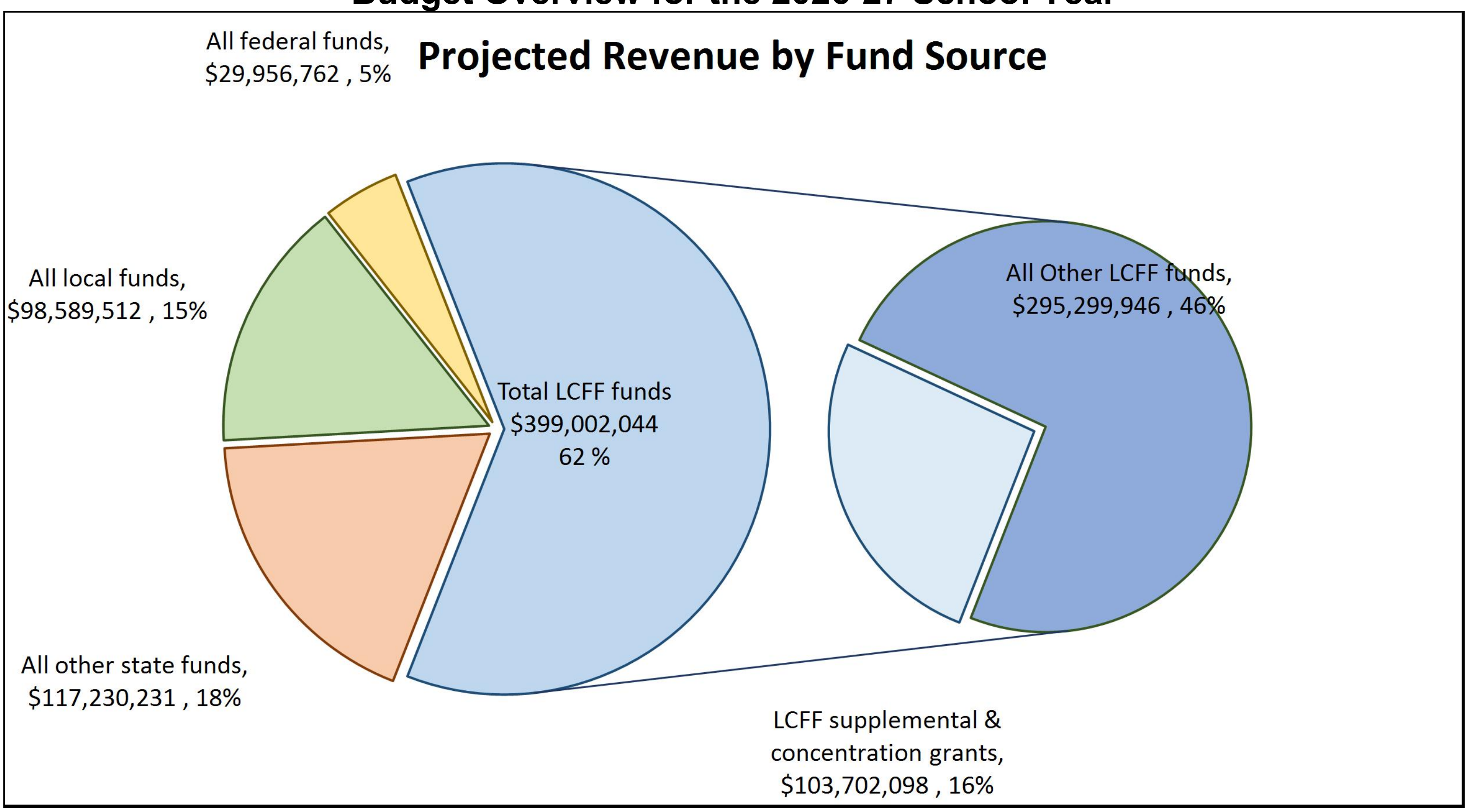
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Twin Rivers Unified School District
CDS Code: 34765050000000
School Year: 2026-27
LEA contact information:
Steven Martinez
Superintendent

(916) 566-1744

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

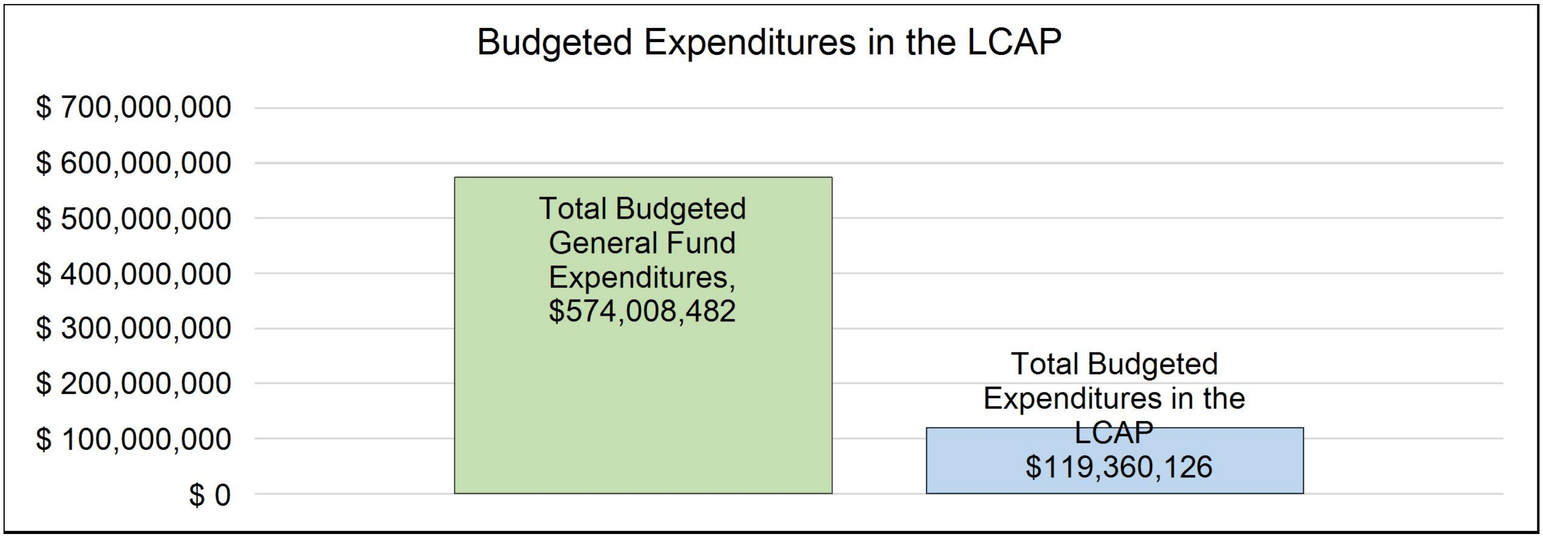


This chart shows the total general purpose revenue Twin Rivers Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Twin Rivers Unified School District is $644,778,549, of which $399,002,044 is Local Control Funding Formula (LCFF), $117,230,231 is other state funds, $9,8589,512 is local funds, and $29,956,762 is federal funds. Of the $399,002,044 in LCFF Funds, $103,702,098 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 Twin Rivers 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: Twin Rivers Unified School District plans to spend $574,008,482 for the 2026-27 school year. Of that amount, $119,360,126 is tied to actions/services in the LCAP and $454,648,356 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

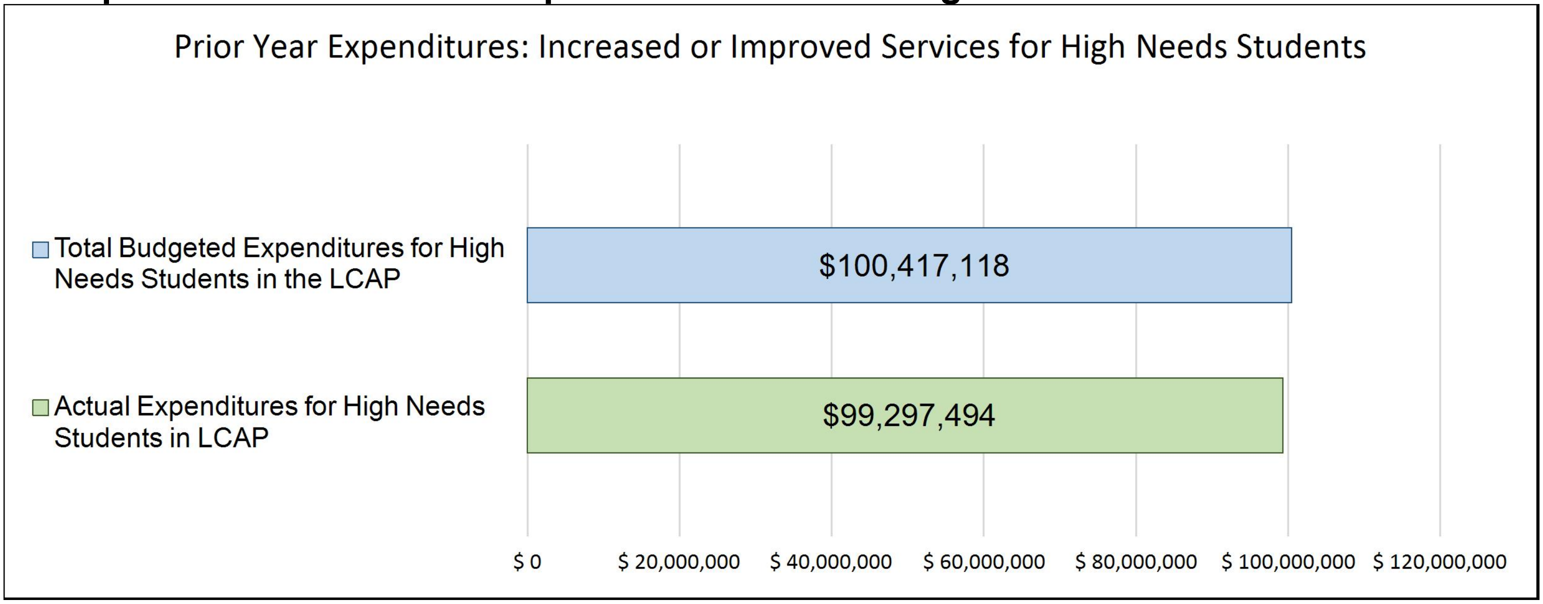
- Special Education
- Transportation
- Maintenance & Repairs
- Utilities & Insurance
- Instructional Materials
- Categorical programs
- Base staffing of certificated and classified salaries and benefits

