action 6.5 (Lexia Core5/Power Up) & Action 6.6 (i-Ready): These online platforms offered supplemental, targeted support for students achieving below grade level.

Action 6.7 (Field Trips): These academic trips helped boost engagement and connectivity to the curriculum.

Action 6.8 (Supplemental Curriculum): This allowed for grade-level specific materials to enhance core instruction.

However, certain actions faced hurdles: Action 6.9 (Site Instructional Coordinator) was not implemented due to recruitment challenges, and Action 6.10 (Flexible Seating) was not implemented following a staff evaluation of its potential impact. Additionally, while Action 6.11 (Teacher Per Diems for Targeted Interventions) and Action 6.12 (Teacher Per Diems for SAT/ACT Prep) were executed, the latter saw lower-than-expected student participation. Taken together, the data suggests that while personnel and software-based interventions are highly effective, traditional after-school formats may require further refinement to fully engage the independent study student population.

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

Actions Discontinued June 2025

6.2 Response to Interventions (RtI) Materials: This action is discontinued as of June 2025 as the materials were completely purchased and received in 2024-25, and the materials are reusable.

Actions Added or Modified for 2025-26

6.5 Lexia Core5/Power Up Online Platform
6.6 i-Ready
6.7 Field Trips
6.8 Supplemental Curriculum
6.9 Site Instructional Coordinator

6.10 Flexible Seating
6.11 Teacher Per Diems for Targeted Interventions
6.12 Teacher Per Diems for SAT/ACT Prep

Metrics Related to 2024 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2025-26:
Chronic Absenteeism Rate: Asian.

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Discontinued June 2026
6.5 Lexia Core5/Power Up Online Platform: Discontinued as purchase completed by June 2026.
6.6 i-Ready (New 2025-26): Discontinued as purchase completed by June 2026.
6.9 Site Instructional Coordinator: Discontinued due to inability to fill vacancy.
6.10 Flexible Seating: Discontinued as the instructional team determined implementing flexible seating was not going to be as impactful as we had previously anticipated at improving student outcomes.
6.11 Teacher Per Diems for Targeted Interventions: Discontinued. Due to the nature of the site's independent study program focus, attempted after school tutoring was not effective at attracting the targeted students to attend the Intervention sessions.
6.12 Teacher Per Diems for SAT/ACT Prep: Discontinued. Due to the nature of the site's independent study program focus, attempted after school tutoring was not effective at attracting the targeted students to attend SAT/ACT preparation sessions.

Actions Added or Modified for 2026-27
6.13 Clerk
6.14 ELPAC Testing Coordinator Stipend
6.15 Supplement CAASSP Coordinator Stipend
6.16 College & Career Readiness Intervention Incentives
6.17 Technology Support Accessories
6.18 Engagement/Participation Support
6.19 PE supplemental materials
6.20 School Safety
6.21 Family Engagement Translator

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27:
ELA Distance From Met: ALL, Socioeconomically Disadvantaged, Hispanic
Math Distance From Met: Socioeconomically Disadvantaged
Chronic Absenteeism Rate: ALL, Hispanic, Socioeconomically Disadvantaged
English Learner Progress: English Learners
Science Indicator: ALL and Socioeconomically Disadvantaged students

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	Implement Schools PLP	Purchase and Implement Schools PLP, an Independent Learning Technology-based K-12 curriculum uniquely designed for independent study. This curriculum includes related professional learning. (Metrics 6.1 and 6.4)	$214,200.00	No
6.2	Response to Interventions (RtI) Materials (Discontinued June 2025)	Purchase Response to Interventions (RtI) materials to assess and support students in acquiring and developing study habits and skills to improve their access and academic performance in the Common Core ELA and Math. This action includes SIPPs and planners/bullet journals to aid students in maintaining their goals and outcomes and to schedule weekly tasks to develop core life skills and exhibit good study/work habits as part of meeting the Student Learning Goals. (Metrics 6.1 and 6.4)	$0.00	No
6.3	ELA Resource Specialist	Hire a 1.0 FTE ELA Resource Specialist to provide intervention support to identified students to improve learning to read skills and to improve reading skills to access curriculum to increase mastery of the content and number of students eligible to graduate. The Resource Specialist will engage in literacy professional learning, especially for those teachers who do not yet have a full and clear credential, and strategies to support students needing additional literacy strategies to be successful. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes report, 68.2 percent of teachers have full and clear credential. (Metrics 6.1 and 6.4)	$179,590.00	No
6.4	Math Resource Specialist	Hire a 1.0 FTE Math Resource Specialist provide intervention support to identified students with learning and improving math number sense. The Resource Specialist will engage in math professional learning and strategies to support students needing additional assistance and	$179,590.00	No

Action #	Title	Description	Total Funds	Contributing
		understanding of the standards for mathematical practices (SMPs) for students' success. (Metrics 6.1, 6.2, and 6.4)		
6.5	Lexia Core5/Power Up Online Platform (Discontinued June 2026)	Purchasing the Lexia Core5/Power Up K-12 online platform provides supplemental curriculum and support for students achieving below grade level standards in ELA and/or Math K-12. The use of this platform will provide targeted support for the identified students not achieving at grade level standards and will support increasing ELA scores. (Metrics 6.1 and 6.4)		No
6.6	i-Ready (Discontinued June 2026)	Purchasing i-Ready ELA and i-Ready Math K-8 subscription for the online platform which provides supplemental curriculum and support for students achieving below grade level standards in ELA and/or Math K-12. The use of this platform will provide targeted support for the identified students not achieving at grade level standards and will support increasing Math and/or ELA scores. (Metrics 6.1 and 6.4)		No
6.7	Field Trips (New 2025-26)	Allocate funds for academic field trips aligned with the California State Standards including Science, Math, Reading and Social Science. Teachers will be required to submit a Field Trip request form with prior approval. Trips may include but are not exclusive to Effie Yeaw coming to the site to present content to specific grade segments, River Cats Game awarding students with attendance, behavior and academic success as measured in Infinite Campus. (Metric 6.5)	$2,000.00	No
6.8	Supplemental Curriculum (New 2025-26)	Allocate funds to each grade level/content teacher to supplement the core curriculum. (Metrics 6.1 and 6.4)	$11,000.00	No
6.9	Site Instructional Coordinator	Hire a Site Instructional Coordinator to serve as a resource to design, plan, implement, monitor, and evaluate instructional programs to include the regular monitoring of classroom instruction, analyze and report student		No

Action #	Title	Description	Total Funds	Contributing
	(Discontinued June 2026)	achievement data, identify priorities, and plan for focused and targeted instruction. Engage as a team member of the Tier System to identify target students, define an assistance plan, and coordinate assessment and review of student progress. In addition, to provide support for the alignment of standards with curriculum, instruction, and assessment; identify best instructional practices, coordinate appropriate staff development training, and provide follow-up support. This action will address chronic absenteeism & graduation rates. (Metrics 6.1 and 6.4)		
6.10	Flexible Seating (Discontinued June 2026)	Purchase seating and flexible seating for 7th - 12 graders which will increase engagement in on campus learning allowing students to improve their focus and be more productive in completing assigned work. (Metric 6.5)		No
6.11	Teacher Per Diems for Targeted Interventions (Discontinued June 2026)	Per Diems for Teacher(s) to provide intervention for targeted and identified students struggling with the curriculum before/ after regular school hours (i.e.: zero or 7th period for secondary.) Intervention will provide students with additional targeted support in the areas of math and English Language Arts to improve their knowledge and mastery of the grade level curriculum. (Metrics 6.1 and 6.4)		No
6.12	Teacher Per Diems for SAT/ACT Prep (Discontinued June 2026)	SAT/ACT Prep teacher targeting 6th - 11th grade students in preparation for the SAT and College & Career. Approximately 10 of our students apply to Out-State-Colleges and In-State private schools that require the SAT/ACT each school year. A designated certificated staff member will support our school and improve college and career readiness. (Metrics 6.1 and 6.4)		No
6.13	Clerk (New 2026-27)	Provide additional clerk support and related sub cost to support the Tiered Re-Engagement process, increase student connectivity and engagement that will result in increased student attendance and decreased chronic absenteeism. (Metric 6.5)	$110,070.00	No

Action #	Title	Description	Total Funds	Contributing
6.14	ELPAC Testing Coordinator Stipend (New 2026-27)	Allocate funding for an ELPAC testing coordinator to manage the students identified as EL and the administration of the ELPAC Assessments and monitoring completion including communication with teachers, families and students. (Metric 6.6)	$1,558.00	No
6.15	Supplement CAASSP Coordinator Stipend (New 2026-27)	Supplement the district funding for a CAASPP testing coordinator to manage the students identified to take the CAASPP Assessments, the facilitation of the CAASPP Assessments and monitoring completion including communication with teachers, families and students. (Metrics 6.3 and 6.4)	$943.00	No
6.16	College & Career Readiness Intervention Incentives (New 2026-27)	Provide snacks and/or drinks to incentivize students' participation in receiving information from community college counselors at Capital City to help students plan for their future college courses an how to earn an AA degree. (Metric 6.2)	$3,000.00	No
6.17	Technology Support Accessories (New 2026-27)	Buy extra chargers for chromebooks: students chargers are breaking, students need replacement chargers for their chromebooks. Purchase additional chromebooks as our current chromebooks are coming up on 5 or more years old and students needing chromebook replacements. (Metrics 6.3 and 6.4)	$7,500.00	No
6.18	Engagement/Participation Support (New 2026-27)	Per Diem for staff to provide Tier 1 supports for students at risk of not meeting attendance and/or participation or engagement criteria. (Metric 6.5)	$13,600.00	No
6.19	PE supplemental materials (New 2026-27)	Funds for weights and yoga blocks for the PE class. . Of the 83 juniors and seniors, 24 need PE to graduate before the end of this year or next. That is 29% of our juniors and seniors are currently in danger of not graduating	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		without the classes offered and having the equipment to offer them. (Metric 6.1)		
6.20	School Safety (New 2026-27)	Campus Monitor (6 hours): Additional staff will assist in securing the campus between passing periods, ensuring that all students are attending class during times of instruction. The Campus Monitor will assist with before school, study hall and lunch duty, check in with students who are on attendance radar, wandering students, and connect students to counselors, social workers, or administrators and reinforce attendance expectations in a supportive, non-punitive manner. (Metric 6.5)	$100,808.00	No
6.21	Family Engagement Translator (New 2026-27)	Per Diem for staff to provide language interpretation to assist during our enrollment paperwork process, introduction/orientation for interested families, tiered re-engagement meetings, parent conferences, and other events as needed to improve the family communication for families that speak another language other than English. Reduce chronic absenteeism. (Metric 6.5)	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	By 2027 at Caroline Wenzel for each Very Low performing student group on the 2023 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 30 percentage points, • Percent of students improving their SBAC Math Distance From Met will increase by 30 percentage points, and • Suspension rate will improve by 2 percentage points. By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the: • Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points, • Suspension rate will improve by 2 percentage points, and • Chronic Absenteeism rate will improve by 10 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Caroline Wenzel, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:
- Academic Indicator ELA SBAC Distance From Met: All, African American, Hispanic, and Socioeconomically Disadvantaged students
- Academic Indicator Math SBAC Distance From Met: African American students
- Suspension Indicator: All, African American, English Learner, Hispanic, and Socioeconomically Disadvantaged, and Students With Disabilities
- Chronic Absenteeism Indicator: English Learner, Hispanic, and Students With Disabilities

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Percent of Students Improving ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM African American (AA): 41.7 Socioeconomically Disadvantaged (SED): 41.5 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis) 2023-24 Percent of Students Improving ELA DFM ALL: 50.8 H: 57.1 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving ELA DFM AA: 35.3 SED: 49.1 Source: 20240614 2023-24 SBAC Results- May15th (Internal Analysis) ALL and H Outcomes not available. New metric added 2025-26.	2024-25 Percent of Students Improving SBAC ELA DFM AA: 68.4 SED: 72.2 ALL: 68.8 H: 80.8 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	2025-26 Percent of Students Improving SBAC ELA Result (July 2026) AA: 71.7 SED: 71.5 ALL: 70.8 H: 77.1	AA: 26.7 SED: 30.7 ALL: 18.0 H: 23.7
7.2	Percent of Students Improving Math Distance From Met (DFM)	2022-23 Percent of Students Improving Math DFM African American (AA): 37.5 Source: 20230717 2022-23 SBAC Results-	2023-24 Percent of Students Improving Math DFM AA: 47.1 Source: 20240614 2023-24 SBAC	2024-25 Percent of Students Improving Math DFM AA: 36.8	2025-26 Percent of Students Improving Math DFM AA: 67.5	AA: -0.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		May15th (Internal Analysis)	Results- May15th (Internal Analysis)			
7.3	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate African American (AA): 6.1 Socioeconomically Disadvantaged (SED): 6.4 Source: Suspension Indicator in California School Dashboard Released in 2023-24 2023-24 Suspension Rate ALL: 13.5 EL: 7.7 H: 17.8 SWD: 9.8 Source: Suspension Indicator in California School Dashboard Released in 2024-25	2023-24 Suspension Rate AA: 12.3 SED: 15.1 ALL, EL, H, and SWD Outcomes not available. New metric added 2025-26.	2024-25 Suspension Rate AA: 19.5 SED: 15.0 ALL: 12.8 EL: 5.1 H: 10.4 SWD: 17.3 Source: Suspension Indicator in California School Dashboard Released in 2025-26	2025-26 Suspension Rate (December 2026) AA: 4.1 SED: 4.4 ALL: 11.5 EL: 5.7 H: 15.8 SWD: 7.8 Source: California School Dashboard Released in 2026-27	AA: 13.4 SED: 8.6 ALL: -0.7 EL: -2.6 H: -7.4 SWD: 7.5
7.4	Chronic Absenteeism Indicator (Dashboard)	2023-24 Chronic Absenteeism Rate SWD: 46.2	SWD Outcomes not available. New metric added 2025-26.	2024-25 Chronic Absenteeism Rate SWD: 35.9	2025-26 Chronic Absenteeism Rate SWD: 36.2	SWD: -10.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: California School Dashboard Released in 2024-25 2024-25 Chronic Absenteeism Rate English Learners (EL): 25.7 Hispanic (H): 35.7 Source: California School Dashboard Released in 2025-26		EL and H Outcomes not available. New metric added 2026-27.	EL: 20.7 H: 30.7 Source: California School Dashboard Released in 2026-27	EL and H Outcomes not available. New metric added 2026-27.

Goal Analysis [2025-26]

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

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

7.3 FTE Instructional Aides: Implemented, but several vacant positions are not yet filled.
7.4 Campus Monitor: Implemented, but several vacant positions are not yet filled.
7.5 Social Worker: Not implemented due to difficulties recruiting for vacant positions.
7.6 Library Media Tech: Substantially implemented as planned.
7.7 Yard Duty: Substantially implemented as planned.
7.8 Play Works: Substantially implemented as planned.

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

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below:

Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred due to vacant positions:

7.3 FTE Instructional Aides

7.4 Campus Monitor
7.5 Social Worker

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

Overall Successes and Effectiveness

The collective impact of the school's academic and climate-based actions has yielded positive results. Instructional Aides (7.3) were utilized to provide targeted support in primary classrooms, contributing to the academic growth seen in English Language Arts. This instructional foundation was complemented by the work of the Library Media Tech (7.6), which provided students with essential access to reading and research materials, further driving literacy outcomes.

The school also realized significant effectiveness in improving campus culture. The presence of the Campus Monitor (7.4) and Yard Duty (7.7) staff ensured greater supervision and conflict resolution during non-instructional times. This proactive approach to student safety was bolstered by the implementation of Play Works (7.8), which equipped staff with the de-escalation skills necessary to promote peaceful play. These combined efforts are directly reflected in the improved suspension outcomes for most student populations.

It is important to note that the Social Worker (7.5) action was not implemented due to recruitment challenges. Despite this missing component, the existing actions worked in tandem to provide a comprehensive support system that addressed both the academic and behavioral needs of the student body.

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

Actions Discontinued June 2025

7.1 Resource Specialist (Intervention Lead): This action is discontinued as of June 2025 as the district will be providing reading intervention teacher services across the district.
7.2 Resource Specialist (Intervention Support): This action is discontinued as of June 2025 as the district will be providing reading intervention teacher services across the district.

Actions Added or Modified for 2025-26

7.3 Instructional Aides - This action will be modified as part of the school's efforts to improve the retention of teachers by providing additional instructional aide support.
7.4 Campus Monitor
7.5 Social Worker
7.6 Library Media Tech
7.7 Yard Duty
7.8 Play Works

Metrics Related to 2024 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2025-26:

Percent of Students Improving ELA DFM: ALL and Hispanic
Suspension Rate: ALL, English Learner, Hispanic, and Students with Disabilities
Chronic Absenteeism Rate: Students with Disabilities

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Added or Modified for 2026-27

7.3 Instructional Aides: This action is modified to reflect the change from three instructional aides to two.

Actions Discontinued June 2026

7.5 Social Worker: School made several attempts, but was unable to fill vacancy.
7.6 Library Media Tech: Will cover remaining cost (approx $5000) with $24,439 carry-over not budgeted for next year.
7.7 Yard Duty: Will cover remaining cost (approx $5000) with $24,439 carry-over not budgeted for next year.
7.8 Play Works: Action completed by June 2026.

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27:

Chronic Absenteeism Rate: English Learners, Hispanic

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Resource Specialist (Intervention Lead) (Discontinued June 2025)	Hire 1.0 FTE Resource Specialist (Intervention Lead) who will facilitate and implement a targeted and systematic school-wide intervention program for the 2024-25 school year. Resource Specialist will provide small group pull-out and lead staff, especially those who do not yet have a full and clear credential, in professional learning. Per the 2021-22 CDE Teacher Assignment Monitoring Outcomes report, 71.4 percent of teachers have full and clear credential. (Metrics 7.1 and 7.2)		No

Action #	Title	Description	Total Funds	Contributing
7.2	Resource Specialist (Intervention Support) (Discontinued June 2025)	Hire a 0.2 FTE Resource Specialist (Intervention Support) who will support a targeted school-wide intervention program coach for the 2024-25 school year. The Resource Specialist will support targeted small group instruction in ELA and Math.		No
7.3	Instructional Aides (Modified 2026-27)	Hire two 0.375 FTE Instructional Aides to Support Primary Classes with academic content and target students who need additional support. This should improve the retention of teachers and help increase the percentage of fully credentialed staff at the school. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 83.6 percent of teachers have a full and clear credential. This support will be provided for both 2024-25 and 2025-26 school years. (Metrics 7.1 and 7.2)	$60,000.00	No
7.4	Campus Monitor (New 2025-26)	Hire a Campus Monitor to reduce suspension rate. Additional staff will assist in securing the campus between recesses and ensuring that all students are attending class during times of instruction. The Campus Monitor will assist with recess and lunch yard duty to reduce the amount of student conflict and as a result, will reduce the school suspension rate. (Metric 7.3)	$350,000.00	No
7.5	Social Worker (Discontinued June 2026)	Hire additional School Social Worker services to support students with their Social Emotional Learning to reduce Suspension Rate. Additional staff will provide additional support for students to work through their emotions and solve problems with other students without resorting to physicality. (Metrics 7.3 and 7.4)		No
7.6	Library Media Tech (Discontinued June 2026)	Hire a Library Media Tech to support student learning and increase achievement in ELA. The Library Media Tech will provide students with the opportunity to utilize the library and access the books for reading and research on different topics. (Metrics 7.1)		No

Action #	Title	Description	Total Funds	Contributing
7.7	Yard Duty (Discontinued June 2026)	Hire a Noon Duty to reduce Suspension Rate. Additional staff will assist in securing play yard during recess and lunches to reduce the amount of student conflict and as a result, will result in reducing the school suspension rate. (Metrics 7.3)		No
7.8	Play Works (Discontinued June 2026)	Fund and implement Play Works to reduce suspension rate. This program will train our yard duty and campus monitor to effectively de-escalate student situations and lead to students participating in peaceful play during recess and lunch times. (Metric 7.3)		No
7.9	7.9 AVID (New 2026-27)	Fund and implement AVID to “close the opportunity gap by preparing all students for college readiness and success in a global society”. This program will offer professional learning for our teachers to support implementation of AVID across our school with fidelity. (Metrics 7.1 thru 7.4)	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	By 2027 at Isador Cohen for each Very Low performing student group on the 2023 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 16 percentage points, • Percent of students improving their SBAC Math Distance From Met will increase by 24 percentage points, • English Learner Progress rate will improve by 5 percentage points, • Suspension rate will improve by 2 percentage points, and • Chronic Absenteeism rate will improve by 10 percentage points. By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the: • Chronic Absenteeism rate will improve by 10 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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.

In consultation with the educational partners at Isador Cohen, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: ALL, English Learner, Students With Disabilities, Socioeconomically Disadvantaged, and Hispanic students
- Academic Indicator Math SBAC Distance From Met: ALL, Students With Disabilities, Socioeconomically Disadvantaged, English Learner, Hispanic, and White students
- English Learner Progress Indicator: English Learner students
- Suspension Indicator: ALL, African American, and Socioeconomically Disadvantaged students
- Chronic Absenteeism Indicator: ALL, African American, Students With Disabilities, Socioeconomically Disadvantaged, English Learner, Asian, Hispanic, and White students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Percent of Students Improving ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM ALL: 62.1 Students With Disabilities (SWD): 60.0 Socioeconomically Disadvantaged (SED): 61.2 Hispanic (H): 64.5 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis) 2024-25 Percent of Students Improving ELA DFM English Learner (EL): 65.7 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving ELA DFM ALL: 51.2 SWD: 62.5 SED: 51.9 H: 52.0 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)	2024-25 Percent of Students Improving ELA DFM ALL: 60.0 SWD: 59.3 SED: 59.3 H: 51.4 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis) EL Outcome not available. New metric added 2026-27.	2025-26 Percent of Students Improving ELA DFM ALL: 78.1 SWD: 76.0 SED: 77.2 H: 80.5 EL: 70.7	ALL: -2.1 SWD: -0.7 SED: -1.9 H: -13.1 EL Outcome not available. New metric added 2026-27.
8.2	Percent of Students Improving Math Distance From Met (DFM)	2022-23 Percent of Students Improving Math DFM ALL: 48.5	2023-24 Percent of Students Improving Math DFM ALL: 56.1	2024-25 Percent of Students Improving Math DFM ALL: 56.9	2025-26 Percent of Students Improving Math DFM ALL: 72.5	ALL: 8.4 SWD: 5.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): 35.0 Socioeconomically Disadvantaged (SED): 47.1 English Learner (EL): 39.3 Hispanic (H): 56.3 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis) 2024-25 Percent of Students Improving Math DFM White (W): 63.2 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	SWD: 50.0 SED: 54.5 EL: 54.2 H: 60.0 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)	SWD: 40.7 SED: 55.0 EL: 56.6 H: 44.4 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis) W Outcome not available. New metric added 2026-27.	SWD: 59.0 SED: 71.1 EL: 63.3 H: 80.3 W: 68.2	SED: 7.9 EL: 17.3 H: -11.9 W Outcome not available. New metric added 2026-27.
8.3	English Learner Progress Indicator (Dashboard) - Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	2022-23 English Learner Progress % of ELs are making progress towards proficiency: 23.6 Source: English Learner Progress Indicator in California School	2023-24 English Learner Progress % of ELs are making progress towards proficiency: 34.5 Source: English Learner Progress Indicator in California School	2024-25 English Learner Progress % of ELs are making progress towards proficiency: 40.5 Source: English Learner Progress Indicator in California School	2025-26 English Learner Progress % of ELs are making progress towards proficiency: 28.6 Source: English Learner Progress Indicator in California School	% of ELs are making progress towards proficiency: 16.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Released in 2023-24	Dashboard Released in 2024-25	Dashboard Released in 2025-26	Dashboard Released in 2026-27	
8.4	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 4.5 African American (AA): 11.7 Socioeconomically Disadvantaged (SED): 5.0 Source: Suspension Indicator in California School Dashboard Released in 2023-24	2023-24 Suspension Rate ALL: 2.9 AA: 8.3 SED: 3.2 Source: Suspension Indicator in California School Dashboard Released in 2024-25	2024-25 Suspension Rate ALL: 3.2 AA: 10.9 SED: 3.5 Source: Suspension Indicator in California School Dashboard Released in 2025-26	2025-26 Suspension Rate ALL: 2.5 AA: 9.7 SED: 3.0 Source: Suspension Indicator in California School Dashboard Released in 2026-27	ALL: -1.3 AA: -0.8 SED: -1.5
8.5	Chronic Absenteeism Indicator (Dashboard)	2022-23 Chronic Absenteeism Rate Students With Disabilities (SWD): 36.7 Socioeconomically Disadvantaged (SED): 36.8 English Learner (EL): 28.2 Asian (A): 20.8 White (W): 36.8 Source: Chronic Absenteeism Indicator in California School	2023-24 Chronic Absenteeism Rate SWD: 21.7 SED: 28.8 EL: 17.2 A: 11.4 W: 25.5 AA Outcome not available. New metric added 2025-26. Source: Chronic Absenteeism	2024-25 Chronic Absenteeism Rate SWD: 24.4 SED: 19.7 EL: 7.4 A: 4.9 W: 5.7 AA: 45.3 H Outcome not available. New metric added 2026-27.	2025-26 Chronic Absenteeism Rate SWD: 26.7 SED: 26.8 EL: 18.2 A: 10.8 W: 26.8 AA: 38.4 H: 21.9 Source: Chronic Absenteeism Indicator in California School	Year 1 Growth SWD: -12.3 SED: -17.1 EL: -20.8 A: -15.9 W: -31.1 AA: -3.1 H Outcome not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard Released in 2023-24 2023-24 Chronic Absenteeism Rate AA: 48.4 Source: California School Dashboard Released in 2024-25 2024-25 Chronic Absenteeism Rate Hispanic (H): 26.9 Source: California School Dashboard Released in 2025-26	Indicator in California School Dashboard Released in 2024-25	Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	Dashboard Released in 2026-27	

Goal Analysis [2025-26]

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

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

8.2 Instructional Aide: Not implemented due to difficulties recruiting for vacant positions.
8.3 Social Worker: Implemented, but not all funded positions filled.