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

In 2026-27, Twin Rivers Unified School District is projecting it will receive $103,702,098 based on the enrollment of foster youth, English learner, and low-income students. Twin Rivers Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Twin Rivers Unified School District plans to spend $103,702,098 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 Twin Rivers 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 Twin Rivers 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, Twin Rivers Unified School District's LCAP budgeted $100,417,118 for planned actions to increase or improve services for high needs students. Twin Rivers Unified School District actually spent $99,297,494 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,119,624 had the following impact on Twin Rivers Unified School District’s ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures did not substantially impact TRUSD’s ability to increase or improve services for high needs students. Although a decline in ADA resulted in a corresponding reduction in supplemental and concentration funding, the funding decrease was distributed across multiple actions. The largest reduction occurred within the small schools’ action. Overall, these adjustments did not impede the implementation of planned actions or the district’s ability to provide increased/improved services to high needs students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Twin Rivers Unified School District	Steven Martinez Superintendent	steve.martinez@trusd.net (916) 566-1744

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.

Twin Rivers Unified School District has an unwavering commitment to every student's journey to ensure all students graduate college and career ready. Today we are the 27th largest public school system in California serving Pre-kindergarten through 12th grade and adult education. We serve over 24,000 students in northern Sacramento County who come from families that speak 47 different languages. We are proud to include, among our 3,000 employees, the 2011 California Teacher of the Year, 2001, 2020 & 2021 Sacramento County Teacher of the Year, the 2010, 2020, 2021, & 2024 California Classified School Employee of the Year and the 2001, 2020 & 2021 Sacramento County Classified Employee of the Year 2026.

Twin Rivers serves an 82 square mile area covering the communities of Arden Fair, Del Paso Heights, Dos Rios, Elverta, Foothill Farms, Gardenland, McClellan Park, Natomas, Northgate, North Highlands, North Sacramento, Robla, Rio Linda and Woodlake.

Mission: To inspire each student to extraordinary achievement every day.
Vision: An unwavering focus on powerful and engaging learning that prepares students for college, career, and life success. English Learners:

- 30.6% English Learners
- 54 languages spoken

Student Demographics:

- 45.6% Hispanic/Latino

- 15.3% Caucasian
- 11.6% African American
- 15.2% Asian
- 1% Filipino
- 6.2% Two or more races
- 1.7% Pacific Islander
- 0.4% Native American
- 1.7% Not reported

Schools:

- 27 Elementary Schools
- 5 Junior High Schools
- 4 Senior High Schools
- 3 Charter schools operating on 7 sites
- 2 Continuation High Schools
- 1 Special Education School
- 1 Independent Study K-12 School
- 1 Adult Education Program
- 18 Preschool sites

Points of Pride:

- Graduation rate is 92.2% compared to the state average of 87.8% and Sacramento County's average of 86.5%
- 2022 California Pivotal Practice Award
- 2022–23 Exemplary Dual Enrollment School Rio Linda High School
- 2022 California School Boards Association Golden Bell Award for Multi-Tiered Systems of Support (MTSS)
- 2017 California School Boards Association Golden Bell Award for Project Find 'Em
- 2022 Family, Career, and Community Leaders of America Master Advisor Award
- 2026, 28 students earned their Associate degree and their high school diploma at the same time through the district's Dual Enrollment program with American River College (ARC)
- Eight Gold Ribbon schools
- Two Distinguished schools (2020, 2021)
- Largest deployment of electric school buses in the country (69)
- Championship boys and girls athletics programs
- 34 Career Technical Education (CTE) programs (grades 7-12)
- Five California Partnership Academies
- 9,500+ district wide student field trips (grades 3--6)
- 184 students earned the State Seal of Biliteracy in 2024-25
- 1185 students have earned the State Seal of Biliteracy since 2014/15

- 2,000 participated in the Festival of the Arts
- 2016 California Model Continuation High School—Pacific Career and Technology High
- 29 schools received 2015 Healthier US School Challenge Awards
- Two schools received State Civic Learning Award of Merit—CCAA, Rio Linda Prep
- 24 Del Scholars since 2008
- College Board’s Gaston Caperon Opportunity Honor Roll 2015
- Meritorious Budget Award for Excellence for the 15th consecutive year (ASBOI)
- 2013 National Community Schools Award for Excellence Winner—Harmon Johnson
- Three California Teachers of the Year (2011, 2003, 1998)
- 2010 ,2020, 2021, 2024 California Classified Employee of the Year
- Two Kennedy Center for Performing Arts Partnerships
- Award winning Criminal Justice Academy
- College readiness program AVID (Advancement Via Individual Determination)
- Model School Attendance Review Board (SARB)
- All sites include expanded learning programs that served over 14,000 students in 2025-26
- Comprehensive Summer Programs and Intercession Programs for Students
- 1:1 Student to device ratio
- 63 National Board Certified Educators

Equity Multiplier Schools:

- Northwood Elementary
- Woodlake Elementary
- Woodridge Elementary
- Babcock Elementary
- Hagginwood Elementary
- Sierra View Elementary
- Fairbanks Elementary
- Oakdale TK-8
- Kohler TK-8
- Rio Linda Preparatory Academy
- Martin Luther King Technology Academy
- Keema School for Independent Study
- Pacific Career & Technology High School
- Vista Nueva Career and Technology High

LEARNING RECOVERY EMERGENCY BLOCK GRANT: Twin Rivers has unexpended funding from the Learning Recovery Emergency Block Grant. The LCAP Actions, associated allowable use of funding, and needs assessment alignment are listed below:

Needs Assessment: Improve outcomes in literacy and math foundations

LREGB Allowable use: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports.

Action 1.1: Providing professional development aligned with desired outcomes for student achievement--Measured by Metric 1.1 CAASPP, Metric 1.5 Benchmark Data, and Metric 1.6 CAASPP DFS
Action 1.5: Providing monitoring tools to analyze and act on local data--Measured by Metric 1.1 CAASPP, Metric 1.5 Benchmark Data, and Metric 1.6 CAASPP DFS
Action 1.11: Providing improved resources for literacy and math instruction and ongoing professional development--Measured by Metric 1.1 CAASPP, Metric 1.5 Benchmark Data, and Metric 1.6 CAASPP DFS
Action 1.16: Providing technical support for student instructional technology--Measured by Metric 1.1 CAASPP, Metric 1.5 Benchmark Data, and Metric 1.6 CAASPP DFS
Action 1.21: Recruiting high quality staff to provide instruction and support to students--Measured by Metric 1.3: Teacher Misassignment
Actions 6.4: Additional RSP teachers to support students with IEPs accelerate learning--Measured by Metric 6.1 Students With Disabilities (SWD) CAASPP, 6.2 District Benchmarks, and Students With Disabilities (SWD)
CAASPP Distance from Standard

Need Assessment: Provide opportunities for students to engage in college and career readiness--more early access to college and resources to prepare students.

LREGB Allowable Use: Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.
Action 2.3: Providing access to college admissions officers, visits to college, informational fairs, and partnerships with college and career readiness organizations for student outreach--Measured by Metric 2.7 AA Completion,
Metric 2.4 A-G Completion Rates
Action 2.4: Providing mentors for students to gain college eligibility and to provide support through application and college matriculation processes--Measured by Metric 2.2 Graduation Rate, Metric 2.4 A-G Completion Rate

Need Assessment: Additional health staff needed for student services and referrals

LREGB Allowable Use: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

Action 3.2 Central Counselor
Action 3.16: Providing additional nursing staff--Measured by Metric 3.4 Attendance rate

Reflections: Annual Performance

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

Twin Rivers Unified School District (TRUSD) 2025 Dashboard indicates the following:

English Language Arts (ELA): Medium Performance (Yellow) Mathematics: Medium Performance (Yellow)
Graduation Rate: High Performance (Green)
College & Career Readiness: Medium Performance (Yellow) Chronic Absenteeism: Low Performance (Orange)
Suspension Rate: Low Performance (Orange) English Learner Progress: Low Performance (Orange)

Twin Rivers Unified School District continues to make progress in preparing all students for college and career success, as evidenced by a strong graduation rate and gains in English Language Arts and Mathematics. Key improvement efforts—such as Multi-Tiered System of Support (MTSS) across all schools, including high schools, and job-embedded professional development—have played a significant role in this growth.

Anticipated improvement in the College and Career Readiness indicator is addressed in Goal 2, which outlines targeted actions including the expansion of dual-credit course offerings, increased access to Career Technical Education (CTE) pathways, and an ongoing emphasis on A–G course completion.

Areas identified for continued growth include the suspension rate and English Learner progress. These are being directly addressed through strategies outlined in the Equity Multiplier goals, with specific initiatives designed to positively influence both metrics. The district will monitor these efforts through a continuous improvement cycle, refining or scaling strategies based on results and impact.

For 2026-27, investment in Tier 1 through Goal 11 will move successful centralized services to sites to enhance continuity of progress on goals.

A list of Twin Rivers Schools and students groups that were identified in the CA School Dashboard as "Red" or lowest performing in any area are included in the attached LCAP Appendix A at the bottom of the LCAP document. Schools and groups are indicated with a Red Box in any area of low performance. Additionally, the LCAP Actions that address these performance area for student groups are listed.

Reflections: Technical Assistance

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

*TRUSD has been identified for Differentiated Assistance support and worked with Sacramento County Office of Education due to the Red status in priority areas on the California State Dashboard. These are the indicators that fell in the low or very low status for these groups since 2022 eligibility:

2022
Priority 4 Academics, Priority 5 Chronic Absenteeism & Priority 6 Suspension Rate:
All Students: ELA Low - 56.8/ Math Low - 91.4, Chronic Absenteeism Very High 48.9%, Suspension Rate High 7.5% African American: ELA - 81.8 /Math - 124, Chronic Absenteeism Very High 59.4%, Suspension Rate High 17.1% American Indian: ELA - 81.9 /Math - 128.5, Chronic Absenteeism Very High 55.4%, Suspension Rate High 9.3% English Learners: ELA - 75.1 /Math - 102.2 , Chronic Absenteeism Very High 39.5%, Suspension Rate NA
Foster Youth: ELA - 124.7 /Math - 159.7 , Chronic Absenteeism Very High 44.7%, Suspension Rate High 18.7% Homeless: ELA - 77.1 /Math - 103.4 , Chronic Absenteeism Very High 59.2%, Suspension Rate High 9.1% Pacific Islander: ELA NA /Math NA , Chronic Absenteeism Very High 51.3%, Suspension Rate High 9.0%
Students with Disabilities: ELA - 120.5 /Math - 147.3, Chronic Absenteeism Very High 56.4%, Suspension Rate High 10.6%

2023
Priority 4 Academics (Improved), Priority 5 Chronic Absenteeism (Improved) & Priority 6 Suspension Rate (Declined) :

All Students: ELA Medium - 53.2 (Improved) / Math Medium - 86.7 50.9%, Chronic Absenteeism Medium 35.8% (Improved), Suspension Rate Very High 8.4% (Declined)
African American: ELA -76.1 (Improved)/Math - 124, Chronic Absenteeism Medium 50.9% (Improved), Suspension Rate Very High 18.4% (Declined)
American Indian: ELA -104.5 (Declined) /Math - 128.5, Chronic Absenteeism High 43.2% (Improved), Suspension Rate Very High 10.9% (Declined)
English Learners: ELA - 80.2 (Declined) /Math - 102.2 , Chronic Absenteeism Medium 26.1% (Improved), Suspension Rate NA
Foster Youth: ELA - 75.5 (Improved) /Math - 159.7 , Chronic Absenteeism High 42.4%% (Improved), Suspension Rate Very High 19.3% (Declined)
Homeless: ELA - 73.5 (Improved) /Math - 103.4 , Chronic Absenteeism Medium 45.9% (Improved), Suspension Rate Very High 11% (Declined)
Pacific Islander: ELA NA /Math NA , Chronic Absenteeism Very High 51.3% 50.9% (Improved), Suspension Rate Medium 6.9%
Students with Disabilities: ELA - 120.1 (Maintained) /Math - 147.3, Chronic Absenteeism Medium 44.1% (Improved) , Suspension Rate Very High 12.4% (Declined)

2024 Eligibility for technical assistance based on the performance levels for LTELs: Academics & Chronic Absenteeism & Students with Disabilities: Academics and College/Career Indicator.
Dashboard Metrics:

LTEL:
ELA: Red, 81 points below standard--Math: Orange, 75.3 points below standard-
Chronic Absenteeism: Red, 29.2% Chronically Absent

Students with Disabilities:

ELA: Red, 117.8 points below standard--Math: Red, 146.1 points below standard-
College and Career Indicator: Red, 8% Prepared

In the most recent year of differentiated assistance from 2024-2025, Twin Rivers focused on improving outcomes for Long Term English Learners.

Following the public release of the California School Dashboard on November 21, 2024, Twin Rivers Unified School District was identified for Differentiated Assistance (DA) by the Sacramento County Office of Education (SCOE) due to low performance in Academics and Chronic Absenteeism among Long Term English Learners (LTELs). As a result, the district joined the LTEL DA Network, a collaborative initiative focused on improving outcomes for LTEL students through continuous improvement practices.

A district team of four participated in four network sessions from January to May 2025. These meetings included data analysis of LTEL performance on the California Dashboard, root cause exploration, and the use of improvement tools such as empathy interviews and process mapping. Between sessions, the team debriefed internally and consulted with SCOE staff to advance the work.
Through the network, the team identified a key problem area and developed an aim statement and theory of improvement. Twin Rivers' plan moving forward is: By June 2026, two elementary schools will reduce the number of LTEL students performing below grade level in the ELPAC Reading domain by piloting Summit K12 in 6th grade. The team will continue this work when the LTEL DA Network reconvenes in Fall 2025

2025–26 LTEL Differentiated Assistance Implementation Summary
During the 2025–26 school year, Twin Rivers USD participated in its second year of Long-Term English Learner (LTEL) Differentiated Assistance through the Sacramento County Office of Education (SCOE) LTEL Improvement Network. The district team included Jisel Villegas, Rosina Kirkland, Florina Davila, and Angela Lemenager from the English Learner Services Department.
The LTEL Improvement Network met four times throughout the year, supported by ongoing monthly team meetings, weekly huddles, sponsor check-ins, and coaching sessions to monitor progress and refine improvement efforts using the Plan-Do-Study-Act (PDSA) continuous improvement model.
Building on the 2024–25 change idea focused on individualized goal-setting meetings with 8th-grade LTEL students to increase reclassification, the district analyzed implementation data and refined its improvement strategy. Following review of intervention results and student data, the team shifted its PDSA focus to strengthening reading instruction through Summit K12. Teachers, Student Support Teachers (SSTs), Academic Intervention Support Specialists (AISBs), and English Learner Coaches collaborated to explicitly teach targeted reading skills using model lessons, independent practice, and embedded formative assessments. Eight English Learner Coaches each implemented the improvement cycle in one classroom across the elementary schools they served, monitoring student engagement, usage, and quiz performance to guide instructional adjustments.
The district also implemented targeted reading interventions through Instructional Support Teachers (ISTs) during November and December 2025. Student outcome data indicated that 81% of participating students demonstrated growth on i-Ready Reading Progress measures.
Participation in the SCOE LTEL Improvement Network provided opportunities to share implementation results, learn from other local educational agencies, and strengthen district systems for LTEL prevention and reclassification through collaborative planning and continuous improvement.

As a result of these coordinated efforts, Twin Rivers USD demonstrated improved outcomes for Long-Term English Learners. On the California Dashboard, the district's LTEL Progress Indicator increased to 43.8% of LTEL students making progress, representing a 2.2 percentage point increase. This improvement enabled the district to exit LTEL Differentiated Assistance at the conclusion of the two-year support cycle.

Goal 1, Action 10 in the LCAP is directly addressing the needs of LTEL students in Twin Rivers. In addition, other initiatives are being funded with resources outside of the LCAP.