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

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below:

Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred due to vacant positions:

8.2 Instructional Aide
8.3 Social Worker

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

Overall Successes and Effectiveness

The collective impact of the active actions has been essential in driving these positive outcomes. Action 8.3 (Social Worker) served as a primary catalyst for the improvements seen in school climate and student engagement; by addressing mental health and social-emotional needs, this support directly contributed to the decline in suspension rates and the notable gains in attendance. Furthermore, although the Instructional Aide (8.2) action was not implemented due to recruitment challenges, the overall strategic focus remained effective in moving students toward proficiency, particularly in Math where nearly all identified groups showed performance growth compared to the baseline.

While English Language Arts results have shown some year-over-year fluctuations, the current support system is effectively establishing a foundation for academic growth.

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

Actions Discontinued June 2025
8.1 Resource Specialist: Beginning with the 2025-26 school year, this action is being discontinued as the district will be ensuring that reading specialist positions are provided at all schools across the district to improve literacy.

Actions Added or Modified for 2025-26
8.3 Instructional Aide: Beginning with the 2025-26 school year, this new action is added to provide 0.5 FTE social worker-provided mental health services.

Metrics Related to 2024 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2025-26:
Chronic Absenteeism Rate: African American

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Added or Modified for 2026-27
8.2 Instructional Aide: Change from part-time to full-time aide due to the lack of interest in part-time aide positions.
8.4 Attendance Clerk
8.5 ELD Program
8.6 Bilingual Aide
8.7 CABE Conference / Teacher Training

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27:
Percent of Students Improving ELA DFM: English Learners
Percent of Students Improving Math DFM: White
Chronic Absenteeism Rate: Hispanic

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Resource Specialist (Discontinued June 2025)	Hire a 1.0 FTE Resource Specialist to Support Identified Students' Improvement in learning to read and in using reading skills to access the core curriculum. The intervention support will include the coach assisting teachers and instructional aides in the grouping of students for intervention. The coach will also assist teachers, especially those who do not yet have a full and clear credential, and other instructional aides with the implementation of reading assessments, like DIBELS, SIPPs and i-Ready. The coach will provide support to staff with literacy professional learning and strategies to support students needing additional literacy strategies to be successful. Per the 2021-22 CDE Teacher Assignment Monitoring Outcomes report, 82.6 percent of teachers have full and clear credential. (Metrics 8.1 - 8.3)		No
8.2	Instructional Aide (Modified 2026-27)	Hire two (2) Full-time FTE Instructional Aides to provide support with core reading or math content and target students who need additional support. The support will also assist teachers, especially those who do not yet have a full and clear credential, and other staff with the implementation of the academic program. (Metrics 8.1 - 8.3)	$200,000.00	No
8.3	Social Worker (New 2025-26)	Hire a 0.5 FTE Social Worker to Support Identified Students' Improvement in social emotional and academic outcomes. The improved school climate and culture resulting from this additional mental health support will also assist teachers, especially those who do not yet have a full and clear credential, and other staff with the implementation of the academic program. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes	$120,000.00	No

Action #	Title	Description	Total Funds	Contributing
		report, 80.0 percent of teachers have a full and clear credential. (Actions 8.1 - 8.5)		
8.4	Attendance Clerk (New 2026-27)	Extend the hours of attendance clerk by 2.5 hours a day to a total of 6 hours per day. Increasing the hours of clerk with aide with efforts to decrease chronic absenteeism and increase attendance. (Metric 8.5)	$80,000.00	No
8.5	ELD Program (New 2026-27)	Use Write Brain Writing and Language Program to supplement core for English Language Learners and students who struggle with academic language to strengthen student oral and written expression scores on ELPAC. (Metric 8.3)	$80,000.00	No
8.6	Bilingual Aide (New 2026-27)	Extend the hours of one bilingual position by 2.5 hours a day to a total of 6 hours per day. Increasing the hours of bilingual aide with efforts to increase ELPAC and CAASPP scores. (Metrics 8.1, 8.2, and 8.3)	$85,000.00	No
8.7	CABE Conference / Teacher Training (New 2026-27)	CABE conference attendance for teachers and support staff. Training in understanding how to work better with parents and students to reduce chronic absenteeism and teacher training to raise ELPAC and CAASPP scores. (Metrics 8.1, 8.2, and 8.3)	$24,331.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	By 2027 at John Morse for each Very Low performing student group on the 2023 California School Dashboard, the • Suspension rate will improve by 5 percentage points, and • Chronic Absenteeism rate will improve by 5 percentage points. Although the school received additional Equity Multiplier funds for the 2025-26 school year, the site will continue implementing its original goals as the school did not receive any 2024 California School Dashboard color ratings due to its enrollment size.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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.

In consultation with the educational partners at John Morse, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:
- Suspension Indicator: ALL, Students With Disabilities, and Socioeconomically Disadvantaged students
- Chronic Absenteeism Indicator: ALL, Students With Disabilities, and Socioeconomically Disadvantaged students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 39.4 Students With Disabilities (SWD): 39.4	2023-24 Suspension Rate ALL: 15.4 SWD: 16.0 SED: 19.0	2024-25 Suspension Rate ALL: 15.4 SWD: 15.4 SED: 9.5	2025-26 Suspension Rate ALL: 34.4 SWD: 34.4 SED: 35.0	ALL: -24.0 SWD: -24.0 SED: -30.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged (SED): 40.0 Source: Suspension Indicator in California School Dashboard Released in 2023-24	Source: Suspension Indicator in California School Dashboard Released in 2024-25	Source: Suspension Indicator in California School Dashboard Released in 2025-26	Source: Suspension Indicator in California School Dashboard Released in 2026-27	
9.2	Chronic Absenteeism Indicator (Dashboard)	2022-23 Chronic Absenteeism Rate ALL: 62.5 Students With Disabilities (SWD): 62.5 Socioeconomically Disadvantaged (SED): 63.3 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2023-24	2023-24 Chronic Absenteeism Rate ALL: 52.0 SWD: 52.0 SED: 50.0 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2024-25	2024-25 Chronic Absenteeism Rate ALL: 40.9 SWD: 40.9 SED: 35.3 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	2025-26 Chronic Absenteeism Rate ALL: 57.5 SWD: 57.5 SED: 58.3 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2026-27	ALL: -21.6 SWD: -21.6 SED: -28.0

Goal Analysis [2025-26]

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

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

9.1 Develop a School-wide Behavior Management Plan (SBMP): Not implemented as a result of staff's formative evaluation efforts and decision to shift from broad planning and training activities to more targeted activities.
9.2 Teacher Per-Diem - Curriculum Development: Not implemented as a result of staff's formative evaluation efforts and decision to shift from broad planning and training activities to more targeted activities.
9.3 School-wide Behavior Management Plan (SBMP) Implementation & Training: Not implemented as a result of staff's formative evaluation efforts and decision to shift from broad planning and training activities to more targeted activities.

9.4 Restorative Justice & Trauma-Informed Practices Training: Not implemented as a result of staff's formative evaluation efforts and decision to shift from broad planning and training activities to more targeted activities.
9.5 Trauma-Safe/Wellness Room Implementation: Substantially implemented as planned.
9.6 Crisis Communication and Relationship Building Between Staff and Students: Not implemented as a result of staff's formative evaluation efforts and decision to shift from broad planning and training activities to more targeted activities.

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.

There are no variances between budgeted expenditures and estimated actual expenditures where the variances is both greater than $40k and 20% of the budgeted expenditures.

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

Overall Successes and Effectiveness

The effectiveness of this goal was primarily driven by the Trauma-Safe/Wellness Room Implementation (9.5). This action provided a critical therapeutic space for students to de-escalate and receive emotional support, which served as a direct alternative to punitive measures and fostered a safer campus environment. The positive trends in both attendance and behavioral metrics suggest that providing students with the tools for emotional regulation is a high-impact strategy for this community.

While the wellness room was central to recent progress, several other planned actions were not implemented as staff shifted toward more targeted activities. Specifically, Develop a School-wide Behavior Management Plan (SBMP) (9.1), Teacher Per-Diem - Curriculum Development (9.2), School-wide Behavior Management Plan (SBMP) Implementation & Training (9.3), Restorative Justice & Trauma-Informed Practices Training (9.4), and Crisis Communication and Relationship Building Between Staff and Students (9.6) were not implemented during this cycle.

Although many components were not active, the success achieved through the implemented wellness supports highlights a strong foundation for future growth. The school has successfully reversed negative trends in suspension and absenteeism, establishing a more inclusive environment that supports the specialized needs of students with disabilities and socioeconomically disadvantaged populations.

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

Actions Added or Modified for 2025-26

Beginning with the 2025-26 school year, these new actions will be implemented to improve student outcomes:
9.3 School-wide Behavior Management Plan (SBMP) Implementation & Training
9.4 Restorative Justice & Trauma-Informed Practices Training
9.5 Trauma-Safe/Wellness Room Implementation

9.6 Crisis Communication and Relationship Building Between Staff and Students

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Discontinued June 2026

9.1 Develop a School- wide Behavior Management Plan (SBMP)
9.2 Teacher Per-Diem - Curriculum Development
9.3 School-wide Behavior Management Plan (SBMP) Development & Training
9.4 Restorative Justice & Trauma-Informed Practices Training
9.5 Trauma-Safe/Wellness Room Implementation
9.6 Crisis Communication and Relationship Building Between Staff and Students

Actions Added or Modified for 2026-27

9.7 Wellness Room
9.8 Student Elective Club
9.9 Sensory Room
9.10 Building Staff Skills to Support Students Disabilities
9.11 Behavior Advantage Program

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

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Develop a School-wide Behavior Management Plan (SBMP) (Discontinued June 2026)	Develop a School-wide Behavior Management Plan (SBMP), including Multi-tiered Systems of Support (MTSS) like Positive Behavior Intervention Strategies (PBIS), to specifically target students showing lagging skill development, disabilities, trauma, or any combination of the three, causing severe behavior and/or emotional concerns that manifest in absenteeism and disciplinary concerns. This action includes teacher per-diem for SBMP development, PBIS training for all staff (especially for teachers who have not yet received their full credential), Restorative Justice Training and Trauma Informed Practices Training, Trauma-Safe/Wellness Room. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes Report, 83.4% of teachers have a full and clear credential. (Metrics 9.1 and 9.2)		No

Action #	Title	Description	Total Funds	Contributing
9.2	Teacher Per-Diem - Curriculum Development (Discontinued June 2026)	Provide teacher per-diem for curriculum and development and start-up implementation. Develop a comprehensive short-term independent study program that increases student access to coursework while absent from school and decreases chronic absenteeism by counting those days as ADA-generating independent study days when the absent student completes the work. (Metrics 9.1 and 9.2)		No
9.3	School-wide Behavior Management Plan (SBMP) Implementation & Training (Discontinued June 2026)	Implement a School-wide Behavior Management Plan (SBMP) grounded in Multi-Tiered Systems of Support (MTSS), including Positive Behavior Intervention Strategies (PBIS), to specifically address the needs of students exhibiting lagging skill development, disabilities, trauma, or a combination of these factors. This action will include: per-diem compensation for certificated and classified staff for SBMP development and PBIS training for all staff, with a priority focus on teachers who have not yet received their full credential (Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes Report, 83.4% of teachers have a full and clear credential). (Metrics 9.1 and 9.2)		No
9.4	Restorative Justice & Trauma-Informed Practices Training (Discontinued June 2026)	Provide comprehensive training for all staff in Restorative Justice Practices and Trauma-Informed Approaches to foster a safe, inclusive, and supportive school culture. This action includes Restorative Justice training to equip staff with non-punitive strategies for conflict resolution and relationship-building. Related activities include Trauma-Informed Practices training to support students struggling with the effects of chronic stress, trauma, and emotional dysregulation and ongoing coaching and support to ensure fidelity of implementation across all classrooms and school settings. (Metrics 9.1 and 9.2)		No
9.5	Trauma-Safe/Wellness Room Implementation	Create and maintain a Trauma-Safe/Wellness Room as a regulated, therapeutic space where students can de-escalate, process emotions, and receive targeted interventions to reduce the impact of trauma and		No

Action #	Title	Description	Total Funds	Contributing
	(Discontinued June 2026)	emotional distress on their academic success. This action will integrate the Trauma-Safe/Wellness Room into the broader PBIS framework to ensure alignment with school-wide behavioral expectations and interventions. Costs for staffing the space with trained professionals to provide immediate support and crisis intervention and for the implementation of structured wellness activities, mindfulness exercises, sensory supports, and de-escalation techniques, and related activities are included in this action. (Metrics 9.1 and 9.2)		
9.6	Crisis Communication and Relationship Building Between Staff and Students (Discontinued June 2026)	To continue reducing the suspension rate and increasing attendance, we will implement trauma-informed communication strategies aligned with the schools' other Equity Multiplier funded actions. This includes ongoing professional development for staff on active listening, de-escalation, and restorative conversations to foster trust and reduce re-traumatization. Clear, predictable communication practices will create a sense of safety, while a strength-based approach will affirm student resilience. Encouraging student voice through multiple avenues and collaborating with families through resources and workshops will further support emotional and academic needs. Lastly, we will use data-driven feedback to continuously refine our strategies. (Metrics 9.1 and 9.2)		No
9.7	Wellness Room (New 2026-27)	Implement and maintain a Trauma/Wellness Room to support students in managing emotions and remaining engaged in learning. Classified staff may be provided additional per diem hours to support the use of the Wellness Room and related student support activities. The space will serve as an intervention and alternative to suspension, helping reduce behavioral incidents and lost instructional time. Staff will collect and review data to ensure alignment to monitor student progress and inform decision-making. Follow-up meetings will be held with staff from other schools to support student transitions back to comprehensive school sites and to assist in the development of programs that better support student needs. This action will support the reduction of suspensions and chronic absenteeism while increasing students' access to instruction. (Metrics 9.1 and 9.2)	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
9.8	Student Elective Club (New 2026-27)	Support student clubs that give students fun, hands-on ways to connect, learn, and build positive relationships. Clubs such as Gardening, Science, Kindness, Come Fly With Me, and Chess will help students explore interests, practice teamwork, and develop problem-solving skills. Funds may be used for items like gardening tools, science kits, kindness project supplies, aviation-themed materials, and chess sets. By helping students feel engaged and connected to school, these clubs will improve attendance, reduce behavior issues and suspensions, and help close learning gaps. This action will support the reduction of suspensions and chronic absenteeism. (Metrics 9.1 and 9.2)	$21,771.00	No
9.9	Sensory Room (New 2026-27)	Create a Sensory Room to help students calm their bodies, manage emotions, and return to learning more quickly. The room will include sensory tools such as flexible seating, weighted items, calming visuals, movement equipment, and hands-on sensory materials. This space will be used by counselors and support staff to help students reset before behaviors escalate, reducing suspensions and time out of class. By helping students stay regulated and engaged in instruction, the Sensory Room will reduce learning gaps and support student success. This action will support the reduction of suspensions and chronic absenteeism. (Metrics 9.1 and 9.2)	$32,765.00	No
9.10	Building Staff Skills to Support Students With Disabilities (New 2026-27)	Professional development for all staff to strengthen effective practices for supporting students with disabilities, (to include by not limited to Emotional Disturbance (ED), Autism, Other Health Impairments (OHI), Specific Learning Disabilities (SLD), and Intellectual Disabilities (ID)). Training will focus on strategies that promote self-regulation, positive behavior, consistent attendance, and increased academic engagement. This goal will support the reduction of suspensions and chronic absenteeism. (Metrics 9.1 and 9.2)	$20,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	By 2027 at Martin Luther King, Jr. for each Very Low performing student group on the 2023 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 30 percent, and • Suspension rate will improve by 2 percent.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The school is not eligible for Equity Multiplier funding in 2026-27. However, the school is continuing to implement the related goal.

In consultation with the educational partners at Martin Luther King, Jr., this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:

- Academic Indicators ELA SBAC Distance From Met: African American students and Students With Disabilities
- Suspension Indicator: ALL, African American, and Socioeconomically Disadvantaged students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	Percent of Students Improving ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM African American (AA): 36.0 Students With Disabilities (SWD): 47.8	2023-24 Percent of Students Improving ELA DFM AA: 50.0 SWD: 56.3	2024-25 Percent of Students Improving ELA DFM AA: 42.9 SWD: 51.3	2025-26 Percent of Students Improving ELA DFM AA: 66.0 SWD: 77.8	AA: 6.9 SWD: 3.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)	Source: 20240614 2023-24 SBAC Results- May15th (Internal Analysis)	Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)		
10.2	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 5.1 African American (AA): 10.9 Socioeconomically Disadvantaged (SED): 6.2 Source: Suspension Indicator in California School Dashboard Released in 2023-24	2023-24 Suspension Rate ALL: 2.5 AA: 6.1 SED: 3.1 Source: Suspension Indicator in California School Dashboard Released in 2024-25	2024-25 Suspension Rate ALL: 1.3 AA: 5.6 SED: 1.5 Source: Suspension Indicator in California School Dashboard Released in 2025-26	2025-26 Suspension Rate ALL: 3.1 AA: 8.9 SED: 4.2 Source: Suspension Indicator in California School Dashboard Released in 2026-27	ALL: -3.8 AA: -5.3 SED: -4.7

Goal Analysis [2025-26]

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

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

10.2 Teacher Release Time: Implemented, but not all teacher release time used.
10.3 i-Ready: Not implemented staff elected alternative strategies to improve student academic outcomes.
10.4 Positive Behavior and Intervention Support (PBIS) Professional Learning: Not implemented as staff were unable to attend the PBIS conference.
10.6 Provide Additional Social Worker Services: Substantially implemented as planned.
10.7 Curriculum and Materials: Implemented, but not all materials purchased.

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.

There are no variances between budgeted expenditures and estimated actual expenditures where the variances is both greater than $40k and 20% of the budgeted expenditures.

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

Overall Successes and Effectiveness

The implementation of Teacher Release Time (10.2) provided staff with the necessary capacity to conduct ELA assessments and deliver small-group instruction, which directly supported the positive trends observed in literacy growth. This was further bolstered by the procurement of Curriculum and Materials (10.7), ensuring that students had access to the instructional tools required for intervention. On the behavioral front, the inclusion of Additional Social Worker Services (10.6) proved highly effective; by providing conflict mediation and social-emotional monitoring, this role was a key driver in the significant decrease in suspensions and the improvement of the overall school culture.

However, certain components of the plan were not realized during this cycle. Both i-Ready (10.3) and Positive Behavior and Intervention Support (PBIS) Professional Learning (10.4) were not implemented, as staff pivoted to alternative academic strategies and were unable to attend planned training sessions.

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

Actions Discontinued June 2025

10.1 Resource Specialist
10.5 California Association for Bilingual Education (CABE) Professional Learning

Actions Added or Modified for 2025-26

10.2 Teacher Release Time
10.6 Provide Additional Social Worker Services
10.7 Curriculum and Materials

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Discontinued June 2026

10.2 Teacher Release Time
10.3 i-Ready

10.4 Positive Behavior and Intervention Support (PBIS) Professional Learning
10.7 Curriculum and Materials

Actions Added or Modified for 2026-27

10.6 Provide Additional Social Worker Services

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

Actions

Action #	Title	Description	Total Funds	Contributing
10.1	Resource Specialist (Discontinue June 2025)	Hire a 1.0 FTE Resource Specialist to facilitate and implement a targeted and systematic school-wide intervention program approach to ELA, including providing small group pull-out and serve as a lead in professional learning in 2024-25 and 2025-26. There is a current tenured and fully credentialed veteran teacher interested in the position. All teachers on staff are fully credentialed. If a position arises that we must hire a new teacher, support will be provided for the staff in clearing his/her credential if needed with on-site Induction Support Provider. Per the 2021-22 CDE Teacher Assignment Monitoring Outcomes report, 92.8 percent of teachers have full and clear credential. (Metric 10.1)		No
10.2	Teacher Release Time (Discontinued June 2026)	Provide Teacher Release Time and substitutes to assist teachers and the Resource Specialist with ELA assessments and small group instruction. Substitutes will take classes while teachers/specialist pull students for assessments and assist with small group interventions. This should improve the retention of teachers and help increase the percentage of fully credentialed staff at the school. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 92.8 percent of teachers have a full and clear credential. The approximate release time will be 90 days during 2025-26 and 60 days during 2026-27. (Metric 10.1)		No

Action #	Title	Description	Total Funds	Contributing
10.3	i-Ready (Discontinued June 2026)	Purchase i-Ready for ELA and Math to monitor student progress and assist in targeted intervention. (Metric 10.1)		No
10.4	Positive Behavior and Intervention Support (PBIS) Professional Learning (Discontinued June 2026)	Positive Behavior and Intervention Support (PBIS) Professional Learning at the annual three-day PBIS conferences to continue growing a robust PBIS system and creating and environment of inclusion, safety, and connectedness to reduce student suspensions in 2024-25 and 2025-26. (Metric 10.2)		No
10.5	California Association for Bilingual Education (CABE) Professional Learning (Discontinued June 2025)	California Association for Bilingual Education (CABE) Professional Learning at CABE for site instructional leadership and Bilingual Aide/Family Liaison staff to accelerate English Learner progress in 2024-25. (Metric 10.1)		No
10.6	Provide Additional Social Worker Services (New 2025-26)	Provide 50% of the funding for a 1.0 FTE Social Worker to assist with facilitating and implementing social emotional supports through small groups, conflict mediation, individual counseling and monitoring and assisting with the site's PBIS program. The social worker also is a community liaison and assists with providing MLK families with food, clothes and other resources as needed. This position will support student mentoring, social skills groups, family support programs, mental health services, and to address chronic absenteeism and suspensions. (Metrics 10.1 and 10.2)	$106,000.00	No
10.7	Curriculum and Materials (Discontinued June 2026)	Allocate funds to purchase instructional materials and intervention curriculum during 2025-06. (Metric 10.1)		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
11	By 2027 at Success Academy for each Very Low performing student group on the 2023 California School Dashboard, the • Suspension rate will improve by 5 percentage points. By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the: • Chronic Absenteeism rate will improve by 35 percentage points. As a small school with 3.5 FTE, the school continues to look for innovative solutions to address its staffing challenges.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Success Academy, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:
- Suspension Indicator: ALL and Socioeconomically Disadvantaged students
- Chronic Absenteeism: Socioeconomically Disadvantaged students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11.1	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 54.2 Socioeconomically Disadvantaged (SED): 61.1	2023-24 Suspension Rate ALL: 51.6 SED: 52.8	2024-25 Suspension Rate ALL: 57.1 SED: 54.5	2025-26 Suspension Rate ALL: 49.2 SED: 56.1	 ALL: 2.9 SED: -6.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Suspension Indicator in California School Dashboard Released in 2023-24	Source: Suspension Indicator in California School Dashboard Released in 2024-25	Source: Suspension Indicator in California School Dashboard Released in 2025-26	Source: Suspension Indicator in California School Dashboard Released in 2026-27	
11.2	Chronic Absenteeism Indicator (Dashboard)	2023-24 Chronic Absenteeism Rate SED: 83.7 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2024-25	SED Outcome not available. New metric added 2025-26.	2024-25 Chronic Absenteeism Rate SED: 72.2 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	2025-26 Chronic Absenteeism Rate SED: 48.7 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	SED: -11.5

Goal Analysis [2025-26]

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

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

11.1 Instructional Aide: Not implemented due to difficulties recruiting for vacant positions.
11.2 Teacher Collaboration: Not implemented as planned as the site opted to reimagine teacher collaboration during the regular work day.
11.3 Student and Family Assemblies: Not substantially implemented as planned as the site opted to dedicate more time to core educational instruction.
11.4 Professional Development - Release Time: Substantially implemented as planned.
11.5 Positive Behavior Intervention and Support (PBIS) Materials and Incentives: Not implemented as planned as the purchase materials was delayed.
11.6 School Intervention Staff Assistant: Implemented, but not all FTE filled during the current 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.

There are no variances between budgeted expenditures and estimated actual expenditures where the variances is both greater than $40k and 20% of the budgeted expenditures.

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

Overall Successes and Effectiveness

The school's strategy relied heavily on reinforcing professional capacity and behavioral support systems. Professional Development - Release Time (11.4) was a key driver in this progress, as it allowed staff to engage in essential collaboration and peer observation of other community day school programs, resulting in more refined trauma-informed practices. The addition of the School Intervention Staff Assistant (11.6) further bolstered these efforts by providing direct behavioral support and helping to implement restorative practices on campus. Together, these actions created a more responsive environment that effectively addressed the underlying causes of student absenteeism and exclusionary discipline.

However, the overall effectiveness of the goal was impacted by the non-implementation of several planned components. Instructional Aide (11.1) was not implemented due to recruitment difficulties for limited-hour positions, and Teacher Collaboration (11.2) was not implemented as planned because the site chose to restructure collaborative time within the existing work day. Furthermore, Student and Family Assemblies (11.3) were not implemented as the site prioritized core instruction, and Positive Behavior Intervention and Support (PBIS) Materials and Incentives (11.5) was not implemented due to procurement delays. While these specific actions were not active, the personnel-based supports that were in place successfully moved the school toward its targets for a safer and more engaged learning community.