For the 2025-26 School Year, Twin Rivers was identified for Direct Technical Assistance based on the following:

American Indian/Alaskan Native for Pupil Achievement in 2022, 2023 and 2025
*ELA 2025: 93.5 points below Standard; 2023: 104.5 points below standard; 2022: 81.9 points below standard
*Math 2025: 118.7 points below standard; 2023: 103.1 points below standard; 2022: 128.5 points below standard

Students Experiencing Homelessness for Pupil Achievement and School Climate in 2022, 2023, and 2025
*ELA 2025: 69.1 points below standard; 2023: 73.5 points below standard; 2022: 77.1 points below standard
*Math 2025: 103.8 points below standard; 2023: 103.1 points below standard; 2022: 103.4 points below standard
*Suspension Rate 2025: 10.9% suspended at least one day; 2023: 11% suspended at least one day; 2022: 9.1% suspended at least one day

Students with Disabilities for Pupil Achievement in 2022, 2023 and 2024.
*ELA 2024: 117.8 points below standard; 2023: 120.1 points below standard; 2022: 120.5 points below standard
*Math 2024: 146.1 points below standard; 2023: 145.8 points below standard; 2022: 147.3 points below standard

Twin Rivers leadership team had an initial review meeting with CCEE and SCOE in order to review the data, the systems we have put into place, and analyze and gaps we may have in addressing the needs of all students with attention to monitoring the subgroups listed. We identified that the groups were small and not concentrated in any area of our district, so our approach will be to enhance current systems and work see if there are barriers to achievement in the 2026-27 school year.
In addition, through the CDE's Compliance and Improvement Monitoring (CIM) process, Twin Rivers developed a Plan for Improvement to address disproportionate discipline outcomes for students with disabilities. District data identified two root causes—inconsistent school climate and culture, and uneven implementation of tiered behavior supports across sites—with behavior supports too often dependent on individual staff rather than consistent district-wide systems. Guided by a Theory of Action, the district set a goal of reducing the suspension rate for students with disabilities from 11.6% to 7.7% by December 2027 while increasing equitable access to general education settings.
To reach this goal, the district is pursuing three high-leverage strategies: standardizing a collaborative reentry process following major behavior incidents that includes special education case managers; improving cross-site consistency by clarifying data use, standardizing general and special education communication, and establishing a multidisciplinary team to monitor suspension data; and expanding evidence-based SEL practices and community-building routines such as K–8 morning circles. Progress will be monitored through Aeries documentation, administrator walkthroughs, PLC reflection, and the MTSS-C Restorative Practices self-assessment.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Teachers, principals, administrators, other school personnel, parents, and students.	Community Budget and LCAP Input Meetings: 10/16/25, 11/13/25, 1/15/26, 2/12/26, 4/16/26
Parents, administrators, teachers and community members	District English Learner Advisory Committee: 10/30/25, 11/21/25, 2/5/26, 4/5/26, 5/7/26
Bargaining Units	Twin Rivers Unified Educators (TRUE): Meeting on 5/15/26 (CSEA): Meetings on 5/11/26
Administrators	Instructional Leadership Team: 12/10/25 and 1/28/26
Students	Superintendent's Student Advisory Group: 1/18/26
Parents	Superintendent's Parent Advisory Group: 9/19/25, 1/23/26
Community Based Organizations	Partner PLC Meetings: 1/21/26
Teachers, principals, administrators, other school personnel, parents, and students.	District Wide Input Surveys: 8/20/25, 8/25/25, 11/3/25, 2/3/26
SELPA	SELPA Community Advisory Committee: 1/21/26
Equity Multiplier	Equity Multiplier funds and actions were reviewed by DELAC on 2/5/2026, Community input sessions on 2/01/2026 and 2/12/2026, Site Input survey 1/6/2026-6/1/2026, Instructional Leadership Team 1/28/2026, School Site Council and ELAC input collected at sites.

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

Participation in educational partner feedback included the following:

6364 individuals participated

12,723 individual thoughts shared
59,855 thoughts rated by participants

Of these participants:
38.01 % Parents/Guardians
32.42 % Staff
23.16 % Students
0.90 % Community Members
5.52 % Other

This year, we had an increase in participation. For our engagement and input, we included a monthly community meeting that was a collaboration of Special Projects and Budget Services. Participants were provided updates on budget and LCAP initiatives and an opportunity to provide input and discussion. We utilized a combination of open ended survey questions with targeted surveys based on results and data from our school sites and community at large. The data reflects a wide range of input from students (elementary through high school), parents/guardians, community members, and district staff. Common topics include:

*Requests for smaller class sizes and additional support staff (including paraeducators and behavior specialists). (Addressed in Goal 1)
*Cell phone use guidelines, with diverging perspectives on whether phones are helpful as learning tools or simply distractions. (Not addressed in LCAP, but cell phone policy developed)
*The need for stronger academic interventions, notably in reading, math, and English language development (ELD). (Addressed in goal 1)
*Enthusiasm (and some frustration) around after-school programs, sports, clubs, and community engagement activities. (Addressed in Goal 3)
*Concerns about student mental health, restroom cleanliness, school safety, and consistent communication between home and school. (Addressed in Goal 5 and in other funding plans outside of LCAP)
*Appreciation for programs that address social-emotional needs, provide enrichment opportunities, and offer tutoring or weekend academies. (Addressed in Goal 2 and 3)
*Increased salary and benefits for staff. (Addressed in Goal 11)

Across the feedback, there is a sense that many stakeholders care deeply about student success but express challenges around staffing, resources, and communication.

Areas That Are Doing Well:

After-School and Enrichment Programs

Several respondents praise the existence of after-school clubs, sports, and expanded learning opportunities. One remarked:
“After school program … gives students a safe place to hang out and gives homework support.”

Enrichment activities (e.g., drama, visual arts, sports teams) are credited with increasing motivation and improving social skills.
Support for English Learners (When Available)

In schools where bilingual paraeducators or strong ELD programs exist, parents and staff note that students benefit from the extra attention. One comment highlighted:
“Me gusta el apoyo que le dan a los estudiantes del idioma Inglés … Para poder comprender todas las indicaciones y enseñanzas de los maestros.”

When fully staffed, these programs help accelerate reading fluency and build confidence.
Community Building and Welcoming Environment

Several families express that staff—especially counselors and certain teachers—make them feel supported and heard. A parent shared:
“I was a bit scared … but I communicated that to her teacher, and she reassured me. It’s important to set my child up for success … I found that very reassuring.”

New or Improved Facilities in Some Areas

Where site upgrades (like modernized classrooms, fresh paint, or secure fencing) have occurred, families appreciate the district’s commitment. Some mention improved “curb appeal” after construction and landscaping efforts.
Focus on College and Career Pathways

High school families mention appreciating dual-enrollment classes and career-themed academies. One high school student stated they liked:
“Looking forward to her dual enrollment ARC classes … preparing her for attending university directly after high school.”

Potential Areas for Concern:

Large Class Sizes and Staffing

Many respondents call for smaller class sizes and more consistent adult support:
“Smaller class sizes is a must for elementary. 32 students in a classroom is too many!!!!”

Teachers and paraprofessionals cite high stress and difficulty providing individualized attention in crowded rooms.
Inconsistent or Insufficient Cell Phone Policies

Opinions on cell phone usage vary widely—from complete bans to permissive “anytime” policies. Examples include:

- Student perspective:

“Phones are NOT the problem… if learning isn’t interesting, students turn to their phones.”

- Staff/Parent perspective:

“Unified district-wide cell phone policy … My failure rate dropped 19% by using a cell caddy.”

The lack of a district-wide, clearly communicated policy creates confusion and frustration for students, teachers, and families.
English Learner & Special Education Support Gaps

While some mention positive EL supports, others report that “many newcomers are placed in mainstream classes without adequate English instruction or assistance.”
Families of students with special needs highlight the need for full-time paraeducators, additional Resource Specialists, and more robust behavior support teams so that “students do not fall further behind.”
Mental Health and Behavioral Challenges

Multiple parents and staff call for stronger focus on social-emotional learning, trauma-informed practices, and mental health services. One participant stated:
“Therapy… Because mental health [support is crucial].”

Behavior challenges, bullying, and limited counselor availability are frequent concerns.
Facilities and Basic Amenities

Some families mention restrooms “too dirty to use” or a lack of crossing guards and safe parking. Others note outdated technology or broken air-conditioning in older buildings.
Concern about building infrastructure (e.g., “moldy or musty smells, peeling paint”) appears in staff feedback as well.
Communication and Consistency Issues

Late or unclear communication about events, schedules, or extracurricular openings frustrates parents, particularly working families.
Some feel “parents are told last-minute about changes,” preventing them from volunteering or planning effectively.

Parents / Guardians
Top Themes

- Clear, timely communication—single platforms, early notice of events, and multilingual outreach.
- Academic support: tutoring, small-group interventions, summer school, and homework help to keep students on track.
- Student safety: secure campuses, traffic control, bullying prevention, and mental-health resources.
- Enrichment and equity: arts, music, sports, field trips, before/after-school care, and programs for gifted or special-needs students.
- Reasonable class sizes and qualified teachers who model respect, avoid excessive screen time, and engage families as partners.

Certificated Staff
Top Themes

- Increased salary and benefits to attract and retain teachers.
- New-teacher mentoring to implement curriculum well and curb burnout.
- Reduced class sizes and additional interventionists so teachers can differentiate and close learning gaps.
- Robust behavior/mental-health teams—psychologists, counselors, BCBAs—to support challenging behaviors and SEL needs.
- Adequate prep time, salaries, benefits, and classroom supplies so educators feel valued and prepared.

- Targeted supports for English Learners and early literacy (SIPPS, designated ELD) to boost proficiency and reclassification rates.

Classified Staff
Top Themes
- Smaller class sizes and additional paraprofessionals so students get more individualized attention.
- More ?behavior supports and consistent PBIS systems to keep classrooms calm and safe.
- Mental-health services (counselors, psychologists, wellness coaches) to help students regulate emotions and attend school regularly.
- Better training and professional growth opportunities for staff—especially around safety, first aid, and supporting English Learners.
- Up-to-date facilities, clean campuses, and reliable transportation that protect student and staff well-being.

Administrators
Top Themes
- District-wide mental-health and SEL supports, including wellness coaches and counselors at every site.
- Targeted ELD, MTSS, and reading/math interventions to close achievement gaps for ELs, foster youth, and students with disabilities.
- Instructional coaches and structured professional development so new adoptions (ELA, math) translate into daily practice.
- Attendance, safety, and behavior systems—data dashboards, campus supervisors, and consistent PBIS—to reduce suspensions and chronic absenteeism.
- Facilities upgrades and technology infrastructure to ensure clean, safe, modern learning environments.

Students
Top Themes
- Improved campus basics: cleaner bathrooms, better cafeteria food, reliable air-conditioning, and well-maintained classrooms.
- More engaging classes—hands-on projects, field trips, CTE, art, and music—to make learning feel relevant.
- Expanded extracurriculars: sports, clubs, leadership, FFA/AVID, and after-school programs that build community.
- A stronger anti-bullying culture and fair discipline so everyone feels safe.
- Access to academic help (tutoring, study labs) and consistent, caring teachers rather than frequent substitutes.

Equity Multiplier:
Both staff and parent groups emphasized a need for intervention. Having on-site intervention teachers to work with students to achieve grade level proficiency was the greatest need. Additional needs included were in student engagement, with an emphasis on restorative practices and support for students behaviors. There was an emphasis in supporting newcomers and beginning level English Learners to improve access to curriculum.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase Academic Achievement and Decrease Disproportionalities	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Improved standardized test results, ELPAC results for English Learners, and standardized assessments for all students are essential to measure progress toward goals. There are disparities between subgroups, not only in performance on standardized tests, but also in academically rigorous pathways, as measured by enrollment in courses like AP, dual enrollment, and in A-G completion rates. These disparities are representative of the academic achievement gap. In addition, significant disproportionalities exist between student subgroups in both academic and behavior data. Many of our actions and services are specifically targeted to student groups showing greater need. Among these are our African American students, as well as homeless and foster youth. Williams instructional materials reports measure access to curricular materials.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP	2023: At or Above" the Meets Performance Level ELA: 31.98% Math: 22.31%	2024: "At or Above" the Meets Performance Level ELA: 33.4% Math: 23.53%	2025: "At or Above" the Meets Performance Level ELA: 36.86% Math: 26.10%	2027: "At or Above" the Meets Performance Level ELA: 50% Math: 50% 2027: Revised Goal "At or Above" the Meets	"At or Above" the Meets Performance Level ELA:+4.88% Math: +3.79%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Performance Level ELA: 40% Math: 30%	
1.2	CAST	2024: Met or Exceeded Standard for Science 16.27%	2024: Met or Exceeded Standard for Science 16.27	2025: Met or Exceeded Standard for Science 16.58%	Met or Exceeded Standard for Science 26.27%	+.31%
1.3	Teacher mis-assignment rate	2022 Mis-assignments of Teachers of English Learners Elementary: 0% Secondary: <1% (3 total) Total Teacher Mis-assignments Elementary: 0% Secondary Math: 0% Secondary ELA: 0% Secondary Science: 0%	2023 Mis-assignments of Teachers of English Learners Elementary: <1% Secondary: <1% Total Teacher Mis-assignments Elementary: <1% Secondary Math: <1% Secondary ELA: <1% Secondary Science: <1% 2024 Mis-assignments of Teachers of English Learners Elementary: <1% Secondary: <1% Total Teacher Mis-assignments Elementary: <1% Secondary Math: <1% Secondary ELA:	2025 Mis-assignments of Teachers of English Learners Elementary: <1% Secondary: <1% Total Teacher Mis-assignments Elementary: <1% Secondary Math: <1% Secondary ELA: <1% Secondary Science: <1%	Mis-assignments of Teachers of English Learners Elementary: <1% Secondary: <1% Total Teacher Mis-assignments Elementary: <1% Secondary Math: <1% Secondary ELA: <1% Secondary Science: <1%	Mis-assignments of Teachers of English Learners Elementary: +<1% Secondary: 0 Total Teacher Mis-assignments Elementary: +<1% Secondary Math: +<1% Secondary ELA: +<1% Secondary Science: +<1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<1% Secondary Science: <1%			
1.4	Williams' instructional materials reports	2024: 100%	2025: 100%	2026: 100%	2027: Maintain 100%	0
1.5	District growth as measured by iReady Diagnostics and Benchmark assessments in ELA and SWUN Benchmarks in math	2024: iReady: 28.7% Diagnostic 2 Pass Rate ELA Benchmark (Trimester 2): 45.88% (k-6) 32.1 (7-12) SWUN K-8 Math Benchmark (Trimester 2): 52.15% Math HS Benchmark (Quarter 3): 31.8%	2025 iReady: 28.92% Diagnostic 2 Pass Rate ELA Benchmark: 44.16% (7-12) 43.85% (K-6) SWUN K-8 Benchmark: 49.63% (Trimester 2) Math HS Benchmark: 44.49% (Quarter 3)	2026 iReady Diagnostic 2 Pass Rate: 29.4% ELA Benchmark: 42.0% (7-12 Quarter 3) 43.4% (K-6 Trimester 2) SWUN K-8 Benchmark: 51.4% (Trimester 2) Math HS Benchmark: 34.4% (Quarter 3)	2027: iReady: 50% Diagnostic ELA Benchmark(Trimester 2): 52 % (7-12) SWUN K-8 Math Benchmark: 62% (Trimester 2) Math HS Benchmark:40 % (Quarter 3)	iReady: +0.6% Diagnostic 2 Pass Rate ELA Benchmark: -6.48% (7-12) +7.3% (K-6) SWUN K-8 Benchmark: - -0.15% (Trimester 2) Math HS Benchmark: +11.7 % (Quarter 3)
1.6	CAASPP Distance from Standard	2023: ELA: 52.3 points below standard Math: 86.7 points below standard ELA English Learners: 80.2 points below standard Math English Learners: 104.1 points below standard	2024: ELA: 52.1 points below standard Math: 84.1 points below standard ELA English Learners: 81 points below standard Math English Learners: 101.7 points below standard Available	2025: ELA: 42.3 points below standard Math: 79 points below standard ELA English Learners: 69.7 points below standard Math English Learners: 97.8 points below standard	2027 ELA: 25 points below standard Math: 35 points below standard ELA English Learners: 50 points below standard Math English Learners: 70 points below standard	ELA: -0.2 Points below standard Math: -2.6 Points below standard ELA English Learners: -0.8 points below standard Math English Learners: -2.4 points below standard Available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Implementation of Common Core State Standards From Local Indicators	2024: Career Technical Education 4 Full Implementation Health Education Content Standards 3 Initial Implementation Physical Education Model Content Standards 4 Full Implementation Visual and Performing Arts 5 Full Implementation And Sustainability World Language 5 Full Implementation And Sustainability	2025: Career Technical Education 5 Full Implementation And Sustainability Health Education Content Standards 3 initial Implementation Physical Education Model Content Standards 4 Full Implementation Visual and Performing Arts 5 Full Implementation And Sustainability World Language 5 Full Implementation And Sustainability	2026: Career Technical Education 5 Full Implementation And Sustainability Health Education Content Standards 4 Full Implementation Physical Education Model Content Standards 4 Full Implementation Visual and Performing Arts 5 Full Implementation And Sustainability World Language 5 Full Implementation And Sustainability	2027: Career Technical Education 5 Full Implementation and sustainability Health Education Content Standards 5 Full Implementation and sustainability Physical Education Model Content Standards 5 Full Implementation and sustainability Visual and Performing Arts 5 Full Implementation And Sustainability	Career Technical Education 1 Health Education Content Standards 1 Physical Education Model Content Standards 1 Visual and Performing Arts 0 World Language 0
1.8	English Learner Progress Indicator (ELPI)	2023: 41.5% (Progressed 1 level or maintained level 4)	2024 41.5% (Progressed 1 level or maintained level 4)	2025 41.7% (Progressed 1 level or maintained level 4)	2027: 55%(Progressed 1 level or maintained level 4)	0.2%
1.9	EL Reclassification Rate	2024: 82% of eligible English Learners (8% of all EL Students)	2025: 73% of eligible English Learners (8.8% of All EL Students)	2026 74% of all eligible English Learners (9.93% of all EL Students)	2027: 90% or above (10% of all EL Students)	-8% (+1.93% of all EL Students)