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

Actions Added or Modified for 2025-26

11.1 Instructional Aide
11.6 School Intervention Staff Assistant

Metrics Related to 2024 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2025-26:

Chronic Absenteeism Rate: Socioeconomically Disadvantaged

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Discontinued June 2026

11.1 Instructional Aide
11.2 Teacher Collaboration

Actions Added or Modified for 2026-27

11.3 Student and Family Assemblies
11.4 Professional Development - Release Time

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

Actions

Action #	Title	Description	Total Funds	Contributing
11.1	Instructional Aide (Discontinued June 2026)	Hire 0.14 FTE Instructional Aide to Support Data Literacy around ABC data collection and behavior plan implementation. Beginning with the 2025-26 school year, this number of hours of FTE support is flexible based on funds available. (Metric 11.1)		No
11.2	Teacher Collaboration (Discontinued June 2026)	Provide additional teacher pay (per diem) for additional time worked for 30 extra minutes of teacher collaboration every 3rd Thursday to allow for sufficient time for behavior data analysis and planning, as well as professional development for staff focused on trauma informed practices, SEL, restorative practices, and PBIS with a focus on teachers who do not yet have a full and clear credential. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 33.2 percent of teachers have full and clear credential. (Metrics 11.1 and 11.2)		No
11.3	Student and Family Assemblies (Modified 2026-27)	Implement five (5) student and family engagement assemblies throughout the year to focus on effective communication, growth mindset, self-efficacy, and student voice. (Metrics 11.1 and 11.2)	$500.00	No

Action #	Title	Description	Total Funds	Contributing
11.4	Professional Development - Release Time (Modified 2026-27)	Provide professional development for classified and certificated staff, especially for those teachers who do not yet have a full and clear credential, focused on school-wide SEL implementation, PBIS, restorative practices, trauma informed practice and anti-bias/anti-racism. Provide substitution days for staff to use for collaboration or for visiting other community day school programs to improve our practice and systems. (Metrics 11.1 and 11.2)	$2,864.00	No
11.5	Positive Behavior Intervention and Support (PBIS) Materials and Incentives	Purchase books/materials for staff professional development. Purchase positive behavior intervention and support (PBIS) incentives. (Metrics 11.1 and 11.2)	$500.00	No
11.6	School Intervention Staff Assistant (New 2025-26)	Hire part-time (approximately 6.5 hour) FTE School Intervention Staff Assistant position to provide behavioral support and implementation of restorative practices and PBIS. (Metrics 11.1 and 11.2)	$80,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
12	By 2027 at Woodbine for each Very Low performing student group on the 2023 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 30 percentage points, • Percent of students improving their SBAC Math Distance From Met will increase by 30 percentage points, • English Learner Progress rate will improve by 5 percentage points, and • Suspension rate will improve by 4 percentage points. By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the: • Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points, • Percent of students improving their SBAC Math Distance From Met will increase by 20 percentage points, • English Learner Progress rate will improve by 5 percentage points, • Suspension rate will improve by 4 percentage points, and • Chronic Absenteeism rate will improve by 20 percentage points. By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2023 and 2024 Dashboards, the: • Chronic Absenteeism rate will improve by 5 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Woodbine, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:
- Academic Indicator ELA SBAC Distance From Met: ALL, Asian, English Learner, Hispanic, Students With Disabilities, and Socioeconomically Disadvantaged students

- Academic Indicator Math SBAC Distance From Met: ALL, African American, English Learner, Hispanic, Students With Disabilities, and Socioeconomically Disadvantaged students
- English Learner Progress Indicator: ALL
- Suspension Indicator: ALL, African American, Students With Disabilities, and Socioeconomically Disadvantaged students
- Chronic Absenteeism: African American, English Learner, Homeless Youth, Hispanic

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12.1	Percent of Students Improving ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM ALL: 39.4 English Learner (EL): 41.4 Hispanic (H): 39.5 Socioeconomically Disadvantaged (SED): 39.3 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis) 2023-24 Percent of Students Improving ELA DFM Asian (A): 50.0 SWD: 50.0 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving ELA DFM ALL: 50.5 EL: 50.0 H: 45.9 SED: 51.1 A and SWD Outcomes not available. New metric added 2025-26.	2024-25 Percent of Students Improving ELA DFM ALL: 62.4 EL: 58.3 H: 64.7 SED: 65.4 A: 62.1 SWD: 61.8 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	2025-26 Percent of Students Improving ELA DFM ALL: 69.4 EL: 71.4 H: 69.5 SED: 69.3 A: 70.0 SWD: 70.0	ALL: 23.0 EL: 16.9 H: 25.2 SED: 26.1 A: 12.1 SWD: 11.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12.2	Percent of Students Improving Math Distance From Met (DFM)	2022-23 Percent of Students Improving Math DFM ALL: 34.0 Hispanic (H): 27.5 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis) 2023-24 Percent of Students Improving Math DFM EL: 30.0 SWD: 26.5 SED: 40.0 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)	2023-24 Percent of Students Improving Math DFM ALL: 39.8 H: 43.2 EL, SWD, and SED Outcomes not available. New metric added 2025-26.	2024-25 Percent of Students Improving Math DFM ALL: 39.8 H: 45.1 EL: 51.4 SWD: 55.9 SED: 40.0 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	2025-26 Percent of Students Improving Math DFM ALL: 64.0 H: 57.5 EL: 50.0 SWD: 46.5 SED: 60.0	ALL: 5.8 H: 17.6 EL: 21.4 SWD: 29.4 SED: 0.0
12.3	English Learner Progress Indicator (Dashboard) - Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	2022-23 English Learner Progress % of ELs are making progress towards proficiency: 35.2 Source: English Learner Progress Indicator in California School Dashboard Released in 2023-24	2023-24 English Learner Progress % of ELs are making progress towards proficiency: 21.1 Source: English Learner Progress Indicator in California School	2024-25 English Learner Progress % of ELs are making progress towards proficiency: 43.1 Source: English Learner Progress Indicator in California School	2025-26 English Learner Progress % of ELs are making progress towards proficiency: 40.2 Source: English Learner Progress Indicator in California School	% of ELs are making progress towards proficiency: 7.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Dashboard Released in 2024-25	Dashboard Released in 2025-26	Dashboard Released in 2026-27	
12.4	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 7.2 African American (AA): 16.4 Students With Disabilities (SWD): 9.1 Socioeconomically Disadvantaged (SED): 7.8 Source: Suspension Indicator in California School Dashboard Released in 2023-24	2023-24 Suspension Rate ALL: 5.6 AA: 13.9 SWD: 8.3 SED: 6.1 Source: Suspension Indicator in California School Dashboard Released in 2024-25	2024-25 Suspension Rate ALL: 6.4 AA: 14.7 SWD: 10.1 SED: 6.8 Source: Suspension Indicator in California School Dashboard Released in 2025-26	2025-26 Suspension Rate ALL: 3.0 AA: 12.4 SWD: 5.1 SED: 3.8 Source: Suspension Indicator in California School Dashboard Released in 2026-27	ALL: -0.8 AA: -1.7 SWD: 1.0 SED: -1.0
12.5	Chronic Absenteeism Indicator (Dashboard)	2023-24 Chronic Absenteeism Rate African American (AA): 53.1 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2024-25 2024-25 Chronic Absenteeism Rate	AA Outcome not available. New metric added 2025-26.	2024-25 Chronic Absenteeism Rate AA: 35.8 EL, HY, and H Outcomes not available. New metric added 2026-27.	2025-26 Chronic Absenteeism Rate AA: 33.1 EL: 23.1 HY: 46.0 H: 39.9 Source: Chronic Absenteeism	AA: -17.3 EL, HY, and H Outcomes not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner (EL): 28.1 Homeless Youth (HY): 51.0 Hispanic (H): 44.9 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26		Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	Indicator in California School Dashboard Released in 2025-26	

Goal Analysis [2025-26]

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

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

12.1 Resource Specialist: Not implemented due to difficulties recruiting for vacant position.

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

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below:

Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred due to vacant positions:

12.1 Resource Specialist

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

Overall Successes and Effectiveness

The site was unable to implement the intended action due to difficulties in filling the Resource Specialist vacancy (Action 12.1).

However, the school also experienced substantial success in Math achievement, with nearly all groups showing progress in their DFM improvement. Additionally, the English Learner Progress Indicator saw a robust increase, moving well above the baseline to reflect a greater percentage of students making progress toward English proficiency. While the Suspension Rate remains an area for focused monitoring due to some fluctuations, the efforts to combat Chronic Absenteeism have been highly effective, particularly for African American students, who showed a dramatic decrease in absenteeism compared to the baseline.

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

Actions Discontinued June 2025

12.2 - Supplemental Intervention Materials

Actions Added or Modified for 2025-26

12.1 - Resource Specialist

Metrics Related to 2024 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2025-26

Percent of Students Improving ELA DFM: Asian and Students with Disabilities
Percent of Students Improving Math DFM: English Learners, Students with Disabilities, and Socioeconomically Disadvantaged
Chronic Absenteeism Rate: African American

Additionally, for the 2025-26 LCAP, every action in the LCAP was clarified to identify the primary metric(s) they are intended to impact.

Actions Discontinued June 2026

12.1 Resource Specialist

Actions Added or Modified for 2026-27

12.3 Site Instruction Coordinator
12.4 Additional Clerical Support
12.5 Teacher Assistant Bilingual-Hmong
12.6 Academic Instruction Professional Development
12.7 Additional Technology for Students
12.8 SBMP Professional Development
12.9 Adaptive Environments for Academic Self-Regulation

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27

Chronic Absenteeism: English Learners, Homeless Youth, Hispanic

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

Actions

Action #	Title	Description	Total Funds	Contributing
12.1	Resource Specialist (Discontinued June 2026)	Hire a Resource Specialist to provide intervention support to identified students to improve learning to read skills and to improve reading skills to access curriculum to increase mastery of the content and number of students to be at grade level in reading and lead in professional learning efforts for those teachers without a full and clear credential. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 85.5 percent of teachers have full and clear credential. The Resource Specialist will provide support to students that prepares and/or organizes appropriate individualized instructional resources and materials for children's learning needs and strategies to support students needing additional literacy strategies to be successful. Beginning with the 2025-26 school year, Resource Specialist-provided services will primarily focus on improving literacy in both Math and ELA. (Metrics 12.1 - 12.3)		No
12.2	Supplemental Intervention Materials (Discontinued June 2025)	Purchase SIPPs materials assess and support students in acquiring and developing study habits and skills to improve their access and academic performance in the Common Core ELA and Math. (Metrics 12.1 - 12.3)		No
12.3	Site Instruction Coordinator (New 2026-27)	Hire a Site Instruction Coordinator to directly reverse "Red" and "Orange" performance trends in ELA and Mathematics. The Site Instruction Coordinator will conduct evidence-based coaching cycles, modeling high-leverage Tier 1 instructional strategies, and facilitating data-driven Professional Learning Communities (PLCs) to bridge the achievement gap for Woodbine's English Learner and Hispanic/Latino youth in English Language Arts and All subgroups (African American, Asian, and Students	$365,000.00	No

Action #	Title	Description	Total Funds	Contributing
		with Disabilities. This action is for the 2026-27 and 2027-28 school years. (Metric 12.1 and 12.3)		
12.4	Additional Clerical Support (New 2026-27)	Purchase additional clerical support to manage a comprehensive attendance review system using Infinite Campus and ABC reports, specifically targeting Black/African American, Students with Disabilities, and English Learner groups at risk of chronic absenteeism. The Clerk will facilitate 'Restorative Outreach'—including the coordination of SART (Student Attendance Review Team) meetings and the development of Attendance Engagement Support Plans—to identify and remove barriers to school stability. This action is for the 2026-27 and 2027-28 school years. (Metric 12.5)	$104,040.00	No
12.5	Teacher Assistant Bilingual-Hmong (New 2026-27)	Hire a Hmong Teacher Bilingual Assistant to provide targeted, small-group (Tier 2) math intervention and in-class linguistic scaffolding for Hmong-speaking English Learners. Utilizing Strategic Native Language Support, the Assistant will assist students in deconstructing complex Math word problems and mastering academic vocabulary in both Hmong and English. This role will also facilitate bi-weekly progress-monitoring and parent outreach to increase school-home alignment. This action is for the 2026-27 and 2027-28 school years. (Metrics 12.3)	$217,450.00	No
12.6	Academic Instruction Professional Development (New 2026-27)	Build Systemic Instructional and Behavioral Capacity through a comprehensive professional development for certificated and classified staff. Professional development will focus on English Language Arts, Mathematics, Tier 1 instruction, and Social Emotional Learning to improve proficiency levels and stabilize school climate for Black/African American students, English Learners, and Students with Disabilities, ensuring a measurable reduction in 'Distance from Standard' and an increase in daily attendance as reported on the California School Dashboard. (Metrics 12.1 - 12.3)	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
12.7	Additional Technology for Students (New 2026-27)	Acquire specialized instructional technology and adaptive peripherals—including headphones, mice, laptops,—specifically to facilitate High-Dosage Tutoring and Tier 2/3 Digital Interventions in ELA, Math, and ELD. These tools are essential to provide Students with Disabilities (SWD) and English Learners (ELs) with equitable access to assistive technology and adaptive software, ensuring students can engage in distraction-free, personalized learning paths designed to reduce the 'Distance from Standard' as identified on the California School Dashboard. (Mettrics 12.1 - 12.3)	$22,140.00	No
12.8	SBMP Professional Development (New 2026-27)	Establish a data-driven School-wide Behavior Management Plan (SBMP) rooted in a Multi-Tiered System of Supports (MTSS) to mitigate the impact of trauma on student achievement. This initiative provides compensated pre-service time and other professional development throughout the year for certificated and classified staff to collaborate on the design and rehearsal of consistent school-wide instructional routines and behavioral procedures. Targeted professional development will include Restorative Justice, Trauma-Informed Practices, and PBIS. (Metrics 12.4 and 12.5)	$20,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
13	By 2027 at Fr Keith B Kenny for each Very Low performing student group on the 2024 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points, • Suspension rate will improve by 4 percentage points. • Chronic Absenteeism rate will improve by 10 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Fr Keith B Kenny, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:
- Academic Indicator ELA SBAC Distance From Met: ALL, African American, English Learner, and Students With Disabilities
- Suspension Indicator: Students With Disabilities
- Chronic Absenteeism: English Learner

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13.1	Percent of Students Improving SBAC ELA Distance From Met (DFM)	2023-24 Percent of Students Improving ELA DFM ALL: 53.8 AA: 47.4 EL: 47.4 SED: 53.3	ALL, AA, EL, and SED Outcomes not available. New metric added 2025-26.	2024-25 Percent of Students Improving ELA DFM ALL: 73.1 AA: 90.0 EL: 81.0 SED: 72.7	2025-26 Percent of Students Improving ELA DFM ALL: 73.8 AA: 67.4 EL: 67.4 SED: 73.3	 ALL: 19.3 AA: 42.6 EL: 33.6 SED: 19.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: 20240614 2023-24 SBAC Results- May15th (Internal Analysis)		Source: 20250612 2024-25 SBAC Results- May15th (Internal Analysis)		
13.2	Suspension Rate Indicator (Dashboard)	2023-24 Suspension Rate SWD: 7.9 Source: Suspension Indicator in California School Dashboard Released in 2024-25	SWD Outcomes not available. New metric added 2025-26.	2024-25 Suspension Rate SWD: 2.8	2025-26 Suspension Rate SWD: 3.9 Source: Suspension Indicator in California School Dashboard Released in 2026-27	SWD: -5.1
13.3	Chronic Absenteeism Indicator (Dashboard)	2023-24 Chronic Absenteeism Rate EL: 26.0 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2024-25	EL Outcomes not available. New metric added 2025-26.	2024-25 Chronic Absenteeism Rate EL: 29.3 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	2025-26 Chronic Absenteeism Rate EL: 16.0 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26	EL: 3.3
13.4	Percent of Students Improving Math DFM	2024-25 Percent of Students Improving Math DFM		EL and H Outcomes not available. New	2025-26 Percent of Students	EL and H Outcomes not available. New

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners (EL): 30.4 Hispanic (H): 44.0 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)		metric added 2026-27.	Improving Math DFM EL: 35.4 H: 49.0	metric added 2026-27.
13.5	English Learner Progress	2024-25 English Learner Progress % of ELs are making progress towards proficiency: 27.1 Source: California School Dashboard Released in 2025-26		Outcome not available. New metric added 2026-27.	2025-26 English Learner Progress % of ELs are making progress towards proficiency: 22.1 Source: California School Dashboard Released in 2026-27	Outcome not available. New metric added 2026-27.

Goal Analysis [2025-26]

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

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

13.1 Professional Development - Coaching and Literacy Consulting: Substantially implemented as planned.
13.2 Professional Development - Instructional Strategies/CORE Elementary Reading Academy: Substantially implemented as planned.
13.3 Teacher Release Time: Partially implemented as fewer professional development opportunities were offered than originally planned.
13.4 Library Books: Not implemented as the site elected alternative strategies to help students improve literacy.
13.5 Classroom Novel Sets: Not implemented as the site elected alternative strategies to help students improve literacy.
13.6 Attendance Incentives: Not implemented as the site elected alternative strategies to incentivize student attendance.
13.7 Field Trips and Reverse Field Trips: Not implemented as the site elected alternative strategies to incentivize student attendance.

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

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below.

Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred due to reduced substitute and per diem costs:

13.3 Teacher Release Time

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

Overall Successes and Effectiveness

The strategic emphasis on teacher capacity was a primary driver of academic progress. Professional Development - Coaching and Literacy Consulting (13.1) and Professional Development - Instructional Strategies/CORE Elementary Reading Academy (13.2) were utilized to strengthen instructional practices, resulting in significant gains in ELA for all student groups, particularly for African American and English Learner populations. While Teacher Release Time (13.3) was only partially implemented due to fewer professional development opportunities being offered than originally planned, the time that was utilized successfully supported data-driven instructional shifts.

Conversely, several planned actions were not implemented as the site elected to pivot toward alternative strategies to meet their goals. Library Books (13.4) and Classroom Novel Sets (13.5) were not implemented as the site chose different methods to improve student literacy. Similarly, Attendance Incentives (13.6) and Field Trips and Reverse Field Trips (13.7) were not implemented because the site identified other ways to incentivize student attendance and engagement.

Despite these non-implemented actions, the concentrated efforts in professional coaching and reading instruction have proved highly effective. The reduction in suspension rates and the broad-based growth in ELA demonstrate that the school’s core interventions are successfully addressing the needs of its most vulnerable student groups.

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

Actions Added or Modified for 2025-26

This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2025-26 school year:
13.1 Professional Development - Coaching and Literacy Consulting
13.2 Professional Development - Instructional Strategies/CORE Elementary Reading Academy
13.3 Teacher Release Time

13.4 Library Books
13.5 Classroom Novel Sets
13.6 Attendance Incentives
13.7 Field Trips and Reverse Field Trips

Metrics Related to 2024 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2025-26

As a recipient of Equity Multiplier funding in February 2025, baseline and target data were added for metrics in which the school demonstrated very low performance on the 2024 Dashboard:
Percent of Students Improving ELA DFM: ALL, African American, English Learners, and Socioeconomically Disadvantaged
Suspension Rate: Students With Disabilities
Chronic Absenteeism Rate: English Learners

Actions Discontinued June 2026

13.2 Professional Development - Instructional Strategies/CORE Elementary Reading Academy
13.6 Attendance Incentives
13.7 Field Trips and Reverse Field Trips

Actions Added or Modified for 2026-27

13.1 Professional Coaching for Teachers
13.3 Teacher Release Time
13.8 Additional Attendance Clerk Support
13.9 Additional Social Worker Support
13.10 Additional Campus Monitor Support
13.11 Additional Assistant Principal Support
13.12 Additional Yard Monitor Supervision
13.13 Community Liaison

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27

Percent of Students Improving Math DFM: English Learners, Hispanic
English Learner Progress: English Learners
Suspension Rate: African American
Chronic Absenteeism Rate: ALL, African American, Socioeconomically Disadvantaged, Students With Disabilities, Hispanic

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

Actions

Action #	Title	Description	Total Funds	Contributing
13.1	Professional Development - Coaching and Literacy Consulting (Modified 2026-27)	Provide 24+ full days of coaching support and academic consulting throughout the year to strengthen instructional practices, support data-driven decision-making, and build teacher capacity. Through ongoing coaching cycles, classroom observations, and collaborative planning, teachers will receive targeted feedback and strategies aligned to student needs. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes report, 72.2 percent of teachers have a full and clear credential. (Metrics 13.1 and 13.2)	$27,745.00	No
13.2	Professional Development - Instructional Strategies/CORE Elementary Reading Academy (Discontinued June 2026)	Provide 7 days of professional learning for an Elementary Reading Academy. This academy also includes our Teaching Reading Sourcebook and our Assessing Reading: Multiple Measures. (Metrics 13.1 and 13.2)		No
13.3	Teacher Release Time (New 2025-26) (Modified 2026-27)	Provide Teacher Release Time (substitutes or per diems) for coaching and literacy professional development. (Metrics 13.1 and 13.2)	$10,000.00	No
13.4	Library Books (New 2025-26) (Discontinued June 2026)	Purchase culturally relevant, high interest, informational and narrative books for the library in order to engage students with reading. (Metric 13.1)		No
13.5	Classroom Novel Sets (Discontinued June 2026)	Purchase high-interest, culturally relevant classroom novel sets for novel studies that will increase student engagement with reading. (Metric 13.1)		No

Action #	Title	Description	Total Funds	Contributing
13.6	Attendance Incentives (Discontinued June 2026)	Studies show that the best incentives for attendance are frequent and involve parents as well as students, particularly in low income neighborhoods. In addition to competition for the monthly attendance trophy, as well as charts measuring improvement, the school will include the following incentives that have been shown to support improvement: Monthly student incentives, such as Bragtags; Monthly parent incentives, such as $100 monthly grocery gift cards, bus passes, gift cards, etc.; and end-of-year prizes, such as 6 bikes for each trimester. (Metric 13.3)		No
13.7	Field Trips and Reverse Field Trips (Discontinued June 2026)	Teachers will be provided funding to plan field trips/reverse field trips during the school year to provide their students will a connection to learning and reduce suspensions. (Metric 13.3)		No
13.8	Additional Attendance Clerk Support (New 2026-27)	To ensure consistent monitoring and implementation of attendance strategies, provide additional hours for attendance clerk position. Expanding this role will allow the clerk to manage daily attendance tracking, coordinate outreach to families, support incentive programs, and assist with early intervention for students with chronic absenteeism. Strengthening this position will help improve student attendance, which is directly linked to increased instructional time, stronger engagement, and improved student achievement. (Metric 13.3)	$37,895.00	No
13.9	Additional Social Worker Support (New 2026-27)	Increase current 0.5 FTE social worker position by an additional 0.5 FTE and adding one additional full-time (1.0 FTE) social worker will significantly strengthen our ability to address chronic absenteeism and support alternatives to suspension through targeted interventions for students and families to help identify and address barriers to attendance through family outreach, regular check-ins, and individualized support plans that re-engage students in school. In addition, they will support restorative practices, conflict resolution, and social-emotional interventions that help students remain connected to learning rather than being removed through suspension. (Metrics 13.2 and 13.3)	$255,386.00	No

Action #	Title	Description	Total Funds	Contributing
13.10	Additional Campus Monitor Support (New 2026-27)	Add two campus monitor positions to help improve student safety, supervision, and overall school climate by increasing adult presence during high-traffic times of the school day. Campus monitors can assist with supervising common areas, supporting positive student behavior, and helping address minor incidents before they escalate. (Metric 13.2)	$80,000.00	No
13.11	Additional Assistant Principal Support (New 2026-27)	Add 0.2 FTE for the Assistant Principal to support key improvement priorities. The additional time will allow the Assistant Principal to help lead efforts around reducing suspensions, improving student attendance, driving growth in ELA and Math, and progress for English Learners. This added capacity will strengthen monitoring of student data, coordination of interventions, and consistent support for teachers and students. (Metrics 13.1 - 13.5)	$25,833.00	No
13.12	Additional Yard Monitor Supervision (New 2026-27)	Provide additional Yard Monitor hours. This will strengthen positive student behavior by ensuring more consistent adult supervision during key unstructured times, such as recess and transitions. Increased supervision allows for earlier intervention in minor conflicts before they escalate, reinforces schoolwide expectations in real time, and provides students with immediate feedback on appropriate behavior. (Metric 13.2)	$7,500.00	No
13.13	Community Liaison (New 2026-27)	A Community Liaison position at 2.5 hours per day (0.3125 FTE) will support improved student attendance and help lower suspension rates by building positive relationships with students and families, addressing barriers to regular attendance, and providing early intervention and communication. The liaison will connect families with resources, promote engagement, and work collaboratively with staff to support student success and positive behavior. (Metric 13.2)	$12,882.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
14	By 2027 at Nicholas for each Very Low performing student group on the 2024 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points, • Percent of students improving their SBAC Met Distance From Met will increase by 20 percentage points, • English Learner Progress rate will improve by 10 percentage points, and • Suspension rate will improve by 5 percentage points. By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2023 and 2024 Dashboards, the: • Percent of students improving their SBAC ELA Distance From Met will increase by 10 percentage points • CAST Science scaled score will increase by 5 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Nicholas, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: ALL, English Learner, Socioeconomically Disadvantaged, and Hispanic students
- Academic Indicator Math SBAC Distance From Met: ALL, English Learner, and Socioeconomically Disadvantaged students
- English Learner Progress Indicator: English Learner
- Suspension Indicator: Students With Disabilities
- CAST Science scaled score will increase by 5 percentage points

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14.1	Academic Indicator SBAC ELA Distance From Met (Dashboard)	2023-24 Percent of Students Improving ELA DFM ALL: 55.4 EL: 53.3 SED: 56.4 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis) 2024-25 Percent of Students Improving ELA DFM Hispanic (H): 52.6 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	ALL, EL, SED Outcomes not available. New metric added 2025-26.	2024-25 Percent of Students Improving ELA DFM ALL: 50.3 EL: 46.5 SED: 50.0 H Outcome not available. New metric added 2026-27. Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	2025-26 Percent of Students Improving ELA DFM ALL: 75.4 EL: 73.3 SED: 76.4 H: 62.6	ALL: -5.1 EL: -6.8 SED: -6.4 H Outcome not available. New metric added 2026-27.
14.2	Academic Indicator SBAC Math Distance From Met (Dashboard)	2023-24 Percent of Students Improving Math DFM ALL: 39.0 EL: 43.3 SED: 38.2 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis)	ALL, EL, and SED Outcomes not available. New metric added 2025-26.	2024-25 Percent of Students Improving Math DFM ALL: 44.0 EL: 41.5 SED: 43.2 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	2025-26 Percent of Students Improving Math DFM ALL: 59.0 EL: 63.3 SED: 58.2	ALL: 5.0 EL: -1.8 SED: 5.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14.3	English Learner Progress Indicator (Dashboard) - Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	2023-24 English Learner Progress % of ELs are making progress towards proficiency: 25.7 Source: English Learner Progress Indicator in California School Dashboard Released in 2024-25	Outcome not available. New metric added 2025-26.	2024-25 English Learner Progress % of ELs are making progress towards proficiency: 40.6 Source: English Learner Progress Indicator in California School Dashboard Released in 2025-26	2025-26 English Learner Progress % of ELs are making progress towards proficiency: 35.7 Source: English Learner Progress Indicator in California School Dashboard Released in 2026-27	% of ELs are making progress towards proficiency: 14.9
14.4	Suspension Rate Indicator (Dashboard)	2023-24 Suspension Rate ALL: 6.2 AA: 20.7 HY: 10.8 SED: 6.9 SWD: 8.9 TOM: 8.3 Source: Suspension Indicator in California School Dashboard Released in 2024-25	ALL, AA, HY, SED, SWD, TOM Outcomes not available. New metric added 2025-26.	2024-25 Suspension Rate ALL: 2.8 AA: 9.0 HY: 1.4 SED: 3.1 SWD: 5.9 TOM: 3.8 Source: Suspension Indicator in California School Dashboard Released in 2025-26	2025-26 Suspension Rate ALL: 1.2 AA: 15.7 HY: 5.8 SED: 1.9 SWD: 3.9 TOM: 3.3 Source: Suspension Indicator in California School Dashboard Released in 2026-27	ALL: -5.0 AA: -11.7 HY: -9.4 SED: -3.8 SWD: -3.0 TOM: -4.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14.5	Science Indicator (Dashboard)	Hispanic Student group: 33.6 Source: CAST Science Indicator in California School Dashboard	NA	Same as baseline. New metric added 2026-27.	H: 38.6 Source: CAST Science Indicator in California School Dashboard	N/A New metric added 2026-27.