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 All K-6 schools participated in instructional coaching with an emphasis on ELA or Math. Instructional coaches focused on best practices that were engaging for all students but particularly for English Learners. Secondary Math and Science teachers received instructional coaching and PLC support.
1.2 Director of ECE has been hired and oversees infant through kindergarten programs.
1.3 Implemented as planned.
1.4 This report highlights the enrollment, completion metrics, and financial outcomes for the Independent Study (IS) program for the current 2025-2026 academic year. Overall, the program demonstrated strong engagement, with a high percentage of attempted days successfully completed and substantial revenue generated through Average Daily Attendance (ADA). A total of 431 students attempted the Independent Study program this year. The breakdown of their completion status is as follows:Full Completion: 298 students (69.1%) Partial Completion: 56 students (13.0%) No Completion: 77 students (17.9%)
The program saw a high rate of engagement, with nearly three-quarters of all attempted independent study days being successfully fulfilled. Total Days Attempted 3,435 days Total Days Completed 2,573 days Overall Completion Rate 74.91% The financial metrics reflect both the operational costs paid out and the funding earned back through the program's attendance success. Total Expenditures (Paid): ~$82,440 Total ADA Funding Earned:~$316,479 Net Financial Impact: +$234,039 (Surplus) The IS program remains highly viable, with the ADA funding earned ($316,479) significantly offsetting the program's operational costs ($82,440), resulting in a positive net return for the institution alongside a solid 74.91% student day completion rate.
1.5 Renaissance DnA is used by all sites for implementation of benchmark assessments in ELA, Math, Science and Social Science.
1.6 Implemented as planned
1.7 Additional instructional minutes and professional development days have been implemented at 100% of our school sites.
1.8 During the 2025-2026 school year, our team provided vital wraparound care and dedicated advocacy to ensure our foster youth never navigated their educational journeys alone.Cumulative Foster Youth Enrollment: 197 students received dedicated oversight. Total Foster Youth Interventions: 1,587 individual touchpoints and stabilizing actions to ensure academic continuity.Graduating Seniors Supported: 12 out of 14 seniors successfully reached their year-end goals. 12 students achieved full high school graduation.1 student was guided toward a specialized Certificate of Completion track.1 student went AWOL; our team is actively collaborating with partners for re-engagement. Our staff stepped outside office walls to build trust, secure legal accommodations, and foster self-sufficiency. Multidisciplinary Meetings Attended: 31 critical advocacy meetings (IEPs, SSTs, and 504 Plans).
Site & Home Visits: 48 school-site coordination visits and 25 intentional home visits to support placement stability.Independent Living Program (ILP) Support: 446 targeted interventions focusing on life-skills and post-secondary readiness. Tutoring Referrals: 13 direct connections to academic intervention resources. Impact Reflection: With 197 youth enrolled, our team executed an incredible 1,587 total interventions. From 446 independent living touchpoints to 73 combined home and site visits, this data is a testament to a program that doesn't just manage cases, but actively changes life trajectories through consistent, trauma-informed advocacy.
1.9 Program was implemented as planned. The 2025-26 ELD Placement Guide has been updated. A secondary master schedule placement review took place in May to ensure ELD placement for EL students.
1.10 Implemented as planned.

1.11 All of our K-6 sites participated in studying lessons in ELA and or Math. Site based PD was delivered and tailored to site needs throughout the year. All of our K-6 sites participated in studying lessons in ELA and or Math. Site based PD was delivered and tailored to site needs throughout the year.
1.12 Every K8 is supported by .5 specialist Every Comprehensive high school is supported by 1 specialist. Keema is supported by 1 specialist. Pacific and Vista are supported by 1 specialist total. 100% staffed 23/23
1.13 Implemented as planned.
1.14 Monthly support meetings were held, instructional coaches focused on new teachers at each school site and professional development held monthly Marigold Mixers to support new teachers and their mentors.
1.15 Implemented as planned.
1.16 Positions have been filled all year long performing the actions as described.
1.17 Funds allocated to school sites to use as they deem fit for their school.
1.18 Five elementary schools and four secondary schools with less than 350 students.
1.19 Fully implemented as planned
1.20 PBIS District Implementation: PBIS district leadership team (DLT) met bi-weekly to analyze district-level suspension and referral data and develop action plans to address areas of concern. Departments (ELL, Special Education, Visual and Performing Arts, Nutrition Services, Counselors, Office administration, new teachers, Student Services and Expanded Learning) were trained in PBIS practices. PBIS Schoolwide Implementation: Sites were coached and trained in PBIS systems for Tier 1 teams, Tier 2 teams and Tier 3 teams to increase documentation of student behaviors and correctly-implemented interventions to address behavioral concerns.
100% staffed 3/3
1.21 New Action to attract high quality staff.

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.

1.1 - $750,000 less from LREBG for PD and instead shifted to increased costs for 1.11.
1.2 - actual salary less the budget estimate.
1.3 - 4% salary schedule increase and large increase to health contributions.
1.5 - $200,000 LREBG service agreement for SWUN was paid by other categorical funds.
1.6 - change in TRUE bargaining unit agreement which no longer lends for S/C to be used for K-3 CSR. Positions added to 1.11, 1.15, 1.16, 1.18, 1.22, 3.2, 3.4, 3.7, 3.16, 4.3 & 5.1 from funds released from this action.
1.7 - 4% salary schedule increase and large increase to health contributions.
1.10 - open position control savings and less to service agreements for interpreters.
1.11 - 4% salary schedule increase and large increase to health contributions and now funding 2 FTE Coordinators C&I.
1.13 - 4% salary schedule increase and large increase to health contributions.
1.14 - less needed for new teacher support than anticipated.
1.15 - now also funding 2 FTE Inventory Control Clerks.
1.16 - now also funding 21.5 FTE IT User Support Technicians at the school sites.
1.17 - school sites use Title I funds first, not all S/C funds are estimated to be used by the school sites.
1.18 - decrease in S/C revenue compared to Adopted and increase in salary and health benefits reduces the allocation to this action.
1.22 - funds a Library Media Technician at each of the four comprehensive high schools.

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

1.1 Number of sessions: total attendance: 407 sessions since July1, 2024, 1171 participants. To improve implementation monitoring, Twin Rivers is offering a more focused scope of topics.
1.2 Numerical progress on UPK initiative: (Number of classes, etc.) 14 EHS/HS, 31 CSPP classes,13 ECSE SDC, 2 CCTR and 47 TK classes. TK increased from 36 in the 24-25 school year. We have also added 2 DLI TK classrooms.
1.3 1 hour of paraprofessional I time is allocated to each K class at schools with 55% and higher unduplicated pupil count. All TK classrooms are staffed with a paraprofessional I & Teacher. All K classes are full- day.
1.4 Overall, the Independent Study (IS) program has proven to be a highly effective initiative for the 2025-2026 academic year. It successfully advances key district goals across student retention, academic engagement, and fiscal responsibility.
By providing a viable alternative pathway, the program not only kept non-traditional students engaged but also turned into a significant revenue generator for the district.
A primary district goal is ensuring students remain enrolled and progress toward graduation. The IS program successfully served 431 students this year, providing flexibility without sacrificing accountability.
Positive Outcome Rate: 82.1% of enrolled students achieved either Full or Partial completion, meaning the vast majority stayed connected to the district's curriculum.
Full Success: 298 students (69.1%) fully completed their independent study requirements.Areas for Growth: 77 students (17.9%) recorded "No Completion." This metric highlights a specific subgroup requiring targeted early interventions or alternative support frameworks next fiscal year.District goals heavily emphasize daily student engagement. The IS program metrics demonstrate that students aren't just enrolling—they are actively participating.
High Engagement: Out of 3,435 total days attempted, students successfully fulfilled 2,573 days. Fulfillment Rate: The overall daily completion rate stands at a robust 74.91%.
This high rate of fulfillment directly indicates that the independent study structure is manageable and effective for the student population utilizing it.
From a budgetary standpoint, the program exceeded expectations, aligns perfectly with goals of fiscal sustainability, and provided a massive return on investment (ROI). Total ADA funding earned $316479 Total Operational Expenditures ($82440) Net Financial Impact (Surplus) $234039 The program did not just pay for itself; the Average Daily Attendance (ADA) funding generated exceeded operational costs by nearly 4 to 1. This $234,039 surplus provides the district with discretionary funds that can be reinvested into expanding student resources, tutoring, or mental health supports.
The Independent Study program is a resounding success for the 2025-2026 academic year. It fulfills the district's mission to support diverse student needs while strengthening the district's financial health. Maintain the program for the 2026-2027 academic year. Consider allocating a small portion of the $234,039 surplus toward targeted counseling or check-ins for the 17.9% of students who struggled with completion, thereby pushing the day fulfillment rate past the 80% mark.
1.5 System allows staff to analyze results during the school year and plan for next steps based on student performance. 60 assessment in ELA and Math with over 100,000 results from students. Overall tests show improvement over time with our results on SBAC showing gains higher than county and state averages.
1.6 District wide class averages: Kindergarten = 21:1 1st - 6th = 25:1 7th - 12th = 20:1

1.7 Increased instructional minutes continue for 2024-25. 6 professional development days took place (student free) to increase teacher capacity and student achievement.
1.8 Our team provided a massive volume of wraparound care this year, ensuring that our students never had to navigate their educational journeys alone. Cumulative Foster Youth Enrollment: 197 students walked through our doors and received dedicated oversight. Total Foster Youth Interventions: 1,587 individual touchpoints, stabilizing actions, and supportive interventions were provided to ensure student well-being and academic continuity.
Graduation is a monumental milestone for foster youth. Our program provided intensive, individualized care to guide our seniors through their transition-age execution.
Graduating Seniors Supported: 12 out of 14 seniors successfully reached their year-end goals. 12 Students achieved full high school graduation. 1 Student was successfully guided toward a specialized Certificate of Completion track. 1 Student went AWOL; our team continues to collaborate with community partners to offer re-engagement pathways. To ensure our students received the specific academic accommodations they have a legal right to, our team showed up at the decision-making tables as fierce advocates:Multidisciplinary Meetings Attended: 31 critical advocacy meetings, including Individualized Education Programs (IEPs), Student Success Teams (SSTs), and 504 Accommodation Plans. Recognizing that support extends far beyond the classroom, our staff traveled into the community to build trust with caregivers, social workers, and school sites. Site Visits for Foster Youth Supports: 48 specialized school-site visits to coordinate directly with counselors, teachers, and administrators. Home Visits for Student Support: 25 intentional home visits conducted to ensure housing stability, provide resources, and strengthen the bond between the program and foster caregivers. Preparing transition-age youth for life after high school and bridging learning gaps were central pillars of our work this year. Independent Living Program (ILP) Support: 446 targeted interventions dedicated to self-sufficiency, housing literacy, financial aid navigation, and life-skills development. Tutoring Referrals: 13 direct connections to academic intervention resources to bolster classroom confidence. The 2025-2026 school year beautifully demonstrates the power of consistent, trauma-informed advocacy. With 197 youth enrolled, our team executed an incredible 1,587 total interventions—proving that every student was seen, supported, and fought for multiple times throughout the year. From the 446 independent living interventions ensuring our older youth are ready for the world, to the 73 combined home and site visits, our staff consistently stepped outside office walls to meet students exactly where they were. This data is a testament to a program that doesn't just manage cases, but actively changes life trajectories.

1.9 Students Enrolled in ELD Courses by ELPAC level: ELPAC Level 1: 782 students, ELPAC Level 2 141 students, ELPAC Level 3: 77 students
1.10 463 of 591 eligible English learners and dually identified students with disabilities met criteria for reclassification to English proficient. 1360 new students have been given the Initial ELPAC assessment and approximately 7372 English learners. We are still seeing a slow increase in RFEP and achievement data for English Learner students.
1.11 As noted by the Thought Exchange survey as well as the professional development survey, 2026, instructional coaching and supporting teacher learning was in the top 3 priorities for LCAP and professional development funding.
1.12 Sites increased in continuum scores from 2.65 to 3.16 out of a 5 point scale. iReady: 98% of students took the diagnostics and increased from 21% proficiency to 30% proficiency. Differentiation: 31 sites have implemented reading intervention blocks with 70% of their teachers and have a team dedicated to monitoring interventions. 10 have implemented with only 50% of their staff. SSP: 29 sites have a dedicated team trained in the SSP process, and monitoring SSPs that are input at the site level. 2150 students have been supported through the SSP process. SEL Screener + Supports: 76% of students and 60% of staff took the screener.
1.13 4 World Language teachers were added to and 5 Native Speaker teachers to support student achievement.

1.14 As noted in the Professional Growth Presentations, our new teachers in TR feel supported by the New Teacher Support department and their personal mentor. New teachers reported having their mentors allowed them to complete their tasks associated with credentialing.
1.15 Additional service agreement and support for Federal program monitoring needs and LCAP development and input.
1.16 Staff are supporting sites with chromebook and other technology needs. Positions have been filled all year long performing the actions as described.
1.17 Sites were able to address local needs in collaboration with educational partner input, a comprehensive needs assessment, and coordination of state and federal funds.
1.19 Provided 7,262 hours of direct service, supporting 291 students across the district. Delivered 584 hours of direct consultation to teachers and staff, equipping staff and classrooms with data-driven behavioral strategies. Delivered 363 hours of training to 31 school sites across the district. Completed 57 Intensive Intervention Support (IIS) assessments and 11 Functional Behavior Assessments (FBAs)
1.20 Suspension goal was to have less suspensions than the last year's month of comparison and the goal was met for 5/8 months with an overall suspension decrease of .3% to 6.9%:

24/25	25/26
63	102
397	425
556	440
295	293
241	278
372	281
413	393
527	371

1.21 New Action

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.

During 25-26 1.6 - change in TRUE bargaining unit agreement which no longer needs for Supplemental Concentration funding to be used for K-3 CSR. Positions added to 1.11, 1.15, 1.16, 1.18, 1.22, 3.2, 3.4, 3.7, 3.16, 4.3 & 5.1 from funds released from this action.

26-27:
1.18 - Removed from LCAP; added Goal 11.
1.19 - Removed from LCAP; will be supported through Title I
1.20 - positions closed due to budget reductions.

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	Professional Development	1.1 TRUSD is committed to improving the academic performance of all students by providing professional development for staff to implement key initiatives through the implementation of Professional Learning Communities (PLCs), Lesson design in Math and ELA, Social emotional learning, strategies for instruction designed for English learners including language acquisition and integrated ELD in content areas, and other means to ensure increased academic performance for all students and address learning loss with an emphasis on unduplicated students. Additional professional development focusing on Long-term English Learners (LTELs) will be provided as part of action taken from Differentiated Assistance. Improving instructional practices through professional development is a research based approach to improving student outcomes in academics. S/C = $1,806,466 LRE Block Grant = $178,210	$1,984,683.00	Yes
1.2	Early Childhood Education (ECE)	1.2 Director Early Childhood Education (.50 FTE) and supplemental supplies and services for preschool through kindergarten programs. All S/C	$203,443.00	Yes
1.3	Full- Day Kindergarten Program	1.3 Full -day kindergarten programs close achievement gaps between young children from minority and low -income families and their peers. By providing a solid foundation of learning to children from all backgrounds, full- day kindergarten programs ensure all students' academic, social, and emotional success.	$9,754,962.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Portion of Kindergarten teacher's salary • Paraeducators in TK (7 hours) • Kindergarten classrooms for 1 hour Paraeducator each day per class (schools with 55% and higher unduplicated pupil count) All S/C		
1.4	Short Term Independent Study	1.4 Short term independent study is available to students (TK-8) who are absent from school for three consecutive days or more (up to 15 days per year) to complete independent study curricula, for the purpose of ensuring students don't fall behind in their current academic program. Teacher extra duty pay for short term independent study program. All S/C	$110,228.00	Yes
1.5	Testing and Assessment Program	1.5 Common Core State Standards (CCSS) based testing and assessment program to monitor student learning and inform instruction. Progress monitoring is supported by research in formative assessment practices. S/C = $192,365 LRE Block Grant = $200,000	$192,365.00	Yes
1.6	Class Size Reduction	1.6 Provide a 20:1 district-wide average class size ratio for kindergarten classes; 10 additional Kindergarten Teachers. Class size reduction for 4th through 12th grade averages less than the amount in the teacher contract. 5 FTE teachers for class size reduction for Dual Immersion program (Madison Elementary, Las Palmas Elementary and Martin Luther King Jr Middle School).	$7,722,188.00	Yes