Goal Analysis [2025-26]

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

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

14.1 Resource Specialist: Not implemented due to difficulties recruiting for vacant positions.
14.2 Leveled Library: Substantially implemented as planned.
14.3 Teacher Release Time: Substantially implemented as planned.
14.4 Professional Learning: Partially implemented as the attendance at the conference was lower than originally planned.
14.5 Teacher Intervention: Not implemented as interventions school provided interventions during the course of the school day.
14.6 Recess Organized Student Activities: Partially implemented as difficulty in procuring contracted services and equipment.
14.7 Field Trips: Not implemented as staff were unable to schedule field trips.
14.8 Supplemental Materials and Supplies: Partially implemented as more materials have yet to be purchased.
14.9 Supplemental Technology: Substantially implemented as planned.
14.10 ELD Curriculum: Substantially implemented as planned.
14.11 Fingerprinting Costs: Not implemented as fingerprinting services were not needed this year.
14.12 PBIS: Partially implemented as more uniforms have yet to be purchased.

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

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below.

Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred due to fewer contract and equipment costs than estimated:

14.6 Recess Organized Student Activities

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

Overall Successes and Effectiveness

The overall effectiveness of the goal was driven by a combination of instructional and behavioral supports. The Leveled Library (14.2), Supplemental Technology (14.9), and ELD Curriculum (14.10) provided essential resources that allowed for more differentiated instruction and targeted support for language development. These academic efforts were reinforced by Teacher Release Time (14.3), which facilitated collaborative data review and instructional planning. To improve campus culture, Professional Learning (14.4) focused on restorative practices, while PBIS (14.12) and Recess Organized Student Activities (14.6) provided the incentives and structured engagement necessary to reduce student conflict, though these three actions were only partially implemented due to lower-than-planned attendance and procurement delays. Supplemental Materials and Supplies (14.8) were also partially implemented as additional purchases are still pending.

The goal's impact was somewhat mitigated by the fact that several key personnel and engagement strategies were not realized. Resource Specialist (14.1) was not implemented due to recruitment challenges, and Teacher Intervention (14.5) was not implemented as the site utilized different intervention models during the school day. Additionally, Field Trips (14.7) were not implemented because they could not be scheduled, and Fingerprinting Costs (14.11) was not implemented as the service was not required this year. Despite these gaps, the actions that were put into place successfully moved the school closer to its targets for student engagement and safety.

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.

This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2025-26 school year.

Actions Added or Modified for 2025-26
14.1 Resource Specialist
14.2 Leveled Library
14.3 Teacher Release Time
14.4 Professional Learning
14.5 Teacher Intervention
14.6 Recess Organized Student Activities
14.7 Field Trips
14.8 Supplemental Materials and Supplies
14.9 Supplemental Technology
14.10 ELD Curriculum
14.11 Fingerprinting Costs
14.12 PBIS

Metrics Related to 2024 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2025-26

Percent of Students Improving ELA DFM: ALL, English Learners, and Socioeconomically Disadvantaged
Percent of Students Improving Math DFM: ALL, English Learners, and Socioeconomically Disadvantaged
English Learner Progress: English Learners
Suspension Rate: ALL, African American, Homeless Youth, Socioeconomically Disadvantaged, Students With Disabilities, Two or More
Chronic Absenteeism Rate: English Learners

Actions Added or Modified for 2026-27
14.10 ELD Curriculum
14.13 Assistant Principal
14.14 Summer Teacher Planning
14.15 Kinder Orientation
14.16 Library Technician
14.17 Additional Supervision

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27
Percent of Students Improving ELA DFM: Hispanic
Science Indicator:Hispanic student group.

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
14.1	Resource Specialist (New 2025-26)	Hire 1.0 FTE Resource Specialist who will facilitate and implement a targeted and systematic school-wide support for English Language Learners and newcomers. Resource Specialist will provide small group instruction for ELL students needing support in ELA/Math to improve scores in ELA, Math, and ELPAC reclassification. This should improve the retention of teachers and help increase the percentage of fully credentialed staff at the school. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes report, 93.4 percent of teachers have a full and clear credential. This position will be for 2025-26 and 2026-27. (Metrics 14.1 - 14.3)	$340,000.00	No
14.2	Leveled Library (New 2025-26)	Purchase books to provide teachers the ability to differentiate instruction based on a student's reading level and allows teachers to target specific reading strategies at each level. The library will also increase student	$27,000.00	No

Action #	Title	Description	Total Funds	Contributing
		engagement because the books will be at students' independent reading level that will motivate a student to read and improve their fluency and comprehension. (Metric 14.1)		
14.3	Teacher Release Time (New 2025-26)	Hire substitute teachers to provide Teacher Release Time for planning small group instruction and assessments. Teachers will collaborate to strategically plan and review data to inform instruction. (Metrics 14.1 - 14.3)	$15,000.00	No
14.4	Professional Learning (New 2025-26)	Professional Learning at conferences to continue growing a robust PBIS system and restorative practices to create an environment of inclusion, safety, and connectedness to reduce student suspensions. Academic training to support Language Arts, ELD and Math instruction. (Metric 14.4)	$27,500.00	No
14.5	Teacher Intervention (New 2025-26)	Teachers will provide Intervention and Extended Day opportunities for students that need extra support in Math and ELA. Tutors will provide support with learning goals and to close the achievement gap in ELA, ELD and Math for students. Tutoring services are 2-4 days a week. (Metrics 14.1 - 14.3)	$10,000.00	No
14.6	Recess Organized Student Activities (New 2025-26)	Hire Organization and purchase equipment to support students during recess time. Students will learn how to play organized activities and have leadership roles Additional staff will assist in securing playground and yard during recess and lunches will reduce the amount of student conflict as a result will lower the school suspension rate. (Metric 14.4)	$20,000.00	No
14.7	Field Trips (New 2025-26)	Teachers will be provided funding to have field trips and on-site field trips during the school year to provide their students with a connection to learning, increase students' background knowledge related to a unit of study, and reduce student suspensions. (Metric 14.4)	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
14.8	Supplemental Materials and Supplies (New 2025-26)	Purchase additional materials and school supplies to support students academically in all subject areas. Purchase supplemental curriculum to support ELA and ELD including, but not limited to UFLI, Heggerty Phonemic Awareness, Reading A to Z, Step up to writing and Learning without Tears. (Metrics 14.1 and 14.3)	$20,000.00	No
14.9	Supplemental Technology (New 2025-26)	Purchase additional materials like headphones, Chromebooks, and laptops to support students and teachers in order to provide interventions to improve academic performance in English Language Arts, ELD and Math. (Metrics 14.1 - 14.3)	$30,000.00	No
14.10	ELD Curriculum (Modified 2026-27)	Provide teachers with a curriculum that targets the needs of English Learners in the areas of listening, speaking, reading, and writing to enable English Language Learners to develop the skills necessary for academic achievement. (Metric 14.3)	$10,000.00	No
14.11	Fingerprinting Costs (New 2025-26)	Pay for parent fingerprinting fees to increase parental engagement by having parents volunteer in the classrooms/field trips. Parent volunteers can improve the school climate to help reduce student suspensions. (Metric 14.4)	$1,500.00	No
14.12	PBIS (New 2025-26)	School uniforms to provide to students to help foster a sense of community, reduce distractions, and reduce feelings of exclusion, bullying incidents and peer pressure. Assist families with clothing when experiencing hardships. Purchase incentives and recognition items to foster a positive school culture to reduce the number of incidents that lead to suspensions. (Metric 14.4)	$35,000.00	No
14.13	Assistant Principal (New 2026-27)	Hire 1.0 FTE Assistant Principal to provide supports for students and focus on Social Emotional Learning. This person would also provide ongoing	$360,000.00	No

Action #	Title	Description	Total Funds	Contributing
		support for teachers around restorative practices and PBIS. This individual would also work with individual students that are struggling socially and make sure that they are able to stay in school. This individual would do peer mediation. This person would support in the reduction of suspensions by having a comprehensive plan to addressing students social emotional needs. This would keep students in the classroom and focused on academics. (Metric 14.3)		
14.14	Summer Teacher Planning (New 2026-27)	Provide several days of academic planning for teachers to focus on essential standards in both mathematics and language arts. Teachers will also have the opportunity to receive professional developments in specific academic areas to support struggling students. Teachers will have the opportunity to analyze student data to target students' specific academic needs. (Metrics 14.1 and 14.2)	$20,000.00	No
14.15	Kinder Orientation (New 2026-27)	In order to provide a strong start for kindergarten students, teachers would have the opportunity to provide orientation for those students to put them on a path to success. This would be an opportunity to go over expectations with parents as well as the academic areas that they would be focusing on for the year. This would build a strong partnership ensuring academic success for all students. We would buy materials and supplies for students and pay for teacher time. (Metrics14.1 and 14.2)	$10,000.00	No
14.16	Library Technician (New 2026-27)	Hire a 4-hour Library technician that would provide opportunities for students to check out books at their individualized reading level. This will promote more reading. This person will also be reading to individual classes to motivate students and inspire them to read more in order to improve their reading skills. (Metric 14.1)	$70,000.00	No
14.17	Additional Supervision (New 2026-27)	Hire two 3-hr supervisors that would support supervising students to help with building stronger relationships with students, provide peer mediation	$65,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and problem solving. This would help in minimizing suspensions and therefore keeping students focused on learning. (Metric 14.4)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
15	By 2027 at Pacific for each Very Low performing student group on the 2024 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points, • Percent of students improving their SBAC Math Distance From Met will increase by 20 percentage points, • Suspension rate will improve by 10 percentage points, and • Chronic Absenteeism rate will improve by 15 percentage points. By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2023 and 2024 Dashboards, the: • Percent of students improving their SBAC ELA Distance From Met will increase by 10 percentage points, • Percent of students improving their SBAC Math Distance From Met will increase by 10 percentage points, • Suspension rate will improve by 2 percentage points, and • English Learner Progress rate will improve by 5 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Pacific, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: ALL, Asian, English Learner, Socioeconomically Disadvantaged, and Hispanic students
- Academic Indicator Math SBAC Distance From Met: ALL, English Learner, Socioeconomically Disadvantaged, Hispanic, and White students
- Suspension Indicator: African American, Two or More students
- Chronic Absenteeism Indicator: African American, Asian, and Students With Disabilities
- English Learner Progress: English Learner students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
15.1	Percent of Students Improving SBAC ELA Distance From Met (DFM)	2023-24 Percent of Students Improving ELA DFM ALL: 47.2 Asian (A): 46.4 EL: 50.8 SED: 47.4 Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis) 2024-25 Percent of Students Improving ELA DFM Hispanic (H): 52.0 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	ALL, A, EL, and SED Outcomes not available. New metric added 2025-26.	2024-25 Percent of Students Improving ELA DFM ALL: 54.9 A: 62.5 EL: 55.6 SED: 55.1 H Outcome not available. New metric added 2026-27. Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	2025-26 Percent of Students Improving ELA DFM ALL: 67.2 A: 66.4 EL: 70.8 SED: 67.4 H: 62.0	ALL: 7.7 A: 16.1 EL: 4.8 SED: 7.1 H Outcome not available. New metric added 2026-27.
15.2	Percent of Students Improving SBAC Math Distance From Met (DFM)	2023-24 Percent of Students Improving Math DFM ALL: 45.3 A: 49.3 EL: 43.8 SED: 45.4	ALL, A, EL, and SED Outcomes not available. New metric added 2025-26.	2024-25 Percent of Students Improving Math DFM ALL: 36.2 A: 44.6 EL: 35.8	2025-26 Percent of Students Improving Math DFM ALL: 65.3 A: 69.3 EL: 63.8	ALL: -9.1 A: -4.7 EL: -8.0 SED: -9.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: 20240614 2023-24 SBAC Results-May15th (Internal Analysis) 2024-25 Percent of Students Improving Math DFM Hispanic (H): 32.0 White (W): 28.6 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)		SED: 35.6 H and W Outcomes not available. New metric added 2026-27. Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)	SED: 65.4 H: 42.0 W: 38.6	H and W Outcomes not available. New metric added 2026-27.
15.3	Suspension Rate Indicator (Dashboard)	2023-24 Suspension Rate AA: 22.7 Source: Suspension Indicator in California School Dashboard Released in 2024-25 2024-25 Suspension Rate Two or More (TOM): 6.7 Source: Suspension Indicator in California School Dashboard Released in 2025-26	AA Outcomes not available. New metric added 2025-26.	2024-25 Suspension Rate AA: 8.6 TOM Outcome not available. New metric added 2026-27. Source: Suspension Indicator in	2025-26 Suspension Rate AA: 12.7 TOM: 4.7 Source: Suspension Indicator in California School Dashboard	AA: -14.1 TOM Outcome not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				California School Dashboard Released in 2025-26	Released in 2026-27	
15.4	Chronic Absenteeism Indicator (Dashboard)	2023-24 Chronic Absenteeism Rate AA: 60.7 A: 20.5 SWD: 36.7 Source: Suspension Indicator in California School Dashboard Released in 2024-25	AA, A, and SWD Outcomes not available. New metric added 2025-26.	2024-25 Chronic Absenteeism Rate AA: 39.6 A: 12.6 SWD: 28.6 Source: Suspension Indicator in California School Dashboard Released in 2025-26	2025-26 Chronic Absenteeism Rate AA: 45.7 A: 5.5 SWD: 21.7 Source: Suspension Indicator in California School Dashboard Released in 2026-27	AA: -21.1 A: -7.9 SWD: -8.1
15.5	English Learner Progress	2024-25 English Learner Progress % of ELs are making progress towards proficiency: 34.1 Source: English Learner Progress Indicator in California School Dashboard Released in 2025-26		English Learner Progress Outcome not available. New metric added 2026-27.	% of ELs are making progress towards proficiency: 39.1	English Learner Progress Outcome not available. New metric added 2026-27.

Goal Analysis [2025-26]

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

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

15.1 Site Instructional Coordinator (Intervention Lead): Partially implemented as some funded positions not yet filled.
15.2 PlayWorks Intervention: Not implemented due to difficulties in procuring contract.
15.3 Additional Nursing Services: Not implemented due to difficulties recruiting for vacant positions.
15.4 Instructional Aides: Not substantially implemented due to difficulties recruiting for vacant positions.
15.5 Teacher Release Time: Not implemented as the site elected alternative strategies to provide small group instruction.
15.6 Positive Behavior and Intervention Support (PBIS) Professional Learning: Substantially implemented as planned.
15.7 California Association for Bilingual Education (CABE) Professional Learning: Not implemented as staff were unable to attend the CABE conference.
15.8 Additional Clerk Hours: Substantially implemented as planned.
15.9 Yard Monitor: Not substantially implemented due to difficulties recruiting for positions.
15.10 Field Trips and Reverse Field Trips: Not substantially implemented as staff were unable to schedule field trips.

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

Material variances between budgeted expenditures and estimated actual expenditures that are both greater than $40k and 20% of the budgeted expenditures are included below.

Expenditures were less than budgeted due to the estimated salaries and benefits being higher than the actual costs incurred due to vacant positions:

15.1 Site Instructional Coordinator (Intervention Lead)
15.3 Additional Nursing Services: Not implemented due to difficulties recruiting for vacant positions.
15.4 Instructional Aides: Not substantially implemented due to difficulties recruiting for vacant positions.

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

Overall Successes and Effectiveness

The school's ability to lower chronic absenteeism is largely attributed to the implementation of Additional Clerk Hours (15.8), which allowed for more consistent family outreach and attendance monitoring. This improvement in student presence provided a foundation for the academic growth observed in ELA. While Action 15.1 (Site Instructional Coordinator) was only partially implemented due to vacancies, the leadership provided was essential in interpreting student data to guide instructional shifts. Furthermore, the school successfully maintained its inclusive environment through Action 15.6 (PBIS Professional Learning), which equipped staff with the strategies necessary to foster a safer campus and directly contribute to the improved suspension metrics.

Several actions were not implemented during this cycle due to recruitment, procurement, or scheduling challenges. Action 15.2 (PlayWorks Intervention) and Action 15.3 (Additional Nursing Services) were not implemented, nor were Action 15.5 (Teacher Release Time) or Action 15.7 (CABE Professional Learning). Additionally, because of hiring and logistical difficulties, Action 15.4 (Instructional Aides), Action 15.9 (Yard Monitor), and Action 15.10 (Field Trips and Reverse Field Trips) were not substantially implemented.

Despite these gaps in implementation, the actions that were active proved highly effective in addressing the most critical barriers to student success. The combined impact of increased clerical support and professional learning in positive behavior systems has successfully moved the school toward a more engaged and supportive learning community.

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

Actions Added or Modified for 2025-26

This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2025-26 school year:
15.1 Site Instructional Coordinator (Intervention Lead)
15.2 PlayWorks Intervention
15.3 Additional Nursing Services
15.4 Instructional Aides
15.5 Teacher Release Time
15.6 Positive Behavior and Intervention Support (PBIS) Professional Learning
15.7 California Association for Bilingual Education (CABE) Professional Learning
15.8 Additional Clerk Hours
15.9 Yard Monitor
15.10 Field Trips and Reverse Field Trips

Metrics Related to 2024 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2025-26

Percent of Students Improving ELA DFM: ALL, Asian, English Learners, and Socioeconomically Disadvantaged
Percent of Students Improving Math DFM: ALL, Asian, English Learners, and Socioeconomically Disadvantaged
Suspension Rate: African American
Chronic Absenteeism Rate: African American, Asian, Students With Disabilities

Actions Added or Modified for 2026-27

15.11: Structured Literacy Intensification Block
15.12: Math Acceleration System

15.13 Math Acceleration and Project based learning System
15.14: Teacher Professional Development Resources
15.15: Tier 2 Behavior Intervention System

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27

Percent of Students Improving ELA DFM: Hispanic
Percent of Students Improving Math DFM: Hispanic, White
Suspension Rate: Two or More

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
15.1	Site Instructional Coordinator (Intervention Lead) (New 2025-26)	Hire 0.5 FTE Site Instructional Coordinator (Intervention Lead) to strengthen academic program and work with site leadership, instructional staff, and other support personnel to improve student outcomes in ELA and Math. This position will assist in the interpretation of data, development of instructional strategies, and evaluation of effective practices. This position will also lead ELA and Math improvement efforts through Step Up Academy/Data works intervention program. This action will be implemented over the 2025-26 and 2026-27 school years. (Metrics 15.1 and 15.2)	$110,000.00	No
15.2	PlayWorks Intervention (New 2025-26)	Implement PlayWorks to support a targeted school-wide intervention for suspension rate and chronic absenteeism. Suspension data and student surveys show that 42% of suspend-able incidents happen before school and at recesses. PlayWorks teaches staff and students on conflict resolution and increases positive engagement at recesses which leads to more participation and attendance in the classroom. (Metrics 15.3 and 15.4)	$50,687.00	No

Action #	Title	Description	Total Funds	Contributing
15.3	Additional Nursing Services (New 2025-26)	Provide one (1) day of additional nursing to improve student attendance and reduce chronic absenteeism by supporting student needs related to health related issues. This action will be implemented over the 2025-26 and 2026-27 school years. (Metric 15.4)	$55,000.00	No
15.4	Instructional Aides (New 2025-26)	Hire three 0.375 FTE Instructional Aides to Support Primary Classes with Math and ELA content and target students who need additional support. This support will be provided for both 2025-26 and 2026-27 school years. (Metrics 15.1 and 15.2)	$175,000.00	No
15.5	Teacher Release Time (New 2025-26)	Provide Teacher Release Time and substitutes to assist teachers and the Resource Specialist with ELA assessments and small group instruction. Substitutes would take classes while teachers/specialist pulled students for assessments, assist with small group interventions, and assist with professional learning for teachers who do not have a full and clear credential. Release time would be 30 days in 2025-26 and 30 days in 2026-27. (Metric 15.1)	$45,000.00	No
15.6	Positive Behavior and Intervention Support (PBIS) Professional Learning (New 2025-26)	Positive Behavior and Intervention Support (PBIS) Professional Learning at the annual three-day PBIS conferences to continue growing a robust PBIS system and creating and environment of inclusion, safety, and connectedness to reduce student suspensions in 2025-26 and 2026-27. This should improve the retention of teachers and help maintain the percentage of fully credentialed staff at the school. Per the 2022-23 CDE Teacher Assignment Monitoring Outcomes report, 100 percent of teachers have a full and clear credential. (Metric 15.3)	$25,000.00	No
15.7	California Association for Bilingual Education (CABE) Professional	California Association for Bilingual Education (CABE) Professional Learning at CABE for site instructional leadership and Bilingual Aide/Family Liaison staff to accelerate English Learner progress and academic subjects. (Metric 15.1 and 15.2)	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Learning (New 2025-26)			
15.8	Additional Clerk Hours (New 2025-26)	Extend Clerks hours by 2.5 (0.4375 FTE) to cover a 6 hour day. The goal for increasing the Clerk from a 3.5 hour day to a 6 hour day to decrease our school chronic absenteeism to less than 20%. If students are in school more often the more we can close the achievement gap. (Metric 15.4)	$65,000.00	No
15.9	Yard Monitor (New 2025-26)	Hire Yard Monitors (two 0.375 FTEs) to reduce Suspension rate. Additional staff will assist in securing play yard during recess and lunches will reduce the amount of student conflict as a result will lowering the school suspension rate. (Metric 15.3)	$85,000.00	No
15.10	Field Trips and Reverse Field Trips (New 2025-26)	Field Trips and Reverse Field Trips. Teachers will be provided funding to plan field trips/reverse field trips during the school year to provide their students with a connection to learning and reduce suspensions. (Metric 15.3)	$95,000.00	No
15.11	Structured Literacy Intensification Block (New 2026-27)	Equity Multiplier funds will support a comprehensive literacy acceleration model designed to improve reading outcomes for students requiring additional academic support in grades K–6. Funding will support a Reading Intervention Teacher to provide targeted intervention for students performing below grade-level expectations, a dedicated fluency intervention period supported by an EasyCBM Oral Reading Fluency (ORF) progress monitoring dashboard, 6-week regrouping cycles, and substitute release days for literacy planning and data analysis. In grades K–2, daily structured literacy and small-group intervention will strengthen foundational reading skills, while grades 3–6 will receive targeted fluency, vocabulary, and comprehension intervention aligned to grade-level standards and informational text analysis. Measurable outcomes include 100% of intervention groups progress monitored every two weeks, reduced group sizes of 3–5 students for the lowest 15% of readers, and accelerated progress toward grade-level proficiency across all grade spans. (Metric 15.1)	$215,000.00	No

Action #	Title	Description	Total Funds	Contributing
15.12	Math Acceleration System (New 2026-27)	Integrated Math, Science, and Wellness Learning Initiative. Support an integrated academic initiative designed to accelerate student achievement in mathematics and strengthen engagement in science and health-related learning. Funds will support the purchase of intervention materials aligned to the Concrete–Representational–Abstract (CRA) instructional model, teacher release time for structured math data cycles, and targeted professional learning focused on error analysis, mathematical discourse, and evidence-based instructional strategies. Instructional non-negotiables will include a protected 60–75 minute math block, daily structured student math talk, and ongoing progress monitoring to guide skill-based intervention groups for students requiring additional academic support. The Bridges Math Intervention Rotational Model builds teacher capacity by rotating grade-level teachers each semester to lead targeted small-group math intervention using CRA-based strategies and Bridges resources. Instructional aides support classroom instruction during intervention periods to ensure continuity of Tier 1 learning while students identified through data receive focused, skill-based math support. (Metric 15.2)	$200,000.00	No
15.13	Math Acceleration and Project based learning System (New 2026-27)	The garden residency and STEAM program will provide hands-on learning experiences aligned to science and mathematics standards. Funding will support stipends for Sacramento State interns assisting with garden-based instruction and the purchase of healthy foods and materials used in nutrition and science lessons. These experiences will help students connect mathematical concepts, scientific inquiry, and healthy lifestyle practices while increasing engagement and access to experiential learning opportunities. This action is designed to expand equitable access to rigorous instruction, strengthen foundational mathematics skills, and provide engaging, real-world learning experiences that support improved academic outcomes for students. (Metric 15.2)	$50,000.00	No
15.14	Teacher Professional Development	Equity Multiplier funds will support targeted professional development to strengthen and refine mathematics instructional practices across grade	$125,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Resources (New 2026-27)	levels. Professional learning will focus on evidence-based strategies such as explicit modeling, the Concrete–Representational–Abstract progression, error analysis, and structured student discourse. Ongoing coaching and implementation support will ensure strategies are consistently applied to improve student conceptual understanding and math growth outcomes. (Metrics 15.1, 15.2, and 15.5)		
15.15	Tier 2 Behavior Intervention System (New 2026-27)	Pacific Elementary will implement a structured Tier 2 behavior support system to reduce suspensions and increase student connectedness. The system will include Check-In/Check-Out with designated adult mentors for identified students, restorative circles to repair harm and strengthen relationships, and daily progress monitoring to reinforce positive behaviors. Students receiving Tier 2 support will have clearly defined behavioral goals and consistent adult feedback throughout the school day. A behavior data dashboard will be reviewed biweekly to analyze trends and ensure timely adjustments to interventions, promoting measurable reductions in repeat referrals and exclusionary discipline. (Metric 15.3)	$45,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
16	By 2027 at Hiram Johnson for each Very Low performing student group on the 2025 California School Dashboard, the • College and Career Prepared rate will improve by 3 percentage points, • SBAC ELA Distance From Met will improve by 10 scale score points, • SBAC Math Distance From Met will improve by 10 scale score points, • Suspension rate will improve by 2 percent, and • CAST Science scaled score will increase by 5 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Hiram Johnson, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- College/Career Indicator: African American and Students With Disabilities
- Academic Indicator ELA SBAC Distance From Met: ALL, Socioeconomically Disadvantaged, Long Term English Learners, and Hispanic students
- Academic Indicator Math SBAC Distance From Met: African American students
- Suspension Indicator: ALL, African American, Socioeconomically Disadvantaged, Long Term English Learners, Hispanic, and Two or More students
- Academic Indicator CAST Science: Students with Disabilities

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16.1	College/Career Prepared Rate	2024-25 College/Career Prepared Rate African American (AA): 5.6		2024-25 College/Career Prepared Rate	2025-26 College/Career Prepared Rate AA: 8.6	AA and SWD Outcomes not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD): 4.1 Source: College/Career Indicator in California School Dashboard Released in 2025-26		AA and SWD Outcomes not available. New metric added 2026-27.	SED: 7.1 Source: College/Career Indicator in California School Dashboard Released in 2026-27	
16.2	ELA Distance From Met	2024-25 ELA Distance From Met ALL: -91.9 Socioeconomically Disadvantaged (SED): -92.7 Long Term EL (LTEL): -146.8 Hispanic (H): -104.2 Source: Academic Indicator in California School Dashboard Released in 2025-26		2024-25 ELA Distance From Met ALL, SED, LTEL, and H Outcomes not available. New metric added 2026-27.	2025-26 ELA Distance From Met ALL: -81.9 SED: -82.7 LTEL: -136.8 H: -94.2 Source: Academic Indicator in California School Dashboard Released in 2026-27	ALL, SED, LTEL, and H Outcomes not available. New metric added 2026-27.
16.3	Math Distance From Met	2024-25 Math Distance From Met AA: -182.6 Source: Academic Indicator in California School Dashboard Released in 2025-26		2024-25 Math Distance From Met AA Outcomes not available. New metric added 2026-27.	2025-26 Math Distance From Met AA: -172.6 Source: Academic Indicator in California School Dashboard Released in 2026-27	AA Outcomes not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16.4	Suspension Rate	2024-25 Suspension Rate ALL: 10.2 AA: 17 SED: 10.3 Long Term EL (LTEL): 11.7 H: 11.1 Two of More (TOM): 17.6 Source: Suspension Indicator in California School Dashboard Released in 2025-26		2024-25 Suspension Rate ALL, AA, SED, LTEL, H, and TOM Outcomes not available. New metric added 2026-27.	2025-26 Suspension Rate ALL: 8.2 AA: 12 SED: 8.3 LTEL: 9.7 H: 9.1 TOM: 12.6 Source: Suspension Indicator in California School Dashboard Released in 2026-27	ALL, AA, SED, LTEL, H, and TOM Outcomes not available. New metric added 2026-27.
16.5	Science Indicator (Dashboard)	Students with Disabilities (SWD): 33.4 Source: CAST Science Indicator in California School Dashboard	NA	Same as baseline. New metric added 2026-27.	SWD: 39.4 Source: CAST Science Indicator in California School Dashboard	N/A New metric added 2026-27.

Goal Analysis [2025-26]

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

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

N/A

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

N/A

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

N/A

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

Actions Added or Modified for 2026-27
This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school year.

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27
This goal's metrics are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school 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
16.1	Training Specialist – High School (New 2026-27)	Fund a full-time Training Specialist to lead professional development aligned to the site's instructional model and math and English improvement efforts. This role will support essential standards alignment, instructional coaching, and data-driven cycles to improve Tier 1 instruction and college and career readiness outcomes. This should also improve the retention of teachers and help maintain the percentage of fully credentialed staff at the school. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes report, 79.2 percent of teachers have a full and clear credential. (Metrics 16.1 - 16.3)	$345,360.00	No

Action #	Title	Description	Total Funds	Contributing
16.2	Resource Teacher – Secondary (Literacy) (New 2026-27)	Fund a full-time Literacy Resource Teacher to accelerate reading growth across content areas. This position will support literacy intervention, English Learner development, and progress monitoring to improve Lexile growth, CAASPP ELA performance, and course pass rates. (Metrics 16.2 and 16.3)	$345,360.00	No
16.3	Site Instructional Coordinator (New 2026-27)	Fund a full-time Site Instructional Coordinator to oversee implementation of the instructional model and coordinate math, English, EL development, and college and career readiness priorities. This role ensures instructional coherence and monitors key academic performance indicators. (Metrics 16.1 - 16.3)	$268,578.00	No
16.4	Youth & Family Mental Health Advocate (New 2026-27)	Fund a full-time Youth & Family Mental Health Advocate to support students through the F1 Support Center by addressing social-emotional barriers, improving attendance, increasing engagement, and reducing suspension rates. (Metric 16.4)	$224,352.00	No
16.5	Parent Advisor (New 2026-27)	Fund a full-time Parent Advisor to strengthen family engagement and improve communication between school and home. This role will assist families with graduation planning, attendance support, and access to college and career resources. (Metric 16.1)	$237,166.00	No
16.6	Professional Development (New 2026-27)	Provide sustained professional development aligned to the instructional model, literacy and math priorities, English Learner development, and college and career readiness initiatives. Funding supports structured training cycles and collaboration time to ensure implementation fidelity. (Metrics 16.1 - 16.3)	$208,000.00	No
16.7	Mentorship for African American	Fund targeted mentorship programming to provide academic guidance, leadership development, and social-emotional support for African	$95,216.00	No

Action #	Title	Description	Total Funds	Contributing
	Students (New 2026-27)	American students. The initiative focuses on improving attendance, increasing credit attainment, strengthening college and career readiness, and reducing disciplinary disproportionality. (Metrics 16.1 and 16.4)		
16.8	Campus Monitor (New 2026-27)	Fund additional campus supervision to increase student safety, improve school climate, reduce suspension rates through proactive supervision and early intervention, and maximize instructional time. (Metric 16.4)	$201,616.00	No
16.9	Clerk III (New 2026-27)	Fund a Clerk III position to support counseling, student services coordination, attendance documentation, and data tracking related to academic progress and intervention systems. This role strengthens operational capacity to support equity-focused student interventions. (Metric 16.4)	$224,352.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
17	By 2027 at John Bidwell for each Very Low performing student group on the 2025 California School Dashboard, the • Chronic Absenteeism rate will improve by 5 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at John Bidwell, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:
- Chronic Absenteeism Indicator: ALL, English Learner, Socioeconomically Disadvantaged, Students With Disabilities, and Hispanic students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
17.1	Chronic Absenteeism Rate	2024-25 Chronic Absenteeism Rate ALL: 27.5 English Learner (EL): 21.0 Socioeconomically Disadvantaged (SED): 30.7 Students With Disabilities (SWD): 31.0 Hispanic (H): 31.7 Source: Chronic Absenteeism Indicator		2024-25 Chronic Absenteeism Rate ALL, EL, SED, SWD, and H Outcomes not available. New metric added 2026-27.	2025-26 Chronic Absenteeism Rate ALL: 22.5 EL: 16.0 SED: 25.7 SWD: 26.0 H: 26.7 Source: Chronic Absenteeism Indicator in California School Dashboard	ALL, EL, SED, SWD, and H Outcomes not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in California School Dashboard Released in 2025-26			Released in 2026-27	

Goal Analysis [2025-26]

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

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

N/A

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

N/A

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

N/A

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

Actions Added or Modified for 2026-27
This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school year.

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27
This goal's metrics are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school 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
17.1	Additional Social Worker Services (New 2026-27)	Hire additional social worker services to connect with families and students around attendance. This action will provide resources and support to students who are chronically absent. This support should also improve the retention of teachers and help maintain the percentage of fully credentialed staff at the school. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes report, 82.0 percent of teachers have a full and clear credential. (Metric 17.1)	$338,553.00	No
17.2	School-wide Field Trips (New 2026-27)	Provide educationally rich field trips to engage students in school and encourage them to attend school on a more regular basis. (Metric 17.1)	$10,000.00	No
17.3	Extend the Attendance Clerk's hours (New 2026-27)	Extend the attendance clerk's hours by one each day so that she can have extra time to contact parents, hold attendance meetings, and work on attendance incentives for students. (Metric 17.1)	$7,300.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
18	By 2027 at John Cabrillo for each Very Low performing student group on the 2025 California School Dashboard, the • Chronic Absenteeism rate will improve by 5 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at John Cabrillo, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:
- Chronic Absenteeism Indicator: ALL, African American, English Learner, and White students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
18.1	Chronic Absenteeism Rate	2024-25 Chronic Absenteeism Rate ALL: 34.2 African American (AA): 49.3 English Learner (EL): 21.9 White (W): 26.8 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26		2024-25 Chronic Absenteeism Rate ALL, AA, EL, and W Outcomes not available. New metric added 2026-27.	2025-26 Chronic Absenteeism Rate ALL: 29.2 AA: 44.3 EL: 16.9 W: 21.8 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2026-27	ALL, AA, EL, and W Outcomes not available. New metric added 2026-27.

Goal Analysis [2025-26]

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

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

N/A

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

N/A

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

N/A

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

Actions Added or Modified for 2026-27
This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school year.

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27
This goal's metrics are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school 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
18.1	Additional Clerk Hours (New 2026-27)	Extend clerk hours to cover a 6 hour day. The goal is to decrease the chronic absenteeism to less than 25%. The more students are at school, the more we can close the achievement gap. (Metric 18.1)	$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
18.2	Additional Noon Duty Hours (New 2026-27)	Extend the noon duty hours to reduce suspensions and therefore improve attendance. Additional noon duty hours will reduce student conflict on the yard, also allow for student check ins, home visits, and provide mentoring for our most chronic students. (Metric 18.1)	$140,000.00	No
18.3	Field Trips & Reverse Field Trips (New 2026-27)	Field Trips and Reverse Field Trips will increase student attendance by creating connections to learning and by providing high interest activities. (Metric 18.1)	$50,000.00	No
18.4	Teacher Release Time (New 2026-27)	Teacher Release Time to run community building days 1 time per month with buddy classes. Teachers will focus on social emotional skills to build connections to school and increase students desire to attend. This support should also improve the retention of teachers and help maintain the percentage of fully credentialed staff at the school. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes report, 75.0 percent of teachers have a full and clear credential. (Metric 18.1)	$30,000.00	No
18.5	Staff Per Diem (New 2026-27)	Provide Per Diem to staff to teach enrichment classes both before and after school. Classes will be free for students and create high interest activities to engage students and help get them to school on time every day. (Metric 18.1)	$70,000.00	No
18.6	Leader in Me Curriculum (New 2026-27)	Purchase Leader in Me. This is a school wide social emotional program to develop leadership skills, goal setting, and to monitor progress. This program will help students practice successful school skills with an emphasis on attendance and meeting attendance goals. Teachers will also participate in PD to implement the program and monitor data. (Metric 18.1)	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
18.7	Attendance Incentives (New 2026-27)	Studies show that the best incentives for attendance are frequent and involve parents as well as students, particularly in low-income neighborhoods. The school will include the following incentives that have been shown to support improvement: Monthly attendance trophy, monthly student incentives, monthly parent incentives, such as $100 monthly grocery gift cards, bus passes, gift cards, etc.; and end-of-year prizes, such as 6 bikes or scooters for each trimester. (Metric 18.1)	$34,883.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
19	By 2027 at Leataata Floyd for each Very Low performing student group on the 2025 California School Dashboard, the • Suspension rate will improve by 2 percentage points, and • Chronic Absenteeism rate will improve by 5 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Leataata Floyd, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:
- Suspension Rate Indicator: African American
- Chronic Absenteeism Indicator: ALL, African American, Socioeconomically Disadvantaged, and Students With Disabilities

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
19.1	Suspension Rate	2024-25 Suspension Rate African American (AA): 18.5 Source: Suspension Indicator in California School Dashboard Released in 2025-26		2024-25 Suspension Rate AA Outcome not available. New metric added 2026-27.	AA: 16.5	AA Outcome not available. New metric added 2026-27.
19.2	Chronic Absenteeism Rate	2024-25 Chronic Absenteeism Rate ALL: 52.3		2024-25 Chronic Absenteeism Rate	ALL: 47.3 AA: 54.2	ALL, AA, SED, and SWD Outcomes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American (AA): 59.2 Socioeconomically Disadvantaged (SED): 52.8 Students With Disabilities (SWD): 57.8 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26		ALL, AA, SED, and SWD Outcomes not available. New metric added 2026-27.	SED: 47.8 SWD: 52.8	not available. New metric added 2026-27.

Goal Analysis [2025-26]

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

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

N/A

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

N/A

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

N/A

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

Actions Added or Modified for 2026-27
This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school year.

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27
This goal's metrics are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school 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
19.1	Additional Clerk Hours (New 2026-27)	Clerks' hours will be extended by 2.5 hours per day to strengthen student and family engagement through improved attendance monitoring and communication. The additional support will allow staff to follow up with families, address attendance concerns promptly, and support school-wide attendance initiatives. These efforts are expected to increase overall student attendance and reduce chronic absenteeism. (Metric 19.2)	$60,000.00	No
19.2	Noon Duty (New 2026-27)	Yard monitors' work hours will be extended by 30 minutes using per diem funding to increase supervision during recess and lunch periods. The additional staff presence will help ensure the playground remains safe and structured, reduce student conflicts, and support positive student behavior. This increased supervision is expected to contribute to lower suspension rates and improved student attendance. (Metrics 19.1 and19.2)	$40,000.00	No
19.3	Field Trips (New 2026-27)	Teachers will be provided funding to plan field trips or reverse field trips during the school year. These experiences will connect classroom learning to real-world applications, increase student engagement, improve attendance, and help reduce suspensions by providing positive and enriching educational opportunities. (Metrics 19.1 and19.2)	$80,000.00	No
19.4	Instructional Aides Support (New 2026-27)	Hire two part-time Instructional Aides to Support Primary Classes with English Language Arts, Mathematics, and other academic content, targeting students who need additional support. This should improve the retention of teachers and help increase the percentage of fully credentialed	$92,450.00	No

Action #	Title	Description	Total Funds	Contributing
		staff at the school. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes report, 81.8 percent of teachers have a full and clear credential. This support will be provided for both 2026-27. (Metrics 19.1 and19.2)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
20	By 2027 at Oak Ridge for each Very Low performing student group on the 2025 California School Dashboard, the • Percent of students improving their SBAC Math Distance From Met will increase by 10 percentage points, • English Learner Progress rate will improve by 5 percentage points, • Chronic Absenteeism rate will improve by 5 percentage points, and • CAST Science scaled score will increase by 5 percentage points	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In consultation with the school's educational partners, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator Math SBAC Distance From Met: Hispanic students
- English Learner Progress: English Learner students
- Chronic Absenteeism Indicator: African American, Students With Disabilities, Socioeconomically Disadvantaged, and Hispanic students
- Academic Indicator CAST Science: ALL, Hispanic, and Socioeconomically Disadvantaged students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
20.1	Percent of Students Improving Math DFM	2024-25 Percent of Students Improving Math DFM Hispanic (H): 46.2		2024-25 Percent of Students Improving Math DFM	2025-26 Percent of Students Improving Math DFM H: 56.2	H Outcome not available. New

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)		H Outcome not available. New metric added 2026-27.		metric added 2026-27.
20.2	English Learner Progress	2024-25 English Learner Progress % of ELs are making progress towards proficiency: 43.3 Source: English Learner Progress Indicator in California School Dashboard Released in 2025-26		2024-25 English Learner Progress English Learner Progress Outcome not available. New metric added 2026-27.	2025-26 English Learner Progress % of ELs are making progress towards proficiency: 48.3	English Learner Progress Outcome not available. New metric added 2026-27.
20.3	Chronic Absenteeism Rate	2024-25 Chronic Absenteeism Rate ALL: 40.5 African American (AA): 55.8 Socioeconomically Disadvantaged (SED): 41.3 Students With Disabilities (SWD): 44.8 Hispanic (H): 45.1 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26		2024-25 Chronic Absenteeism Rate ALL, AA, SED, SWD Outcome not available. New metric added 2026-27.	2025-26 Chronic Absenteeism Rate ALL: 35.5 AA: 50.8 SED: 36.3 SWD: 39.8 H: 40.1 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2026-27	ALL, AA, SED, SWD Outcome not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
20.4	Science Indicator (Dashboard	ALL students: 31.3 Socioeconomically Disadvantaged (SED) 30.8 Hispanic Student group (H): 30.6 Source: CAST Science Indicator in California School Dashboard	NA	Same as baseline. New metric added 2026-27.	ALL: 36.3 SED: 35.8 H: 35.6 Source: CAST Science Indicator in California School Dashboard	N/A New metric added 2026-27.

Goal Analysis [2025-26]

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

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

N/A

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

N/A

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

N/A

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

Actions Added or Modified for 2026-27
This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school year.

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27
This goal's metrics are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school 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
20.1	Transportation Resources (New 2026-27)	Provide transportation for families within attendance boundary that will result in increased student attendance and decreased chronic absenteeism. (Metric 20.3)	$105,000.00	No
20.2	Health Services (New 2026-27)	Provide health care personnel to improve student attendance and reduce chronic absenteeism by supporting student needs related to health related issues. (Metric 20.3)	$100,000.00	No
20.3	Support Services Coordinator (New 2026-27)	Support services personnel that will provide wrap around supports to overcome barriers that are preventing students from coming to school. These services will lead to increased student attendance and higher levels of academic success (math). (Metrics 20.1 and 20.3)	$226,000.00	No
20.4	Noon Duty (New 2026-27)	Hire a Noon Duty. Additional staff will assist in securing play yard during recess and lunches will reduce the amount of student conflicts, and improve student attendance. (Metric 20.3)	$9,000.00	No
20.5	Outreach Per Diem Hours (New 2026-27)	Extend hours of employees who can make outreach phone calls about attendance to understand attendance challenges and refer families to get additional support and improve student attendance and decrease chronic absenteeism. (Metric 20.3)	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
20.6	Professional Development (New 2026-27)	Teachers will participate in professional development to support their instruction, which will improve English learner progress and math scores. (Metrics 20.1 and 20.2)	$50,000.00	No
20.7	Instructional Aide Support (New 2026-27)	Instructional Aide Support for English Language Development and Mathematics targeting students who need additional support. This should improve the retention of teachers and help increase the percentage of fully credentialed staff at the school. (Metrics 20.1 and 20.2)	$58,245.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
21	By 2027 at Parkway for each Very Low performing student group on the 2025 California School Dashboard, the • Percent of students improving their SBAC ELA Distance From Met will increase by 10 percentage points, • Percent of students improving their SBAC Math Distance From Met will increase by 10 percentage points, • English Learner Progress rate will improve by 5 percentage points, • Suspension rate will improve by 2 percentage points, • Chronic Absenteeism rate will improve by 5 percentage points, and • CAST Science scaled score will increase by 5 percentage points	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In consultation with the school's educational partners, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard:

- Academic Indicator ELA SBAC Distance From Met: English Learner and Hispanic students
- Academic Indicator Math SBAC Distance From Met: English Learner and Socioeconomically Disadvantaged students
- English Learner Progress: English Learner students
- Suspension Rate Indicator: ALL, African American, Homeless Youth, Students With Disabilities, Socioeconomically Disadvantaged, Pacific Islander, and Two or More students
- Chronic Absenteeism Indicator: African American, Asian, and Pacific Islander students
- Academic Indicator CAST Science: ALL and Socioeconomically Disadvantaged students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
21.1	Percent of Students Improving ELA DFM	2024-25 Percent of Students Improving ELA DFM English Learner (EL): 69.0 Hispanic (H): 59.2 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)		EL and H Outcomes not available. New metric added 2026-27.	2025-26 Percent of Students Improving ELA DFM EL: 79.0 H: 69.2	EL and H Outcomes not available. New metric added 2026-27.
21.2	Percent of Students Improving Math DFM	2024-25 Percent of Students Improving Math DFM English Learner (EL): 43.8 Socioeconomically Disadvantaged (SED): 44.4 Source: 20250612 2024-25 SBAC Results-May15th (Internal Analysis)		EL and SED Outcomes not available. New metric added 2026-27.	2025-26 Percent of Students Improving Math DFM EL: 53.8 SED: 54.4	EL and SED Outcomes not available. New metric added 2026-27.
21.3	English Learner Progress	2024-25 English Learner Progress % of ELs are making progress towards proficiency: 27.4		English Learner Progress Outcome not available. New metric added 2026-27.	2025-26 English Learner Progress % of ELs are making progress towards proficiency: 32.4	English Learner Progress Outcome not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: English Learner Progress Indicator in California School Dashboard Released in 2025-26				
21.4	Suspension Rate	2024-25 Suspension Rate ALL: 9.2 African American (AA): 16.9 Students With Disabilities (SWD): 14.1 Socioeconomically Disadvantaged (SED): 9.5 Homeless Youth (HY): 9.5 Pacific Islander (PI): 12.1 Two or More (TOM): 15.2 Source: Suspension Indicator in California School Dashboard Released in 2025-26		ALL, AA, SWD, SED, HY, PI, and TOM Outcomes not available. New metric added 2026-27.	2025-26 Suspension Rate ALL: 7.2 AA: 14.9 SWD: 12.1 SED: 7.5 HY: 7.5 PI: 10.1 TOM: 13.2 Source: Suspension Indicator in California School Dashboard Released in 2026-27	ALL, AA, SWD, SED, HY, PI, and TOM Outcomes not available. New metric added 2026-27.
21.5	Chronic Absenteeism Rate	2024-25 Chronic Absenteeism Rate African American (AA): 55.2 Asian (A): 21.4 Pacific Islander (PI): 50.0		AA, A, and PI Outcomes not available. New metric added 2026-27.	2025-26 Chronic Absenteeism Rate AA: 50.2 A: 16.4 PI: 45.0 Source: Chronic Absenteeism	AA, A, and PI Outcomes not available. New metric added 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2025-26			Indicator in California School Dashboard Released in 2026-27	
21.6	Science Indicator (Dashboard)	ALL students 34.8 Socioeconomically Disadvantaged (SED) 34.8 Source: CAST Science Indicator in California School Dashboard	NA	Same as baseline. New metric added 2026-27.	ALL: 39.8 SED: 39.8 Source: CAST Science Indicator in California School Dashboard	N/A New metric added 2026-27.

Goal Analysis [2025-26]

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

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

N/A

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

N/A

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

N/A

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

Actions Added or Modified for 2026-27
This goal and all of its actions are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school year.

Metrics Related to 2025 Dashboard Red Areas Added as a Recipient of Equity Multiplier funding for 2026-27
This goal's metrics are new for this school that is newly identified to begin expending Equity Multiplier funds during the 2026-27 school 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
21.1	Specialist II, Student Support Center (New 2026-27)	Support and facilitate the student support center. Basic needs of students will support attendance, major support of student behavior, restorative justice, PBIS, mental health, and academic support. This role will lead to increased student attendance, reduced student disciplinary rates, and higher levels of academic success. (Metrics 21.4 and 21.5)	$175,952.00	No
21.2	School Intervention Staff Assistant (New 2026-27)	Provide targeted behavioral supervision and student support through the Student Support Center and in-class and out of class interventions-in a reset/restorative room. Responsibilities include supporting restorative justice practices, supervising reflection spaces, assisting with behavior contracts, facilitating restorative conversations, providing structured supervision for students requiring additional support, and reinforcing PBIS expectations. The position will also support students in school as an alternative to suspension. Also assist students in maintaining engagement in instruction. (Metrics 21.4 and 21.5)	$112,176.00	No
21.3	Campus Monitor (New 2026-27)	Hire a Campus Monitor. Additional staff will assist in securing the campus between recesses and ensuring that all students are attending class during times of instruction. The Campus Monitor will assist with recess and lunch	$100,808.00	No

Action #	Title	Description	Total Funds	Contributing
		yard duty and be trained in restorative conversations to reduce the amount of student conflict and as a result, will reduce the school suspension rate and improve student attendance. (Metrics 21.4 and 21.5)		
21.4	Walking School Bus Staff (New 2026-27)	Increase yard duty hours to cover before school, morning, lunch and afternoon recesses. Also, provide compensation for staff to create a walking school bus for students. Staff will walk through the neighborhood to a designated stop and will walk back the students to school. (Metric 21.5)	$18,800.00	No
21.5	Additional Yard Duty Positions (New 2026-27)	Hire additional yard duty and provide per diems for a walking school. Additional staff will assist in the securing yard and campus during recess and lunches will reduce the amount of student conflict as a result will lower the school suspension rate and improve student attendance (3.5 hrs each). (Metrics 21.4 and 21.5)	$25,000.00	No
21.6	Additional Clerk Support (New 2026-27)	Extend Clerk hours by 2.5 per 3-4 days per week to increase student connectivity, direct and specific work around improving attendance and decreasing chronic absenteeism–calls, home visits, and attendance meetings. (Metric 21.5)	$20,000.00	No
21.7	PBL Academic Planning Days (New 2026-27)	Provide teacher collaboration and release days (two per teacher per trimester) to observe PBL that is working at other sites, collaborate, design, refine, and analyze Project Based Learning instruction aligned to California standards in English language arts, mathematics, and science. During planning sessions, teachers will analyze student data, design differentiated supports for English Learners, and create instructional strategies that increase engagement for historically underserved student groups, including socioeconomically disadvantaged students and students with disabilities. Teachers will also collaborate to embed language supports, academic discourse strategies, and culturally relevant learning experiences within PBL units. (Metrics 21.1 - 21.5)	$64,800.00	No

Action #	Title	Description	Total Funds	Contributing
21.8	PBL Professional Development (New 2026-27)	Teachers will participate in the PBL workshops and grade team leads will participate in specific training and PD to learn the Project Based Learning model and design standards-aligned PBL units focused on English language arts, mathematics, and science. Professional development will include strategies for supporting English Learners through language scaffolds, collaborative learning, academic discourse, and culturally responsive instruction. Teachers will develop projects that increase engagement for historically underserved student groups, including African American students, students experiencing homelessness, students with disabilities, socioeconomically disadvantaged students, Pacific Islander students, and students of two or more races. These instructional strategies will increase access to rigorous academic content while strengthening language development, problem-solving skills, and student engagement. (Metrics 21.1 - 21.5)	$16,000.00	No
21.9	PBL Professional Development Curriculum Resources (New 2026-27)	Purchase a schoolwide subscription to TEACH's Project Based Learning curriculum library, providing teachers with access to standards-aligned PBL units in English language arts, mathematics, and science. The curriculum includes scaffolds for English Learners such as language development supports, structured academic discourse, collaborative learning strategies, and differentiated instructional supports. These ready-to-use PBL units will allow teachers to implement engaging and culturally responsive instruction designed to improve academic outcomes for English Learners in English language arts and mathematics and for socioeconomically disadvantaged students in science. (Metrics 21.1 - 21.5)	$5,000.00	No
21.10	PBIS, Restorative Practices, PBL, and Student Engagement Materials (New 2026-27)	Provide materials and supplies to support PBIS implementation, restorative justice practices, Project Based Learning instruction, and English Learner supports across the campus. Materials may include PBIS recognition systems, student incentives for attendance and positive behavior, restorative justice circle materials, calm corner supplies, supplies for the Student Support Center, supplies and books for the Restoration and reset	$15,198.00	No

Action #	Title	Description	Total Funds	Contributing
		room, and instructional materials that support project-based learning and English Learner engagement. (Metrics 21.1 - 21.5)		
21.11	PBIS Professional Development and Release / Collaboration Time (New 2026-27)	Provide professional development, release time, and collaboration opportunities for staff to strengthen the implementation of Positive Behavioral Interventions and Supports (PBIS). Training will focus on teaching and reinforcing schoolwide behavioral expectations, using restorative practices, analyzing discipline data, and implementing targeted behavioral supports for students who require additional intervention. Staff will collaborate to implement proactive strategies that support positive behavior, reduce classroom disruptions, and improve student engagement. This support should also improve the retention of teachers and help maintain the percentage of fully credentialed staff at the school. Per the 2023-24 CDE Teacher Assignment Monitoring Outcomes report, 77.8 percent of teachers have a full and clear credential. (Metrics 21.1 - 21.5)	$10,800.00	No
21.12	PBIS Rewards Voyage Training (New 2026-27)	Provide staff training in PBIS Rewards Voyage, a digital platform that supports the implementation of Positive Behavioral Interventions and Supports (PBIS). The training will help staff consistently teach schoolwide behavior expectations, track behavioral data, recognize positive student behavior, and implement targeted interventions for students requiring additional behavioral support. (Metrics 21.1 - 21.5)	$3,300.00	No
21.13	Equity Book Audit (New 2026-27)	Teachers will conduct an equity-focused classroom library audit to evaluate current reading materials and ensure access to culturally responsive and leveled texts that support English Learners and diverse student populations. Funding will support teacher release time for reviewing classroom libraries, identifying gaps in representation and reading levels, and selecting texts that support literacy development and language acquisition. Each class will be allocated 1,000 to specifically create and replenish their classroom libraries. (Metric 21.3)	$33,600.00	No

Action #	Title	Description	Total Funds	Contributing
21.14	Newsletter communication subscription (New 2026-27)	Yearly subscription to the S'More multilingual newsletter platform. The platform provides translation in over 100 languages to ensure school communication is accessible to families of English Learners. The newsletter will communicate academic expectations, literacy and math strategies families can support at home, attendance expectations, behavioral supports, and information about student services. (Metric 21.3)	$180.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$92390563	$8,292,998

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.857%	0.000%	$0.00	22.857%

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:** COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs **Need:** Ensure that a greater number of students graduate with Career and Technical Education	Provide CTE pathways and programs with rigorous coursework to prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Improvement efforts will include the implementation of Linked Learning at high schools with a focus on the implementation	CTE Completer %, College/Career Prepared 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
	(CTE) skills. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Student Advisory Council. **Scope:** LEA-wide	integrated projects aligned to cross-curricular standards within CTE pathways.	
1.2	**Action:** COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling **Need:** On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate are some of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee, Student Advisory Council. **Scope:** LEA-wide	Provide college and career exploration, inclusive of all college segments (Community College, CSU, UC, and Private universities) and utilizing the California College Guidance Initiative (CCGI) lessons. Staff are continuing to collaborate with the technology department to develop an electronic student-facing four-year plan. This tool will be interactive and provide students and families the opportunity to see their course plan and co-construct goals with their academic counselor. Youth Development College Mentors are specifically targeting efforts for at-risk student populations and providing supplemental supports with the college application and financial aid (e.g. FAFSA) application processes.	On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined 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
1.3	**Action:** COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports **Need:** On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate are some of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee. **Scope:** LEA-wide	Provide additional counseling supports, including at-risk conferencing, campus visits, college and career awareness activities, summer school registration, college matriculation support, and scholarship assistance. Collaboration with the Urban College Action Network (U-CAN) is focusing efforts on Black/African American students across all high schools to address credit recovery needs.	On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate
1.4	**Action:** COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling **Need:** Increase percentage of students graduating from high school college and career ready. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP	Coordinate districtwide master scheduling and direct support to school sites to determine appropriate staffing needs, eliminate unnecessary course titles that lead to tracking, support pre-registration, support with building the infrastructure to provide in-classroom academic interventions, and maximize overall scheduling efficiency. Coordinate professional learning related to master scheduling policies and procedures for site instructional leaders and counselors.	On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined 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
	Parent Advisory Committee, Community Advisory Committee. **Scope:** LEA-wide		
1.5	**Action:** COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery **Need:** Increase percentage of students graduating from high school college and career ready. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Student Advisory Council. **Scope:** LEA-wide	Provide students who are off-track for graduation access and support to program options that accelerate their progress toward on-track status. Programs include targeted access at individual high school sites as well as the central Sacramento Accelerated Academy (SAA) credit recovery site. Housed within the district's enrollment center, SAA provides students with assistance from teachers both on-site and remotely to complete coursework. Staff have and will continue to collaborate with Homeless Youth Services, Foster Youth Services, and staff supporting English Learners to monitor progress and prioritize these student groups in providing credit recovery options.	On-Track Graduation Status, On-Track A-G Status, Graduation Rate, A-G Rate
1.8	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways **Need:**	Provide students access to Advanced Placement (AP), International Baccalaureate (IB), and SAT Suite of Assessments, removing financial barriers for participation.	Graduation Rate, College/Career Prepared 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
	Increase the percent of students who graduate college and career ready. **Scope:** LEA-wide		
2.9	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results **Need:** Increase the percent of students making progress in ELA and Math. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Student Advisory Council. **Scope:** LEA-wide	School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results, especially the performance of Socioeconomically Disadvantaged, English Learner and Foster Youth. Specific actions are identified in each school's SPSA and approved by each school site council. These actions are then reviewed for alignment with the LCAP to ensure they address the needs of Unduplicated Pupils by each site's Instructional Assistant Superintendent and the District State and Federal Programs Department.	TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate, English Learner Progress
2.14	**Action:** HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum (Modified 2025-26) **Need:**	Provide certificated and classified staffing at a level sufficient to provide the core curriculum to all students. This action also provide additionals staffing to high-needs sites where the percentage of students who are English Learner, Foster Youth, and/or Low Income comprise more than 55% of the student enrollment. Funds are used to	TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Improve percent of teachers with full credentials and literacy results across the district. **Scope:** LEA-wide	maintain higher staffing levels for these schools to ensure lower class sizes and increase academic engagement and targeted intervention services. Additionally, provide Supplemental and Concentration funding for Reading Intervention Teachers Specialists at all school sites.	Growth Results, i-Ready Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance From Met,
2.16	**Action:** CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy (Modified 2025-26) **Need:** Increase State Standards Survey Results and the percent of students making progress in ELA and Math. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee. **Scope:** LEA-wide	Design and coordinate a comprehensive, multi-year Professional Learning Plan for classified, certificated and management staff anchored in the district's commitment High Quality Instruction and focused on the District's Academic Literacy & Numeracy Priorities: Foundational Reading Skills, Integrated ELD Across Disciplines and Mathematical Number Sense. This action includes coordinating and delivering professional learning and site-based, ongoing support to implement the California English Language Arts Standards and Mathematical Content and Practice Standards.	State Standards Survey Results, TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate, English Learner Progress
2.22	**Action:** LCAP Office - Evaluation, Assessment, and Data Literacy Support (Modified 2025-26) **Need:**	District leadership will use data to identify where schools are identifying low student achievement to focus the goals of school single plans for student achievement. Deepen data literacy across the district, including integrating the goals and actions within the LCAP and school SPSAs.	TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading

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
	TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Scale Scores, i-Ready Math Spring Scale Scores, SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate.The district's academic baseline data indicates achievement gaps across the district, which indicates the need for this supporting action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee. **Scope:** LEA-wide		Spring Annual Typical Growth Results, i-Ready Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate, English Learner Progress
3.2	**Action:** STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services (including use of LREBG funds) (Modified 2026-27) **Need:** Improve students' perception regarding their belongingness and connectedness to their school community. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following	Provide targeted services that address a wide range of needs: social emotional, health, mental health, behavioral, attendance, and basic needs that can impact student outcomes through site-based Student Support Centers and the centralized Connect Center. Services are developed to be culturally-responsive and prioritize the needs of unduplicated student groups.	Student Connectedness Perception

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
	educational partner(s): Community Advisory Committee. **Scope:** LEA-wide		
3.4	**Action:** STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic **Need:** Reduce students' rates of chronic absenteeism and increase students' rates of attendance. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. **Scope:** LEA-wide	Unvaccinated students cannot attend school thus missing important instruction and increasing absenteeism. Providing necessary immunizations for unduplicated students with no health insurance or medical home removes the barrier of being excluded from attending school and increases students attendance rates. Increased access to school nurses also supports their health and wellness and promotes school engagement. Student illnesses are identified early and nurses connect students and families with medical resources.	Chronic Absenteeism, Attendance Rate
3.14	**Action:** STATE AND FEDERAL - Family and Community Empowerment (FACE) **Need:** Improve families' perception regarding their belongingness and connectedness to their school community. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations	Provide a range of capacity-building opportunities to families and guardians specifically designed to support the families of unduplicated students, including District Parent Resource Center, Parent Empowerment Pathway (PEP) Program, and Parent Information Exchange (PIE). The PEP engages parents/caregivers in a full schedule of workshops. Parents and guardians build their skills in supporting their child's education and their capacity to take on leadership roles at the site and district levels. Other capacity-building topics include Infinite Campus-Parent Portal, ELPAC	Family Connectedness Perception

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 feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee. **Scope:** LEA-wide	Parent Workshops, and School Site Council training and support, and constituent services. The PIE is a quarterly meeting that brings together key representatives from school parent groups, district staff, community organizations, city and county agencies, and business partners to discuss their programs and services for families.	
3.15	**Action:** STATE AND FEDERAL - Parent Teacher Home Visits (Modified 2026-27) **Need:** Improve families' perception regarding their belongingness and connectedness to their school community. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee. **Scope:** LEA-wide	The PTHV program facilitates home visit experiences that engage families, educators, and students as a team. Protocols help educators and families to build trust, communication, and common goals. PTHV services have expanded and will continue to include access to online visits implemented during the COVID pandemic in addition to in-person home visits.	Student Suspension Rate, Chronic Absenteeism, Student Connectedness Perception, Family Connectedness Perception
3.18	**Action:** SAFETY - Re-imagine School Safety (Modified 2025-26) **Need:** The student Suspension Rate is one of the intended impacted areas of this action. The	Unduplicated pupils experience barriers to consistent attendance, school connection, communication with staff, and access to supportive services when safety or behavioral concerns arise. The actions carried out by Safe Schools provides trauma-informed, relationship-centered, and restorative supports to address the underlying	Suspension Rate, Expulsion Rate, Middle School Dropout Rate, High School Dropout Rate, Family Safety Perception

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
	district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee. **Scope:** LEA-wide	causation factors rather than relying on exclusionary discipline. By using structured services like conflict mediation, case management, brief intervention model, the process stays consistent to a designed process. Other services that are relationship-based, like family engagement, create accessibility to formal systems, creating a bridge for students and families to build trust with school staff. Referrals to community-based and grassroots organizations allow schools to extend care into the wider ecosystem that influence the wellbeing of students. Overall, this comprehensive approach contains specific services intended to strengthen students' connection to school, promote positive behavior, reduce suspensions and expulsions, and support improved attendance, engagement and graduation outcomes. Providing these services on a LEA-wide basis allows the district to coordinate safety, prevention, intervention, and community-based resources efficiently, establish consistent practices across schools, and direct specialized support to students and sites with the greatest identified need. Safety concerns, disproportionality in discipline, and barriers to access to support can occur across all school sites and student groups. By using a districtwide approach, we use a targeted data-informed strategy, ensuring that unduplicated students have access to these services and supports regardless of the school they attend. It also allows us to address equity concerns associated with the school-to-prison pipeline,	

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
		which disproportionately impacts Black and Brown Students.	
3.21	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions **Need:** Reduce students' rates of chronic absenteeism, increase students' rates of attendance, and reduce the percent of students suspended. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee. **Scope:** LEA-wide	Supplemental and Concentration Grant funding allocated to school sites based on their number of low-income students and English Learners to implement actions/strategies in their School Plan for Student Achievement (SPSA) to improve student group low performance (Red and Orange ratings) in Chronic Absenteeism and Suspensions as indicated on the California Dashboard. Specific actions are identified in each school's SPSA and approved by each school site council. These actions are then reviewed for alignment with the LCAP to ensure they address the needs of Unduplicated Pupils by each site's Instructional Assistant Superintendent and the District State and Federal Programs Department.	Chronic Absenteeism, Attendance Rate, Suspension Rate
3.23	**Action:** CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices (Modified 2025-26) **Need:** Staff Safety Perception is one of the intended impacted areas of this action. The district's	Professional learning for all staff includes building internal training capability; structured, ongoing professional learning sessions; job-embedded coaching; and collaborative learning and improvement opportunities. District and Site Leadership Teams will analyze summative and progress monitoring Culture & Climate data to inform decision making and resource allocation.	Staff Safety Perception

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
	baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy (Modified 2025-26) **Need:** Increase the percent of English Learner students who graduate. **Scope:** Limited to Unduplicated Student Group(s)	Provide the Avant and ALTA World Language Placement Exam to eligible incoming 9th grade students (who speak a language other than English at home) in order to ensure appropriate placement. The exam will also be offered to newly enrolled high school students who completed 6th grade in a country whose instruction was in a language other than English to waive the state and district world language graduation requirement.	Graduation rate, college/career prepared rate
2.4	**Action:** MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners (Modified 2025-26) **Need:**	The professional learning provided is designed to strengthen the capacity of educators to meet the unique academic and language-development needs of unduplicated pupils, particularly English Learners. Training focused on the implementation of Designated and Integrated English Language Development (ELD), foundational literacy skills,	English Learner Progress Indicator, Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Increase the percent of English Learner students progressing in English Language Development. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee. **Scope:** Limited to Unduplicated Student Group(s)	and the use of cycles of improvement to inform coaching and instructional practices. Professional learning also supported the implementation of academic conferences, which provide opportunities for educators to monitor student progress, identify areas of need, and develop targeted supports for English Learners. In addition, the evaluation of EL services helps ensure that programs and instructional practices are effectively meeting the language and academic needs of students. These actions are provided on an LEA-wide basis because English Learners are enrolled across schools and grade levels, and consistent implementation of effective ELD practices is necessary to ensure equitable access to rigorous instruction and language-development opportunities. Providing professional learning across the LEA establishes a common understanding and consistent expectations for Designated and Integrated ELD, strengthens educator capacity, and supports continuous improvement in services for unduplicated pupils regardless of the school they attend.	
2.5	**Action:** MULTILINGUAL EDUCATION - Implement English Learner Master Plan (Modified 2026-27) **Need:** Increase the percent of English Learner students progressing in English Language Development and improve the English Learner Reclassification Rate. The activities in this action are consistent with recommendations	This action will support the successful implementation of revisions to the English Learner (EL) Master Plan and ensure that multilingual learners, including English Learners, receive consistent, equitable, and effective language-development and academic supports across the district. Collaboration with school sites will provide opportunities to communicate and clarify the implications of the revised plan, identify site-specific needs and implementation considerations, and provide guidance, resources, and ongoing	English Learner Progress, English Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Student Advisory Council. **Scope:** Limited to Unduplicated Student Group(s)	support to staff as they align practices with the updated expectations. The action will also support schools in translating the EL Master Plan into effective site-level practices, including the identification and implementation of appropriate Designated and Integrated ELD services, progress monitoring, family engagement, and other supports identified in the plan. By working collaboratively with school sites, the district can identify implementation gaps, address barriers, and provide targeted assistance to ensure that services for multilingual learners are implemented with fidelity. This action is provided on a district-wide basis because the EL Master Plan establishes a common framework for serving multilingual learners throughout the district. A consistent district-wide approach ensures that students have equitable access to high-quality language-development services and supports regardless of the school they attend. At the same time, collaboration with individual school sites allows implementation support to be responsive to the unique needs, student populations, and circumstances of each school. This combination of district-wide guidance and site-level collaboration will promote consistent implementation, continuous improvement, and improved outcomes for unduplicated pupils.	
2.6	**Action:** MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners (Modified 2026-27) **Need:**	The district will provide targeted tutoring and intervention services, including in-person, online, and technology-based programs, to support English Learner, migrant, and long-term English Learner students, with priority given to secondary newcomer students.	English Learner progress and English Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Increase English Learner progress in ELD and improve the English Learner Reclassification Rate **Scope:** Limited to Unduplicated Student Group(s)		
2.12	**Action:** INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development (Modified 2025-26) **Need:** Increase the percent of students making progress in English Language Development. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee. **Scope:** Limited to Unduplicated Student Group(s)	School Site Council-determined, SPSA-based actions to improve English Language Development performance and progress. Specific actions are identified in each school's SPSA and approved by each school site council. These actions are then reviewed for alignment with the LCAP to ensure they address the needs of Unduplicated Pupils by each site's Instructional Assistant Superintendent and the District State and Federal Programs Department.	English Learner Progress Indicator, Reclassification Rate
3.1	**Action:** STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth **Need:** Improve student perception regarding their belongingness and connectedness to their school community **Scope:**	Foster Youth Services (FYS) staff provide an array of supports for Foster Youth and families through a case management model. Support includes regular check-ins in students, connection to academic supports including tutoring, monitoring of attendance/engagement, referral to social, emotional, and other health services, and empowerment of student voice. The activities in this action are consistent with recommendations and feedback received from the following	Student Connectedness Perception

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	educational partner(s): LCAP Parent Advisory Committee.	

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

N/A

Additional Concentration Grant Funding

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

In SCUSD, 14 schools have an Unduplicated Pupil Percentage (UPP) equal to or below 55%, and 54 schools have an Unduplicated Pupil Percentage (UPP) above 55% as of spring 2025, excluding charter schools. The additional concentration grant add-on funding will be used to provide additional staffing support to high-needs schools (those with Unduplicated Pupil Percentages above 55%). The funds will primarily be used to provide Reading Intervention Teachers across the district to improve literacy results, additional certificated staffing (salaries/benefits), including maintenance of positions and additional staffing support as needs are identified. These funds have been aligned to LCAP Action 2.14 and are reflected in the projected expenditures for that action.

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 to 58.8	1 to 38.2
Staff-to-student ratio of certificated staff providing direct services to students	1 to 20.1	1 to 16.7

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	404210077	92390563	22.857%	0.000%	22.857%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$498,567,317.00	$150,323,454.00	$26,764,751.00	$32,932,197.00	$708,587,719.00	$609,030,029.00	$99,557,690.00

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	COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 10-12	Ongoing	$4,099,545.00	$1,127,162.00	$2,890,220.00	$2,336,487.00			$5,226,707.00	
1	1.2	COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	Ongoing	$10,579,745.00	$0.00	$9,182,524.00			$1,397,221.00	$10,579,745.00	
1	1.3	COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	Ongoing	$290,000.00	$193,066.00	$424,413.00			$58,653.00	$483,066.00	
1	1.4	COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	Ongoing	$248,847.00	$0.00	$248,847.00				$248,847.00	
1	1.5	COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	Ongoing	$2,122,044.00	$1,595,535.00	$2,140,018.00	$1,577,561.00			$3,717,579.00	
1	1.6	CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy (Modified 2025-26)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 7-12	Ongoing	$0.00	$6,637.00	$6,637.00				$6,637.00	

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	1.7	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program	All	No			Specific Schools: Caleb Greenwood, Umoja International Academy, Luther Burbank High School	Ongoing	$0.00	$608,056.00	$608,056.00				$608,056.00	
1	1.8	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	Ongoing	$0.00	$65,000.00	$65,000.00				$65,000.00	
2	2.1	EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families (Modified 2026-27)	All	No			All Schools Preschool	Ongoing	$12,098,476.00	$2,336,410.00		$7,630,535.00	$411,621.00	$6,392,730.00	$14,434,886.00	
2	2.2	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility (Modified 2026-27)	All	No			All Schools TK	Ongoing	$14,409,746.00	$0.00	$14,409,746.00				$14,409,746.00	
2	2.3	MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners (Modified 2025-26)	All	No			All Schools	Ongoing	$347,718.00	$83,333.00	$71,467.00			$359,584.00	$431,051.00	
2	2.4	MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners (Modified 2025-26)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$818,729.00	$17,670.00	$158,225.00			$678,174.00	$836,399.00	
2	2.5	MULTILINGUAL EDUCATION - Implement English Learner Master Plan (Modified 2026-27)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student	English Learners Foster Youth Low Income	All Schools	Ongoing	$303,825.00	$95,833.00	$218,271.00			$181,387.00	$399,658.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
2	2.6	MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners (Modified 2026-27)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$118,369.00	$22,500.00	$57,986.00			$82,883.00	$140,869.00	
2	2.7	SPECIAL EDUCATION - School Psychologists	All	No			All Schools	Ongoing	$11,957,622.00	$0.00	$3,934,790.00	$7,621,977.00		$400,855.00	$11,957,622.00	
2	2.8	SPECIAL EDUCATION - Instructional assistance for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$53,181,029.00	$4,957,249.00		$47,146,370.00		$10,991,908.00	$58,138,278.00	
2	2.9	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,072,907.00	$2,822,783.00	$5,895,690.00				$5,895,690.00	
2	2.10	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making	All	No			All Schools	Ongoing	$0.00	$745,329.00	$745,329.00				$745,329.00	
2	2.11	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff	All	No			All Schools	Ongoing	$0.00	$172,947.00	$172,947.00				$172,947.00	
2	2.12	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development (Modified 2025-26)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$917,157.00	$142,699.00	$1,059,856.00				$1,059,856.00	
2	2.13	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention	All	No			All Schools	Ongoing	$4,088,692.00	$3,523,586.00	$90,770.00			$7,521,508.00	$7,612,278.00	
2	2.14	HUMAN RESOURCES - Base and Supplemental Staffing in Support of	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$290,050,486.00	$0.00	$290,050,486.00				$290,050,486.00	

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
		Core Curriculum (Modified 2025-26)				Low Income										
2	**2.15**	HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention	All	No			All Schools	Ongoing	$4,584,775.00	$156,589.00	$4,741,364.00				$4,741,364.00	
2	**2.16**	CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy (Modified 2025-26)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$207,410.00	$1,088,988.00	$209,478.00	$1,077,561.00		$9,359.00	$1,296,398.00	
2	**2.17**	CURRICULUM AND INSTRUCTION - Design & Implement District-Wide Multi-Tiered System of Supports Framework	All	No			All Schools	Ongoing	$0.00	$500,000.00		$500,000.00			$500,000.00	
2	**2.18**	CURRICULUM AND INSTRUCTION - Implement District-wide Common Assessments	All	No			All Schools	Ongoing	$0.00	$285,000.00		$285,000.00			$285,000.00	
2	**2.19**	CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services (Modified 2026-27)	All	No			All Schools	Ongoing	$337,332.00	$564,722.00	$808,603.00			$93,451.00	$902,054.00	
2	**2.20**	CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support (Discontinued June 2026)	All	No			All Schools	Ongoing								
2	**2.21**	CURRICULUM AND INSTRUCTION - Provide Instructional Materials for Students and Staff	All	No			All Schools	Ongoing	$655,864.00	$2,970,392.00	$559,725.00	$2,957,945.00		$108,586.00	$3,626,256.00	
2	**2.22**	LCAP Office - Evaluation, Assessment, and Data Literacy Support (Modified 2025-26)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,332,371.00	$756,717.00	$2,089,088.00				$2,089,088.00	
2	**2.23**	IAS - Eight (8) Additional School Days - LREBG (Discontinued June 2026)	All	No			All Schools	Ongoing								
3	**3.1**	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(	Foster Youth	All Schools	Ongoing	$993,493.00	$253,283.00	$459,657.00			$787,119.00	$1,246,776.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
3	3.2	STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services (including use of LREBG funds) (Modified 2026-27)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$11,062,862.00	$62,235.00	$2,649,858.00	$7,950,000.00	$309,051.00	$216,188.00	$11,125,097.00	
3	3.3	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Homeless Youth (Modified 2025-26)	All Homeless Youth	No			All Schools	Ongoing	$1,375,172.00	$348,086.00			$149,050.00	$1,574,208.00	$1,723,258.00	
3	3.4	STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$20,124,144.00	$1,323,230.00	$20,789,348.00		$658,026.00		$21,447,374.00	
3	3.5	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Provide a range of Expanded Learning Programs	All	No			All Schools	Ongoing	$11,005,393.00	$19,858,375.00		$29,755,741.00		$1,108,027.00	$30,863,768.00	
3	3.6	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Address the Unique Needs of American Indian and Alaska Native students	All American Indian and Alaska Native students	No			All Schools	Ongoing	$12,366.00	$22,601.00				$34,967.00	$34,967.00	
3	3.7	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Men's and Women's Leadership Academy (MWLA)	All African American, Socioeconomically Disadvantaged	No			All Schools Grades 7-12	Ongoing	$0.00	$48,180.00				$48,180.00	$48,180.00	
3	3.8	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Student Advisory Council	All	No			Grades 9-12	Ongoing	$0.00	$684,000.00		$684,000.00			$684,000.00	
3	3.9	CURRICULUM AND INSTRUCTION - Implement State Seal of Civic Engagement (Modified 2025-26)	All	No			Grades 9-12	Ongoing	$0.00	$684,000.00		$684,000.00			$684,000.00	
3	3.10	SUMMER SCHOOL - Summer Programming	All	No			All Schools	Ongoing	$0.00	$10,105,000.00		$10,105,000.00			$10,105,000.00	

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	3.11	ENROLLMENT CENTER - Centralized Enrollment Services (Modified 2025-26)	All	No			All Schools	Ongoing	$3,234,752.00	$223,801.00	$3,458,553.00				$3,458,553.00	
3	3.12	ATTENDANCE - Attendance and Engagement Strategies	All	No			All Schools	Ongoing	$0.00	$6,000.00				$6,000.00	$6,000.00	
3	3.13	ATTENDANCE - Family Communication Tools (Discontinued June 2026)	All	No			All Schools									
3	3.14	STATE AND FEDERAL - Family and Community Empowerment (FACE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,587,608.00	$100,656.00	$1,483,931.00			$204,333.00	$1,688,264.00	
3	3.15	STATE AND FEDERAL - Parent Teacher Home Visits (Modified 2026-27)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: PTHV Participating Schools Grades K-12	Ongoing	$347,093.00	$201,099.00	$194,412.00			$353,780.00	$548,192.00	
3	3.16	STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response	All	No			All Schools	Ongoing	$534,173.00	$0.00	$534,173.00				$534,173.00	
3	3.17	SPECIAL EDUCATION - Social, Emotional, and Mental Health Supports	Students with Disabilities	No			All Schools	Ongoing	$2,717,534.00	$0.00		$2,717,534.00			$2,717,534.00	
3	3.18	SAFETY - Re-imagine School Safety (Modified 2025-26)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,031,850.00	$308,841.00	$3,340,691.00				$3,340,691.00	
3	3.19	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule (Modified 2025-26)	All	No			All Schools	Ongoing	$12,339,412.00	$0.00	$12,339,412.00				$12,339,412.00	
3	3.20	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Fingerprinting for Volunteers	All	No			Specific Schools: Schools Receiving Federal Title 1 Funds	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
3	3.21	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,936,071.00	$230,225.00	$3,166,296.00				$3,166,296.00	
3	3.22	FACILITIES SUPPORT SERVICES - School Facilities Maintenance	All	No			All Schools	Ongoing	$110,194,353.00	$23,154,141.00	$108,111,491.00		$25,237,003.00		$133,348,494.00	
3	3.23	CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices (Modified 2025-26)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$266,387.00	$669,518.00	$179,052.00	$582,575.00		$174,278.00	$935,905.00	
3	3.24	CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan	All Students with Disabilities	No				Ongoing	$3,856,015.00	$351,776.00	$1,020,907.00	$3,058,066.00		$128,818.00	$4,207,791.00	
3	3.25	CURRICULUM AND INSTRUCTION - Provide Visual and Performing Arts Opportunities in Expanded Learning Spaces	All	No			All Schools	Ongoing	$0.00	$12,996,406.00		$12,996,406.00			$12,996,406.00	
4	4.1	Resource Specialist	All	No			Specific Schools: American Legion	Ongoing	$148,899.00	$0.00		$148,899.00			$148,899.00	
4	4.2	Additional Section of English	All	No			Specific Schools: American Legion	Ongoing	$0.00	$21,997.00		$21,997.00			$21,997.00	
4	4.3	Additional Social Worker Services (New 2025-26)	All	No			Specific Schools: American Legion	Ongoing	$111,620.00	$0.00		$111,620.00			$111,620.00	
5	5.1	Additional Clerk Hours	All	No			Specific Schools: Bret Harte	Ongoing	$39,021.00	$0.00		$39,021.00			$39,021.00	
5	5.2	Academic Coaching Support Services (Discontinued June 2026)	All	No			Specific Schools: Bret	Ongoing								

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
							Harte									
5	**5.3**	Teacher Release Time (Discontinued June 2026)	All	No			Specific Schools: Bret Harte	Ongoing								
5	**5.4**	Whiteboards and Novel Studies to Support Instruction (Discontinued June 2025)	All	No			Specific Schools: Bret Harte	Ongoing	$0.00	$0.00		$0.00			$0.00	
5	**5.5**	Student Smart Tutors (Discontinued June 2025)	All	No			Specific Schools: Bret Harte	Ongoing	$0.00	$0.00		$0.00			$0.00	
5	**5.6**	Noon Duty (Discontinued June 2026)	All	No			Specific Schools: Bret Harte	Ongoing								
5	**5.7**	Field Trips and Reverse Field Trips	All	No			Specific Schools: Bret Harte	Ongoing	$0.00	$26,966.00		$26,966.00			$26,966.00	
5	**5.8**	Resource Specialist Intervention Support (Discontinued June 2026)	All	No			Specific Schools: Bret Harte	Ongoing								
6	**6.1**	Implement Schools PLP	All	No			Specific Schools: Capital City	Ongoing	$0.00	$214,200.00		$214,200.00			$214,200.00	
6	**6.2**	Response to Interventions (RtI) Materials (Discontinued June 2025)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$0.00		$0.00			$0.00	
6	**6.3**	ELA Resource Specialist	All	No			Specific Schools: Capital City	Ongoing	$179,590.00	$0.00		$179,590.00			$179,590.00	
6	**6.4**	Math Resource Specialist	All	No			Specific Schools: Capital City	Ongoing	$179,590.00	$0.00		$179,590.00			$179,590.00	
6	**6.5**	Lexia Core5/Power Up Online Platform	All	No			Specific Schools:	Ongoing								

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
		(Discontinued June 2026)					Capital City									
6	**6.6**	i-Ready (Discontinued June 2026)	All	No			Specific Schools: Capital City	Ongoing								
6	**6.7**	Field Trips (New 2025-26)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$2,000.00		$2,000.00			$2,000.00	
6	**6.8**	Supplemental Curriculum (New 2025-26)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$11,000.00		$11,000.00			$11,000.00	
6	**6.9**	Site Instructional Coordinator (Discontinued June 2026)	All	No			Specific Schools: Capital City	Ongoing								
6	**6.10**	Flexible Seating (Discontinued June 2026)	All	No			Specific Schools: Capital City	Ongoing								
6	**6.11**	Teacher Per Diems for Targeted Interventions (Discontinued June 2026)	All	No			Specific Schools: Capital City	Ongoing								
6	**6.12**	Teacher Per Diems for SAT/ACT Prep (Discontinued June 2026)	All	No			Specific Schools: Capital City	Ongoing								
6	**6.13**	Clerk (New 2026-27)	All	No			Specific Schools: Capital City	Ongoing	$110,070.00	$0.00		$110,070.00			$110,070.00	
6	**6.14**	ELPAC Testing Coordinator Stipend (New 2026-27)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$1,558.00		$1,558.00			$1,558.00	
6	**6.15**	Supplement CAASSP Coordinator Stipend (New 2026-27)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$943.00		$943.00			$943.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	**6.16**	College & Career Readiness Intervention Incentives (New 2026-27)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$3,000.00		$3,000.00			$3,000.00	
6	**6.17**	Technology Support Accessories (New 2026-27)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$7,500.00		$7,500.00			$7,500.00	
6	**6.18**	Engagement/Participation Support (New 2026-27)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$13,600.00		$13,600.00			$13,600.00	
6	**6.19**	PE supplemental materials (New 2026-27)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
6	**6.20**	School Safety (New 2026-27)	All	No			Specific Schools: Capital City	Ongoing	$100,808.00	$0.00		$100,808.00			$100,808.00	
6	**6.21**	Family Engagement Translator (New 2026-27)	All	No			Specific Schools: Capital City	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
7	**7.1**	Resource Specialist (Intervention Lead) (Discontinued June 2025)	All	No			Specific Schools: Caroline Wenzel	Ongoing								
7	**7.2**	Resource Specialist (Intervention Support) (Discontinued June 2025)	All	No			Specific Schools: Caroline Wenzel	Ongoing								
7	**7.3**	Instructional Aides (Modified 2026-27)	All	No			Specific Schools: Caroline Wenzel	Ongoing	$60,000.00	$0.00		$60,000.00			$60,000.00	
7	**7.4**	Campus Monitor (New 2025-26)	All	No			Specific Schools: Caroline Wenzel	Ongoing	$350,000.00	$0.00		$350,000.00			$350,000.00	
7	**7.5**	Social Worker (Discontinued June 2026)	All	No			Specific Schools: Caroline	Ongoing								

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
							Wenzel									
7	**7.6**	Library Media Tech (Discontinued June 2026)	All	No			Specific Schools: Caroline Wenzel	Ongoing								
7	**7.7**	Yard Duty (Discontinued June 2026)	All	No			Specific Schools: Caroline Wenzel	Ongoing								
7	**7.8**	Play Works (Discontinued June 2026)	All	No			Specific Schools: Caroline Wenzel	Ongoing								
7	**7.9**	7.9 AVID (New 2026-27)	All	No			Specific Schools: Caroline Wenzel	Ongoing	$0.00	$50,000.00		$50,000.00			$50,000.00	
8	**8.1**	Resource Specialist (Discontinued June 2025)	All	No			Specific Schools: Isador Cohen	Ongoing								
8	**8.2**	Instructional Aide (Modified 2026-27)	All	No			Specific Schools: Isador Cohen	Ongoing	$200,000.00	$0.00		$200,000.00			$200,000.00	
8	**8.3**	Social Worker (New 2025-26)	All	No			Specific Schools: Isador Cohen	Ongoing	$120,000.00	$0.00		$120,000.00			$120,000.00	
8	**8.4**	Attendance Clerk (New 2026-27)	All	No			Specific Schools: Isador Cohen	Ongoing	$80,000.00	$0.00		$80,000.00			$80,000.00	
8	**8.5**	ELD Program (New 2026-27)	English Learners	No			Specific Schools: Isador Cohen	Ongoing	$0.00	$80,000.00		$80,000.00			$80,000.00	
8	**8.6**	Bilingual Aide (New 2026-27)	English Learners	No			Specific Schools: Isador Cohen	Ongoing	$85,000.00	$0.00		$85,000.00			$85,000.00	

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
8	8.7	CABE Conference / Teacher Training (New 2026-27)	English Learners	No			Specific Schools: Isador Cohen	Ongoing	$0.00	$24,331.00		$24,331.00			$24,331.00	
9	9.1	Develop a School-wide Behavior Management Plan (SBMP) (Discontinued June 2026)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing								
9	9.2	Teacher Per-Diem - Curriculum Development (Discontinued June 2026)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing								
9	9.3	School-wide Behavior Management Plan (SBMP) Implementation & Training (Discontinued June 2026)	All	No			Specific Schools: John Morse	Ongoing								
9	9.4	Restorative Justice & Trauma-Informed Practices Training (Discontinued June 2026)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing								
9	9.5	Trauma-Safe/Wellness Room Implementation (Discontinued June 2026)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing								
9	9.6	Crisis Communication and Relationship Building Between Staff and Students (Discontinued June 2026)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing								
9	9.7	Wellness Room (New 2026-27)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing	$0.00	$40,000.00		$40,000.00			$40,000.00	
9	9.8	Student Elective Club (New 2026-27)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing	$0.00	$21,771.00		$21,771.00			$21,771.00	
9	9.9	Sensory Room (New 2026-27)	Students with Disabilities	No			Specific Schools: John Morse	Ongoing	$0.00	$32,765.00		$32,765.00			$32,765.00	
9	9.10	Building Staff Skills to Support Students With	Students with Disabilities	No			Specific Schools: John	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
		Disabilities (New 2026-27)					Morse									
10	**10.1**	Resource Specialist (Discontinue June 2025)	All	No			Specific Schools: Martin Luther King, Jr.	Ongoing								
10	**10.2**	Teacher Release Time (Discontinued June 2026)	All	No			Specific Schools: Martin Luther King, Jr.	Ongoing								
10	**10.3**	i-Ready (Discontinued June 2026)	All	No			Specific Schools: Martin Luther King, Jr.	Ongoing								
10	**10.4**	Positive Behavior and Intervention Support (PBIS) Professional Learning (Discontinued June 2026)	All	No			Specific Schools: Martin Luther King, Jr.	Ongoing								
10	**10.5**	California Association for Bilingual Education (CABE) Professional Learning (Discontinued June 2025)	All	No			Specific Schools: Martin Luther King, Jr.	Ongoing								
10	**10.6**	Provide Additional Social Worker Services (New 2025-26)	All	No			Specific Schools: Martin Luther King	Ongoing	$106,000.00	$0.00		$106,000.00			$106,000.00	
10	**10.7**	Curriculum and Materials (Discontinued June 2026)	All	No			Specific Schools: Martin Luther King	Ongoing								
11	**11.1**	Instructional Aide (Discontinued June 2026)	All	No			Specific Schools: Success Academy	Ongoing								
11	**11.2**	Teacher Collaboration (Discontinued June 2026)	All	No			Specific Schools: Success Academy	Ongoing								

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
11	**11.3**	Student and Family Assemblies (Modified 2026-27)	All	No			Specific Schools: Success Academy	Ongoing	$0.00	$500.00		$500.00			$500.00	
11	**11.4**	Professional Development - Release Time (Modified 2026-27)	All	No			Specific Schools: Success Academy	Ongoing	$0.00	$2,864.00		$2,864.00			$2,864.00	
11	**11.5**	Positive Behavior Intervention and Support (PBIS) Materials and Incentives	All	No			Specific Schools: Success Academy	Ongoing	$0.00	$500.00		$500.00			$500.00	
11	**11.6**	School Intervention Staff Assistant (New 2025-26)	All	No			Specific Schools: Success Academy	Ongoing	$80,000.00	$0.00		$80,000.00			$80,000.00	
12	**12.1**	Resource Specialist (Discontinued June 2026)	All	No			Specific Schools: Woodbine	Ongoing								
12	**12.2**	Supplemental Intervention Materials (Discontinued June 2025)	All	No			Specific Schools: Woodbine	Ongoing								
12	**12.3**	Site Instruction Coordinator (New 2026-27)	All	No			Specific Schools: Woodbine	Ongoing	$0.00	$365,000.00		$365,000.00			$365,000.00	
12	**12.4**	Additional Clerical Support (New 2026-27)	All	No			Specific Schools: Woodbine	Ongoing	$0.00	$104,040.00		$104,040.00			$104,040.00	
12	**12.5**	Teacher Assistant Bilingual-Hmong (New 2026-27)	English Learners	No			Specific Schools: Woodbine	Ongoing	$0.00	$217,450.00		$217,450.00			$217,450.00	
12	**12.6**	Academic Instruction Professional Development (New 2026-27)	All	No			Specific Schools: Woodbine	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
12	**12.7**	Additional Technology for Students (New 2026-27)	All	No			Specific Schools: Woodbin		$0.00	$22,140.00		$22,140.00			$22,140.00	

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
							e									
12	**12.8**	SBMP Professional Development (New 2026-27)	All	No			Specific Schools: Woodbine	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
12	**12.9**						Specific Schools: Woodbine	Ongoing								
13	**13.1**	Professional Development - Coaching and Literacy Consulting (Modified 2026-27)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$0.00	$27,745.00		$27,745.00			$27,745.00	
13	**13.2**	Professional Development - Instructional Strategies/CORE Elementary Reading Academy (Discontinued June 2026)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing								
13	**13.3**	Teacher Release Time (New 2025-26) (Modified 2026-27)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
13	**13.4**	Library Books (New 2025-26) (Discontinued June 2026)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing								
13	**13.5**	Classroom Novel Sets (Discontinued June 2026)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing								
13	**13.6**	Attendance Incentives (Discontinued June 2026)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing								
13	**13.7**	Field Trips and Reverse Field Trips (Discontinued June 2026)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing								
13	**13.8**	Additional Attendance Clerk Support (New 2026-27)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$37,895.00	$0.00		$37,895.00			$37,895.00	

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
13	**13.9**	Additional Social Worker Support (New 2026-27)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$255,386.00	$0.00		$255,386.00			$255,386.00	
13	**13.10**	Additional Campus Monitor Support (New 2026-27)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$80,000.00	$0.00		$80,000.00			$80,000.00	
13	**13.11**	Additional Assistant Principal Support (New 2026-27)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$25,833.00	$0.00		$25,833.00			$25,833.00	
13	**13.12**	Additional Yard Monitor Supervision (New 2026-27)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$0.00	$7,500.00		$7,500.00			$7,500.00	
13	**13.13**	Community Liaison (New 2026-27)	All	No			Specific Schools: Fr. Keith B Kenny	Ongoing	$12,882.00	$0.00		$12,882.00			$12,882.00	
14	**14.1**	Resource Specialist (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$340,000.00	$0.00		$340,000.00			$340,000.00	
14	**14.2**	Leveled Library (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$27,000.00		$27,000.00			$27,000.00	
14	**14.3**	Teacher Release Time (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	
14	**14.4**	Professional Learning (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$27,500.00		$27,500.00			$27,500.00	
14	**14.5**	Teacher Intervention (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
14	**14.6**	Recess Organized Student Activities (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
14	**14.7**	Field Trips (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$25,000.00		$25,000.00			$25,000.00	

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14	**14.8**	Supplemental Materials and Supplies (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
14	**14.9**	Supplemental Technology (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$30,000.00		$30,000.00			$30,000.00	
14	**14.10**	ELD Curriculum (Modified 2026-27)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
14	**14.11**	Fingerprinting Costs (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$1,500.00		$1,500.00			$1,500.00	
14	**14.12**	PBIS (New 2025-26)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$35,000.00		$35,000.00			$35,000.00	
14	**14.13**	Assistant Principal (New 2026-27)	All	No			Specific Schools: Nicholas	Ongoing	$360,000.00	$0.00		$360,000.00			$360,000.00	
14	**14.14**	Summer Teacher Planning (New 2026-27)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
14	**14.15**	Kinder Orientation (New 2026-27)	All	No			Specific Schools: Nicholas	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
14	**14.16**	Library Technician (New 2026-27)	All	No			Specific Schools: Nicholas	Ongoing	$70,000.00	$0.00		$70,000.00			$70,000.00	
14	**14.17**	Additional Supervision (New 2026-27)	All	No			Specific Schools: Nicholas	Ongoing	$65,000.00	$0.00		$65,000.00			$65,000.00	
15	**15.1**	Site Instructional Coordinator (Intervention Lead) (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$110,000.00	$0.00		$110,000.00			$110,000.00	
15	**15.2**	PlayWorks Intervention (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$50,687.00		$50,687.00			$50,687.00	
15	**15.3**	Additional Nursing Services (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$55,000.00		$55,000.00			$55,000.00	

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15	**15.4**	Instructional Aides (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$175,000.00	$0.00		$175,000.00			$175,000.00	
15	**15.5**	Teacher Release Time (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$45,000.00		$45,000.00			$45,000.00	
15	**15.6**	Positive Behavior and Intervention Support (PBIS) Professional Learning (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$25,000.00		$25,000.00			$25,000.00	
15	**15.7**	California Association for Bilingual Education (CABE) Professional Learning (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
15	**15.8**	Additional Clerk Hours (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$65,000.00	$0.00		$65,000.00			$65,000.00	
15	**15.9**	Yard Monitor (New 2025-26)	All	No			Specific Schools: (New 2025-26)	Ongoing	$85,000.00	$0.00		$85,000.00			$85,000.00	
15	**15.10**	Field Trips and Reverse Field Trips (New 2025-26)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$95,000.00		$95,000.00			$95,000.00	
15	**15.11**	Structured Literacy Intensification Block (New 2026-27)	All	No			Specific Schools: Pacific	Ongoing	$215,000.00	$0.00		$215,000.00			$215,000.00	
15	**15.12**	Math Acceleration System (New 2026-27)	All	No			Specific Schools: Pacific	Ongoing	$200,000.00	$0.00		$200,000.00			$200,000.00	
15	**15.13**	Math Acceleration and Project based learning System (New 2026-27)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$50,000.00		$50,000.00			$50,000.00	
15	**15.14**	Teacher Professional Development Resources (New 2026-27)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$125,000.00		$125,000.00			$125,000.00	
15	**15.15**	Tier 2 Behavior Intervention System (New 2026-27)	All	No			Specific Schools: Pacific	Ongoing	$0.00	$45,000.00		$45,000.00			$45,000.00	
16	**16.1**	Training Specialist – High School (New 2026-27)	All	No			Specific Schools: Hiram	Ongoing	$345,360.00	$0.00		$345,360.00			$345,360.00	

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							Johnson									
16	**16.2**	Resource Teacher – Secondary (Literacy) (New 2026-27)	All	No			Specific Schools: Hiram Johnson	Ongoing	$345,360.00	$0.00		$345,360.00			$345,360.00	
16	**16.3**	Site Instructional Coordinator (New 2026-27)	All	No			Specific Schools: Hiram Johnson	Ongoing	$268,578.00	$0.00		$268,578.00			$268,578.00	
16	**16.4**	Youth & Family Mental Health Advocate (New 2026-27)	All	No			Specific Schools: Hiram Johnson	Ongoing	$224,352.00	$0.00		$224,352.00			$224,352.00	
16	**16.5**	Parent Advisor (New 2026-27)	All	No			Specific Schools: Hiram Johnson	Ongoing	$237,166.00	$0.00		$237,166.00			$237,166.00	
16	**16.6**	Professional Development (New 2026-27)	All	No			Specific Schools: Hiram Johnson	Ongoing	$0.00	$208,000.00		$208,000.00			$208,000.00	
16	**16.7**	Mentorship for African American Students (New 2026-27)	All	No			Specific Schools: Hiram Johnson	Ongoing	$0.00	$95,216.00		$95,216.00			$95,216.00	
16	**16.8**	Campus Monitor (New 2026-27)	All	No			All Schools Specific Schools: Hiram Johnson	Ongoing	$201,616.00	$0.00		$201,616.00			$201,616.00	
16	**16.9**	Clerk III (New 2026-27)	All	No			Specific Schools: Hiram Johson	Ongoing	$224,352.00	$0.00		$224,352.00			$224,352.00	
17	**17.1**	Additional Social Worker	All	No			Specific	Ongoing	$338,553.0	$0.00		$338,553.00			$338,553	
17	**17.2**	School-wide Field Trips	All	No			Specific	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.	
17	**17.3**	Extend the Attendance	All	No			Specific	Ongoing	$7,300.00	$0.00		$7,300.00			$7,300.0	
18	**18.1**	Additional Clerk Hours	All	No			Specific	Ongoing	$160,000.0	$0.00		$160,000.00			$160,000	
18	**18.2**	Additional Noon Duty	All	No			Specific	Ongoing	$140,000.0	$0.00		$140,000.00			$140,000	
18	**18.3**	Field Trips & Reverse	All	No			Specific	Ongoing	$0.00	$50,000.00		$50,000.00			$50,000.	
18	**18.4**	Teacher Release Time	All	No			Specific	Ongoing	$0.00	$30,000.00		$30,000.00			$30,000.	
18	**18.5**	Staff Per Diem (New	All	No			Specific	Ongoing	$0.00	$70,000.00		$70,000.00			$70,000.	

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
18	18.6	Leader in Me Curriculum	All	No			Specific	Ongoing	$0.00	$40,000.00		$40,000.00			$40,000.	
18	18.7	Attendance Incentives	All	No			Specific	Ongoing	$0.00	$34,883.00		$34,883.00			$34,883.	
19	19.1	Additional Clerk Hours	All	No			Specific	Ongoing	$60,000.00	$0.00		$60,000.00			$60,000.	
19	19.2	Noon Duty (New 2026-	All	No			Specific	Ongoing	$40,000.00	$0.00		$40,000.00			$40,000.	
19	19.3	Field Trips (New 2026-	All	No			Specific	Ongoing	$0.00	$80,000.00		$80,000.00			$80,000.	
19	19.4	Instructional Aides	All	No			Specific	Ongoing	$92,450.00	$0.00		$92,450.00			$92,450.	
20	20.1	Transportation	All	No			Specific	Ongoing	$0.00	$105,000.00		$105,000.00			$105,000	
20	20.2	Health Services (New	All	No			Specific	Ongoing	$100,000.0	$0.00		$100,000.00			$100,000	
20	20.3	Support Services	All	No			Specific	Ongoing	$226,000.0	$0.00		$226,000.00			$226,000	
20	20.4	Noon Duty (New 2026-	All	No			Specific	Ongoing	$9,000.00	$0.00		$9,000.00			$9,000.0	
20	20.5	Outreach Per Diem	All	No			Specific	Ongoing	$10,000.00	$0.00		$10,000.00			$10,000.	
20	20.6	Professional	All	No			Specific	Ongoing	$0.00	$50,000.00		$50,000.00			$50,000.	
20	20.7	Instructional Aide	All	No			Specific	Ongoing	$58,245.00	$0.00		$58,245.00			$58,245.	
21	21.1	Specialist II, Student	All	No			Specific	Ongoing	$175,952.0	$0.00		$175,952.00			$175,952	
21	21.2	School Intervention Staff	All	No			Specific	Ongoing	$112,176.0	$0.00		$112,176.00			$112,176	
21	21.3	Campus Monitor (New	All	No			Specific	Ongoing	$100,808.0	$0.00		$100,808.00			$100,808	
21	21.4	Walking School Bus	All	No			Specific	Ongoing	$18,800.00	$0.00		$18,800.00			$18,800.	
21	21.5	Additional Yard Duty	All	No			Specific	Ongoing	$25,000.00	$0.00		$25,000.00			$25,000.	
21	21.6	Additional Clerk Support	All	No			Specific	Ongoing	$20,000.00	$0.00		$20,000.00			$20,000.	
21	21.7	PBL Academic Planning	All	No			Specific	Ongoing	$0.00	$64,800.00		$64,800.00			$64,800.	
21	21.8	PBL Professional	All	No			Specific	Ongoing	$0.00	$16,000.00		$16,000.00			$16,000.	
21	21.9	PBL Professional	All	No			Specific	Ongoing	$0.00	$5,000.00		$5,000.00			$5,000.0	
21	21.10	PBIS, Restorative	All	No			Specific	Ongoing	$0.00	$15,198.00		$15,198.00			$15,198.	
21	21.11	PBIS Professional	All	No			Specific	Ongoing	$0.00	$10,800.00		$10,800.00			$10,800.	
21	21.12	PBIS Rewards Voyage	All	No			Specific	Ongoing	$0.00	$3,300.00		$3,300.00			$3,300.0	
21	21.13	Equity Book Audit (New	All	No			Specific	Ongoing	$0.00	$33,600.00		$33,600.00			$33,600.	
21	21.14	Newsletter	All	No			Specific	Ongoing	$0.00	$180.00		$180.00			$180.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
404210077	92390563	22.857%	0.000%	22.857%	$346,959,984.00	0.000%	85.837 %	**Total:**	$346,959,984.00
								LEA-wide Total:	$344,999,352.00
								Limited Total:	$1,960,632.00
								Schoolwide Total:	$0.00

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**	COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 10-12	$2,890,220.00	
1	**1.2**	COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$9,182,524.00	
1	**1.3**	COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$424,413.00	

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	1.4	COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	$248,847.00	
1	1.5	COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$2,140,018.00	
1	1.6	CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy (Modified 2025-26)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 7-12	$6,637.00	
1	1.8	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$65,000.00	
2	2.4	MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners (Modified 2025-26)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$158,225.00	
2	2.5	MULTILINGUAL EDUCATION - Implement English Learner Master Plan (Modified 2026-27)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$218,271.00	
2	2.6	MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners (Modified 2026-27)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$57,986.00	
2	2.9	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS -	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,895,690.00	

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 (%)
		School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results						
2	2.12	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development (Modified 2025-26)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,059,856.00	
2	2.14	HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$290,050,486.00	
2	2.16	CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$209,478.00	
2	2.22	LCAP Office - Evaluation, Assessment, and Data Literacy Support (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,089,088.00	
3	3.1	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$459,657.00	
3	3.2	STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services (including use of LREBG funds) (Modified 2026-27)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,649,858.00	
3	3.4	STUDENT SUPPORT AND HEALTH SERVICES -	Yes	LEA-wide	English Learners Foster Youth	All Schools	$20,789,348.00	

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 (%)
		School Nurses and Immunization Clinic			Low Income			
3	3.14	STATE AND FEDERAL - Family and Community Empowerment (FACE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,483,931.00	
3	3.15	STATE AND FEDERAL - Parent Teacher Home Visits (Modified 2026-27)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: PTHV Participating Schools Grades K-12	$194,412.00	
3	3.18	SAFETY - Re-imagine School Safety (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,340,691.00	
3	3.21	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,166,296.00	
3	3.23	CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices (Modified 2025-26)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$179,052.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$509,207,607.00	$597,237,365.00

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**	COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs	Yes	$5,521,135	$7,931,106
1	**1.2**	COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling	Yes	$9,114,466	$9,997,012
1	**1.3**	COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports	Yes	$2,190,515	$2,980,180
1	**1.4**	COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling	Yes	$238,869	$248,514
1	**1.5**	COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery	Yes	$2,442,563	$2,311,598
1	**1.6**	CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy (Modified 2025-26)	No	$8,000	$6,637
1	**1.7**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program	Yes	$366,071	$572,852
1	**1.8**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways	Yes	$406,581	$386,392

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families	No	$19,883,226	$23,918,578
2	2.2	EARLY LEARNING AND CARE - Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility	No	$11,206,780	$13,211,309
2	2.3	MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners (Modified 2025-26)	Yes	$601,474	$506,725
2	2.4	MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners (Modified 2025-26)	Yes	$1,246,606	$1,201,424
2	2.5	MULTILINGUAL EDUCATION - Implement English Learner Master Plan (Modified 2025-26)	Yes	$421,253	$460,019
2	2.6	MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners (Modified 2025-26)	No	$87,536	$116,874
2	2.7	SPECIAL EDUCATION - School Psychologists	Yes	$2,648,330	$7,102,331
2	2.8	SPECIAL EDUCATION - Instructional assistance for Students with Disabilities	No	$8,462,513	$11,434,328
2	2.9	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results	Yes	$5,201,584	$5,489,467
2	2.10	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making	Yes	$745,329	$745,329

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff	Yes	$172,947	$172,947
2	2.12	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development (Modified 2025-26)	Yes	$1,317,144	$1,319,179
2	2.13	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention	Yes	$5,456,178	$8,203,534
2	2.14	HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum (Modified 2025-26)	Yes	$248,012,330	$277,241,981
2	2.15	HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention	No	$9,300,316	$13,427,060
2	2.16	CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy (Modified 2025-26)	Yes	$4,826,109	$4,377,205
2	2.17	CURRICULUM AND INSTRUCTION - Design & Implement District-Wide Multi-Tiered System of Supports Framework	No	$596,970	$309,731
2	2.18	CURRICULUM AND INSTRUCTION - Implement District-wide Common Assessments	No	$260,000	$285,453
2	2.19	CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services	Yes	$1,125,607	$1,256,563
2	2.20	CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support	No	$1,094,321	$1,969,101
2	2.21	CURRICULUM AND INSTRUCTION - Provide	No	$4,273,103	$6,682,669

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)
		Instructional Materials for Students and Staff			
2	2.22	LCAP Office - Evaluation, Assessment, and Data Literacy Support (Modified 2025-26)	Yes	$1,667,076	$2,205,370
2	2.23	IAS - Eight (8) Additional School Days - LREBG (New 2025-26)	No	$17,356,594	$14,876,312
3	3.1	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth	Yes	$1,616,414	$1,518,030
3	3.2	STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services	Yes	$9,030,696	$9,710,261
3	3.3	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Homeless Youth (Modified 2025-26)	No	$966,073	$1,248,108
3	3.4	STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic	Yes	$15,204,709	$18,382,781
3	3.5	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Provide a range of Expanded Learning Programs	No	$25,671,085	$36,983,963
3	3.6	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Address the Unique Needs of American Indian and Alaska Native students	No	$35,000	$26,072
3	3.7	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Men’s and Women’s Leadership Academy (MWLA)	No	$175,000	$48,180
3	3.8	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Student Advisory Council	No	$652,115	$850,734
3	3.9	CURRICULUM AND INSTRUCTION - Implement State	No	$652,115	$850,734

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)
		Seal of Civic Engagement (Modified 2025-26)			
3	3.10	SUMMER SCHOOL - Summer Programming	No	$7,397,651	$9,342,363
3	3.11	ENROLLMENT CENTER - Centralized Enrollment Services (Modified 2025-26)	Yes	$3,054,866	$3,428,943
3	3.12	ATTENDANCE - Attendance and Engagement Strategies	Yes	$1,406,534	$1,669,744
3	3.13	ATTENDANCE - Family Communication Tools	No	$141,500	$10,500
3	3.14	STATE AND FEDERAL - Family and Community Empowerment (FACE)	Yes	$836,212	$2,090,613
3	3.15	STATE AND FEDERAL - Parent Teacher Home Visits	Yes	$1,034,730	$1,103,795
3	3.16	STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response	Yes	$653,120	$722,081
3	3.17	SPECIAL EDUCATION - Social, Emotional, and Mental Health Supports	No	$2,460,291	$2,596,176
3	3.18	SAFETY - Re-imagine School Safety (Modified 2025-26)	Yes	$3,661,349	$4,270,825
3	3.19	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule (Modified 2025-26)	Yes	$6,575,108	$6,521,539
3	3.20	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Fingerprinting for Volunteers	No	$25,000	$8,977
3	3.21	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site	Yes	$4,865,583	$2,814,712

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)
		Council-Determined, SPSA-Based School Climate Actions			
3	3.22	FACILITIES SUPPORT SERVICES - School Facilities Maintenance	No	$44,779,083	$47,995,396
3	3.23	CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices (Modified 2025-26)	Yes	$870,102	$553,649
3	3.24	CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan	Yes	$5,454,814	$5,182,630
3	3.25	CURRICULUM AND INSTRUCTION - Provide Visual and Performing Arts Opportunities in Expanded Learning Spaces	No	$1,000,000	$16,681,972
4	4.1	Resource Specialist	No	$202,359	$207,956
4	4.2	Additional Section of English	No	$34,717	$9,876
4	4.3	Additional Social Worker Services (New 2025-26)	No	$106,497	$110,534
5	5.1	Additional Clerk Hours	No	$30,000	$28,581
5	5.2	Academic Coaching Support Services	No	$15,000	$0.00
5	5.3	Teacher Release Time	No	$30,000	$2,833
5	5.4	Whiteboards and Novel Studies to Support Instruction (Discontinued June 2025)	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.5	Student Smart Tutors (Discontinued June 2025)	No	$0.00	$0.00
5	5.6	Noon Duty	No	$30,000	$8,915
5	5.7	Field Trips and Reverse Field Trips	No	$23,000	
5	5.8	Resource Specialist Intervention Support (New 2025-26)	No	$68,000	
6	6.1	Implement Schools PLP	No	$79,200	$79,200
6	6.2	Response to Interventions (RtI) Materials (Discontinued June 2025)	No	$0.00	$0.00
6	6.3	ELA Resource Specialist	No	$174,700	$166,133
6	6.4	Math Resource Specialist	No	$174,700	$166,133
6	6.5	Lexia Core5/Power Up Online Platform (New 2025-26)	No	$43,200	$39,920
6	6.6	i-Ready (New 2025-26)	No	$32,400	$30,614
6	6.7	Field Trips (New 2025-26)	No	$4,812	$780
6	6.8	Supplemental Curriculum (New 2025-26)	No	$4,812	$742
6	6.9	Site Instructional Coordinator (New 2025-26)	No	$225,000	$0
6	6.10	Flexible Seating (New 2025-26)	No	$10,000	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.11	Teacher Per Diems for Targeted Interventions (New 2025-26)	No	$6,000	$2,241
6	6.12	Teacher Per Diems for SAT/ACT Prep (New 2025-26)	No	$10,157	$3,525
6	6.18				
7	7.1	Resource Specialist (Intervention Lead) (Discontinued June 2025)	No	$0.00	$18,833
7	7.2	Resource Specialist (Intervention Support) (Discontinued June 2025)	No	$0.00	$0
7	7.3	Instructional Aides (Modified 2025-26)	No	$100,000	$21,200
7	7.4	Campus Monitor (New 2025-26)	No	$80,000	$7,752
7	7.5	Social Worker (New 2025-26)	No	$100,000	$0
7	7.6	Library Media Tech (New 2025-26)	No	$20,000	$31,444
7	7.7	Yard Duty (New 2025-26)	No	$15,000	$9,200
7	7.8	Play Works (New 2025-26)	No	$75,000	$70,500
8	8.1	Resource Specialist (Discontinued June 2025)	No	$0.00	$0
8	8.2	Instructional Aide	No	$331,773	$103,512
8	8.3	Social Worker (New 2025-26)	No	$303,000	$0

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)
9	9.1	Develop a School-wide Behavior Management Plan (SBMP)	No	$28,000	$0
9	9.2	Teacher Per-Diem - Curriculum Development	No	$6,300	$0
9	9.3	School-wide Behavior Management Plan (SBMP) Implementation & Training (New 2025-26)	No	$12,633	$0
9	9.4	Restorative Justice & Trauma-Informed Practices Training (New 2025-26)	No	$15,550	$0
9	9.5	Trauma-Safe/Wellness Room Implementation (New 2025-26)	No	$5,902	$3,069
9	9.6	Crisis Communication and Relationship Building Between Staff and Students (New 2025-26)	No	$16,450	$0
10	10.1	Resource Specialist (Discontinue June 2025)	No	$0.00	$0
10	10.2	Teacher Release Time (Modified 2025-26)	No	$53,250	$22,468
10	10.3	i-Ready	No	$10,600	$0
10	10.4	Positive Behavior and Intervention Support (PBIS) Professional Learning	No	$3,050	$0
10	10.5	California Association for Bilingual Education (CABE) Professional Learning (Discontinued June 2025)	No	$0.00	$0
10	10.6	Provide Additional Social Worker Services (New 2025-26)	No	$97,500	$87,963
10	10.7	Curriculum and Materials (New 2025-26)	No	$12,600	$1,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
11	11.1	Instructional Aide (Modified 2025-26)	No	$18,828	$0
11	11.2	Teacher Collaboration	No	$2,000	$0
11	11.3	Student and Family Assemblies	No	$2,112	$3,000
11	11.4	Professional Development - Release Time	No	$3,000	$3,049
11	11.5	Positive Behavior Intervention and Support (PBIS) Materials and Incentives	No	$2,070	$0
11	11.6	School Intervention Staff Assistant (New 2025-26)	No	$66,090	$34,658
12	12.1	Resource Specialist (Modified 2025-26)	No	$475,000	$0
12	12.2	Supplemental Intervention Materials (Discontinued June 2025)	No	$0.00	$0
13	13.1	Professional Development - Coaching and Literacy Consulting (New 2025-26)	No	$90,300	$105,000
13	13.2	Professional Development - Instructional Strategies/CORE Elementary Reading Academy (New 2025-26)	No	$30,100	$34,778
13	13.3	Teacher Release Time (New 2025-26)	No	$88,000	$9,567
13	13.4	Library Books (New 2025-26)	No	$15,000	$0

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)
13	**13.5**	Classroom Novel Sets (New 2025-26)	No	$15,000	$0
13	**13.6**	Attendance Incentives (New 2025-26)	No	$15,754	$0
13	**13.7**	Field Trips and Reverse Field Trips (New 2025-26)	No	$26,623	$0
14	**14.1**	Resource Specialist (New 2025-26)	No	$340,000	$0
14	**14.2**	Leveled Library (New 2025-26)	No	$25,000	$17,669
14	**14.3**	Teacher Release Time (New 2025-26)	No	$10,000	$16,065
14	**14.4**	Professional Learning (New 2025-26)	No	$20,000	$824
14	**14.5**	Teacher Intervention (New 2025-26)	No	$10,000	$0
14	**14.6**	Recess Organized Student Activities (New 2025-26)	No	$60,000	$12,783
14	**14.7**	Field Trips (New 2025-26)	No	$18,370	$0
14	**14.8**	Supplemental Materials and Supplies (New 2025-26)	No	$20,000	$3,384
14	**14.9**	Supplemental Technology (New 2025-26)	No	$30,000	$19,309
14	**14.10**	ELD Curriculum (New 2025-26)	No	$10,000	$9,503

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
14	**14.11**	14.10 Fingerprinting Costs (New 2025-26)	No	$1,000	$0
14	**14.12**	PBIS (New 2025-26)	No	$20,000	$7,535
15	**15.1**	Site Instructional Coordinator (Intervention Lead) (New 2025-26)	No	$189,875	$92,443
15	**15.2**	PlayWorks Intervention (New 2025-26)	No	$36,342	$0
15	**15.3**	Additional Nursing Services (New 2025-26)	No	$126,734	$0
15	**15.4**	Instructional Aides (New 2025-26)	No	$171,216	$2,130
15	**15.5**	Teacher Release Time (New 2025-26)	No	$32,600	$0
15	**15.6**	Positive Behavior and Intervention Support (PBIS) Professional Learning (New 2025-26)	No	$22,939	$10,988
15	**15.7**	California Association for Bilingual Education (CABE) Professional Learning (New 2025-26)	No	$7,693	$0
15	**15.8**	Additional Clerk Hours (New 2025-26)	No	$50,000	$38,462
15	**15.9**	Yard Monitor (New 2025-26)	No	$73,496	$19,794
15	**15.10**	Field Trips and Reverse Field Trips (New 2025-26)	No	$20,627	$442

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
89403239	$319,883,201.00	$351,620,864.00	($31,737,663.00)	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	COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs	Yes	$3,714,403	$4,353,122		
1	1.2	COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling	Yes	$7,974,001	$8,655,996		
1	1.3	COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports	Yes	$310,515	$392,174		
1	1.4	COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling	Yes	$238,869	$248,514		
1	1.5	COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery	Yes	$2,243,812	$2,311,598		
1	1.7	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for	Yes	$366,071	$572,852		

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)
		International Baccalaureate (IB) Program					
1	**1.8**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways	Yes	$406,581	$386,392		
2	**2.3**	MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners (Modified 2025-26)	Yes	$135,881	$234,879		
2	**2.4**	MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners (Modified 2025-26)	Yes	$371,248.	$461,390		
2	**2.5**	MULTILINGUAL EDUCATION - Implement English Learner Master Plan (Modified 2025-26)	Yes	$180,249	$138,731		
2	**2.7**	SPECIAL EDUCATION - School Psychologists	Yes	$1,149,050	$2,536,144		
2	**2.9**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results	Yes	$5,201,584	$5,489,467		
2	**2.10**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making	Yes	$745,320	$745,329		
2	**2.11**	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff	Yes	$172,947	$172,947		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.12	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development (Modified 2025-26)	Yes	$1,317,144	$1,319,179		
2	2.13	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention	Yes	$730,249	$223,556		
2	2.14	HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum (Modified 2025-26)	Yes	$248,012,330	$277,241,981		
2	2.16	CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy (Modified 2025-26)	Yes	$2,220,910	$1,241,795		
2	2.19	CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services	Yes	$605,942	$1,051,892		
2	2.22	LCAP Office - Evaluation, Assessment, and Data Literacy Support (Modified 2025-26)	Yes	$1,667,076	$2,205,370		
3	3.1	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth	Yes	$462,146	$530,295		
3	3.2	STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services	Yes	$7,046,149	$7,952,512		
3	3.4	STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic	Yes	$14,437,831	$11,570,587		

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	3.11	ENROLLMENT CENTER - Centralized Enrollment Services (Modified 2025-26)	Yes	$3,054,866	$3,428,943		
3	3.12	ATTENDANCE - Attendance and Engagement Strategies	Yes	$313,580	$235,016		
3	3.14	STATE AND FEDERAL - Family and Community Empowerment (FACE)	Yes	$570,020	$1,969,582		
3	3.15	STATE AND FEDERAL - Parent Teacher Home Visits	Yes	$271,065	$178,732		
3	3.16	STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response	Yes	$653,120	$722,081		
3	3.18	SAFETY - Re-imagine School Safety (Modified 2025-26)	Yes	$3,661,349	$4,270,825		
3	3.19	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule (Modified 2025-26)	Yes	$6,575,108	$6,521,539		
3	3.21	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions	Yes	$4,865,583	$2,814,712		
3	3.23	CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices (Modified 2025-26)	Yes	$160,545	$167,192		
3	3.24	CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan	Yes	$47,657	$1,275,540		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
388764544	89403239	0	22.997%	$351,620,864.00	0.000%	90.446%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 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 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

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August 15, 2026

Ms. Tara Jeane, President
Sacramento City Unified School District Board of Education
5735 47th Avenue
Sacramento, CA 95824

Dear President Jeane:

In accordance with California Education Code (EC) Section 52070, our office has completed its initial review of the 2026–27 Local Control and Accountability Plan (LCAP) submitted by Sacramento City Unified School District (SCUSD).

Pursuant to EC § 52070(d), the County Superintendent shall approve an LCAP if it adheres to the State Board of Education (SBE) template, includes sufficient expenditures to implement planned actions, and complies with expenditure regulations for Supplemental and Concentration grant funding.

Our office requires formal written clarification and/or technical adjustments on the following items prior to plan approval:

Adherence to SBE LCAP Template & Requirements

- Equity Multiplier Focus Goals 4, 6, 14, 16, 20 & 21 must be revised to include updated goal descriptions and required metrics.
- Goal 3, Action 2 (Learning Recovery Emergency Block Grant): Please ensure funds are correctly designated in the Action Tables.
- Required Actions described in tables on pages 12-14 must be updated to reflect certain schools and student groups within indicators.

Alignment with Adopted Budget

- Please reconcile differences from Planned Expenditure Table and SACS Form 01 and LCFF Calculator in the LCFF Base Grant and percent to Increase or Improve services.
- With the 2026-27 year beginning with a negative fund balance, and the planned expenditures exceeding the LCFF and Local funds budgeted to be received, it appears the district is unlikely to be able to fund the actions as described in the LCAP.

Increased or Improved Services

- Specific Actions are not sufficiently justified to indicate the needs of unduplicated students and also do not sufficiently describe how the action(s) are principally directed toward meeting the goals of unduplicated pupils. Please expand the narratives.

The table enclosed outlines in more detail the clarifications highlighted by our LCAP Review team.

Next Steps and Statutory Timeline per EC § 52070(b) - (d)

The District Governing Board must respond in writing to this clarification letter within 15 days of receipt. We ask that you agendize the LCAP revisions and resubmit the updated LCAP for Board adoption at a regularly scheduled meeting no later than September 30, 2026.

Our Fiscal Services and Planning and Improvement teams are available to provide technical assistance to support staff in addressing these items.

Please let me know if you have any questions.

Sincerely,

David W. Gordon
Sacramento County Superintendent of Schools

DWG/NS/cm

cc: Dr. Cancy McArn, Superintendent, SCUSD
Gerardo Castillo, Chief Business Officer, SCUSD
Dr. Nancy Herota, Deputy Superintendent, SCOE
Nicolas Schweizer, Associate Superintendent, SCOE
Dr. Amber Jacobo, Executive Director, SCOE

Enclosure

Sacramento City Unified LCAP Clarification Table
Link to LCAP Board-Adopted June 18, 2026
Link to LCAP Review Matrix emailed to E. Findley July 14, 2026

Please find a list of items requiring clarification below:

Pages	Section / Item Description	Clarification Needed
89, 102, 165, 185, 202, 206	Goals and Actions: Equity Multiplier Focus Goals 4, 6, 14, 16, 20 & 21	In the description of the goal, please include student groups that received the lowest performance level in Science. Please include a metric that reflects the student groups that received the lowest performance level in Science.
12-16	Goals and Actions: Required Actions Table Corrections to the Table identifying Student Groups receiving the Lowest Performance Level on the 2023 Dashboard	Chronic Absenteeism: • Please add Capital City Students with Disabilities, Two or More Races, and White Suspension: • Please add Abraham Lincoln Pacific Islanders and Students with Disabilities • Please add Leataata Floyd Socioeconomically Disadvantaged • Please add Martin Luther King K-8 Socioeconomically Disadvantaged • Please remove Martin Luther King K-8 Students with Disabilities
217 - 228	Increased or Improved Services: Identified Need	Please revise the Identified Need for these actions to be included as an increase or improvement that addresses the needs of unduplicated students: Action 1.7 International Baccalaureate: needs should relate to the identified schools Action 2.15 - Employee Pipelines: The need is to recruit more fully credentialed teachers. Is this need more acute in schools with more unduplicated students? Action 3.19 - Review need: is it to improve recruitment and retention or address socio-emotional outcome differences? Action 3.22 - Facilities Maintenance: are unduplicated students disproportionately affected by sites with lower facilities ratings?

Pages	Section / Item Description	Clarification Needed
219 - 228	Increased or Improved Services: How the Action(s) Address Needs	Please consider strengthening the explanation of how these actions are designed to address the unique needs of unduplicated students: Actions 2.10 and 2.13 - Both discuss intervention. 2.10 is the data based decision making and 2.13 is an action. Who is providing the intervention? How are the UPP prioritized? Action 2.19 - The narrative has a sentence fragment (grades 2 - ? at the end). If the COGAT is a universal screening, how are the needs of UPP prioritized? Actions 3.2, 3.4, 3.11 - Expand narrative to include how UPP prioritized by these services. Actions 3.14 - Parent education - which parents are prioritized with the workshops and meetings? Actions 3.16 and 3.18 - Which students or schools are prioritized for anti-bullying programs and safety? Action 3.22 - Does not describe how action will address needs of unduplicated students Actions 2.9 and 3.21 - How is the district ensuring that the SPSA-related actions are selected in accordance with LCAP requirements?
230 - 232	Increased or Improved Services / Limited Actions How the Action(s) Address Needs	Please consider strengthening the explanation of how these actions are designed to address the unique needs of the unduplicated students being served: Action 2.3 - Action is about training for parents, but description of how it addresses needs speaks about ELD training specialists Actions 2.4, 2.5, & 2.12 - Descriptions do not address "How action is designed to address need." Action 2.12 – How is the district ensuring that the SPSA-related actions are selected in accordance with LCAP requirements?

Pages	Section / Item Description	Clarification Needed
235	Total Planned Expenditures Table (Heading)	Differences from Planned Expenditure Table and SACS Form 01 and LCFF Calculator in LCFF Base Grant, % to Increase or Improve services **Total Projected LCFF Base Grant** shows 404,210,077, FCMAT LCFF Calculator shows 404,318,413. **Projected Percentage** shows 22.857%, Calculator shows 21.05%. **Total LCFF Funds** in actions exceed budget. Planned Expenditures show 506,517,317 and SACS Form 01 LCFF shows 496,600,640. **Total Local Funds** in actions exceed budget. Planned expenditures show 26,764,751 and SACS Form 01 Local Revenues show 13,387,417.
79, 239, 258	Learning Recovery Emergency Block Grant (LREBG) Action Total Planned Expenditures Table Contributing Actions Table	Action 3.2 LREBG Action needs to be updated so that LREBG $ are reported in Other state funds, remaining can come from LCFF. If all $ are from LREBG funds, then action must be marked NO for Contributing. LCFF amount of $10,599,858 likely includes LREBG of $7.95M, and would decrease the total spent toward Contributing Actions by that amount.
N/A	Sufficient Expenditures in Budget to Implement LCAP	Concerns about the ability to implement the LCAP as presented. With the 2026-27 year beginning with a negative fund balance, and the planned expenditures exceeding the LCFF and Local funds budgeted to be received in the 2026-27 year, unlikely to be able to fund the actions as described in the LCAP.