Action #	Title	Description	Total Funds	Contributing
		All S/C		
1.7	Instructional Minutes and PD days	1.7 TRUSD will develop all teachers to support improved student achievement in an expanded school day through: • Continue with additional 7 instructional minutes to each school day. • Six student-free professional development days for school site instructional staff All S/C	$10,185,460.00	Yes
1.8	Foster Youth Support	1.8 To promote greater academic achievement of our foster youth, district support staff coordinate actions and services to support foster youth engagement and success. • 1 Foster Youth Counselor (S/C) • 1 FTE Counselor for Independent Living Program S/C = $186,317 and Title I = $135,992	$322,309.00	Yes
1.9	LTEL & EL Courses	1.9 TRUSD provides LTEL courses and English Learner courses at all secondary sites to support secondary language acquisition for English Learners through structured english language immersion. All S/C	$405,819.00	Yes
1.10	English Learner (EL) Services	1.10 Programs and activities are provided to ensure increased EL access to rigorous academic content, including college prep courses for middle school and high school.	$5,637,411.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Services for EL’s are based on all EL’s being assessed appropriately on an annual (summative), and on an ongoing basis (formative) on language development and language acquisitions and being placed in appropriate programs (in addition to performance on districtwide assessments) . This is facilitated through collaboration with the following positions: • Academic Intervention Specialists, Bilingual (350:1 EL & RFEP to AISB) • Paraeducator Bilinguals • Translator Interpreters • TOSAs • Student Learning Coaches • Family and Community Liaisons • Program Development Specialist • Coordinators All S/C The base services for all English Learners K – 12, including Long-Term English Learners (not S/C funded) are provided through standards- based ELD classes, designated and integrated ELD, certificated teachers, and appropriate curricular materials. Dual immersion programs are offered at two elementary schools and one middle school. All classrooms utilize ELD standards aligned curricular materials and provide structured English immersion. Every site receives professional development in research-based strategies for language acquisition instruction and progress monitoring. TOSAs, Student Learning Coaches, and AISBs will implement data chats and coaching with 6th grade and 8 grade LTELs at TK-8 and 7-8 sites to improve outcomes for LTELs in language acquisition and academic achievement. This was decided as a result of Differentiated assistance and implement 25-26.		
1.11	ELA/ELD Lesson Design Implementation	1.11 Led by the Executive Director Learning Design and Professional Development along with ELA/ELD Lesson Design (Content area) Coaches	$3,113,563.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(ELA/ELD LDCs), units of study and scope and sequence implemented on a limited basis during the 2021-22 school year with full district-wide implementation in the 2022-23 school year to continue beyond. Professional Development (PD) for the ELA/ELD LDCs will be provided as well as PD for classroom teachers who are implementing the lessons. The Executive Director Learning Design and Professional Development is responsible for the development of the coaching model, PD and design and oversite of the program. Effective, aligned instruction and guaranteed curriculum have a major effect on student achievement according to research. Title I = Coaches $1,140,226 LRE Block Grant 2024-25 through 2027-28 & then S/C ongoing = Coaches $542,772 LRE Block Grant for substitutes $625,438 S/C = Executive Director, Coordinator Curriculum & Instruction (2 FTE), clerical support (.50 FTE) and supplies. $805,127		
1.12	Multi-Tiered System of Support (MTSS)	1.12 12 FTE Intervention Specialists support school sites in reading, social-emotional and behavioral areas. Support for schools include an emphasis on building strategies district wide to improve academic achievement and behavior outcomes of all students with an emphasis on unduplicated students. MTSS Coordinator (0.50 FTE) and clerical support position (0.50 FTE) (S/C) Instructional materials, professional development and supplies to provide a district wide system of support. Title I = $2,199,594 and S/C = $225,447	$2,425,041.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	World Language and Native Speaking Teachers	1.13 World Language teachers for second language acquisition instruction and Native Spanish Speaker courses and Native Hmong Speaker courses to provide increased access to UC A-G course sequence. 4.20 FTE World Language Teachers 4.80 FTE Native Speaker Teachers All S/C	$1,279,855.00	Yes
1.14	New Teacher Support	1.14 New Teacher Support to ensure our newest teachers receive the highest level of support to develop as effective, equity-driven educators. New Teacher Support provides mentoring, online and in-person resources, as well as professional learning experiences targeted to the needs of all new teachers and their mentors. These funds pay for the MOU with SCOE to administer an approved Commissions on Teacher Credentialling (CTC) Teacher Induction Program to provide requisite training, on the job experience, and mentoring for clear Credential Candidates beginning in the first year of teaching. All S/C	$270,000.00	Yes
1.15	Central Office Support & Supplemental Services	1.15 Funds small portions of a few central office support staff to provide supplemental services to students and sites. Additionally, covers all costs related to implementing, publishing and disseminating the LCAP. All S/C	$449,026.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.16	IT Technicians for schools	1.16 School site technicians (19.50 FTE) are assigned teams, and provide dedicated support to their assigned school sites. The technicians respond to help desk tickets for those sites, as well as visit the sites multiple times per week to provide in-person support. They assist the sites in managing their Chromebooks (replacements and repairs). The technicians can often be found in classrooms assisting teachers with their instructional technology and devices, or in the library or front office assisting with Chromebooks, laptops, visitor HallPass systems or MX Displays. Our sites utilize research based, computer based curriculum and resources and the need for continued access and local technical support is crucial to academic achievement and access. S/C = $2,586,176 LRE Block Grant = student hotspots $288,538	$2,874,714.00	Yes
1.17	Supplemental Concentration Allocated to Schools	1.17 Supplemental concentration funds allocated to school sites based on their unduplicated students to support academic improvement efforts for subgroups. All S/C	$2,931,552.00	Yes
1.18	Small School	1.18 - Removed from LCAP; added Goal 11.		
1.19	Intensive Intervention Behavior Support Team	1.19 - Removed from LCAP; will be supported through Title I		

Action #	Title	Description	Total Funds	Contributing
1.20	Positive Behavior Support Intervention (PBIS) Specialists	1.20 - positions closed due to budget reductions.		
1.21	Recruiting High Quality Staff	1.21 Certificated hiring stipends through 9-30-26. Educational research shows that teacher quality has one of the largest impacts on student success. All LRE Block Grant	$300,000.00	No
1.22	Library Materials Technicians	1.22 Library Materials Technicians; one at each of the comprehensive high schools. All S/C	$297,001.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure all Students Graduate College and Career Ready	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Districtwide, literacy and math skills are below proficiency (CAASPP 18-19 ELA 35%, Math 27%). A variety of district supports are needed to guide student success including academic interventions to close the learning gap. Early literacy skills (grades K-3) and foundational math skills (grades K-5) are strong indicators of college and career readiness. District iReady diagnostic 1 and 2 indicate a need for early literacy intervention. Our graduation rate has continued to grow and this goal aligns with maintaining that growth. Access to CTE programs and additional opportunities for learning and mentoring will support college and career success, especially following unfinished learning and lowered engagement caused by COVID. The actions in this goal provide access for our unduplicated students to tools and resources hat help navigating the complex requirements of college, career, and graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Early Assessment Program (EAP) passage rate	2023-24: ELA: 24.62% Math: 15.2%	2024-25: ELA: 15% Math: 6.62%	2025-26 ELA: 15.74% Math: 10.72%	2027: ELA: 18% Math: 8%	ELA: -8.88% Math: -7.2%
2.2	Graduation Rate	2023: 91.4%	2024: 91.9%	2025: 92.2%	2027: 95%	+0.8%
2.3	The number of students completing a CTE Pathway	2024: 504	2025: 473	Not Yet Available	2027: 550	-31
2.4	UCA–G completion rate	2023: 35%	2024: 40%	2025: 47.2%	2027: 40%	+12.2%
2.5	AP passage rates of 3+	2023: 37%	2024: 42.6%	2025: 50.6%	2027: 45%	+13.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Revised to 55% or better	
2.6	Number of students dual enrolled in High School and college courses	2024: 811 Students dual enrolled	2025: 825	2026: 1058	2027: 550 Students dual enrolled	+247
2.7	Students Completing AA Degree (while enrolled in high school)	2024: 2	2025: 4	2026: 28	2027: 100	+26
2.8	Number of students Completing A-G and CTE Pathway	2023: 196	2024: 234	2025: 249	2027: 250	+23
2.9	Implementation of Common Core State Standards from Local Indicators	2024: Career Technical Education 4 Full Implementation Health Education Content Standards 3 initial Implementation Physical Education Model Content Standards 4 Full Implementation Visual and Performing Arts 5 Full Implementation And Sustainability World Language 5 Full Implementation And Sustainability	2025: Career Technical Education 5 Full Implementation And Sustainability Health Education Content Standards 3 initial Implementation Physical Education Model Content Standards 4 Full Implementation Visual and Performing Arts 5 Full Implementation And Sustainability World Language 5 Full Implementation And Sustainability	2026: Career Technical Education 5 Full Implementation And Sustainability Health Education Content Standards 4 Full Implementation Physical Education Model Content Standards 4 Full Implementation Visual and Performing Arts 5 Full Implementation And Sustainability World Language 5 Full Implementation And Sustainability	2027: Career Technical Education 5 Full Implementation and Sustainability Health Education Content Standards 4 Full Implementation Physical Education Model Content Standards 5 Full Implementation and Sustainability Visual and Performing Arts 5 Full Implementation and Sustainability World Language 5 Full Implementation And Sustainability	Career Technical Education 1 Health Education Content Standards 1 Physical Education Model Content Standards 1 Visual and Performing Arts 0 World Language 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.

2.1 37 CTE Pathways across 7 high schools and 5 middle schools;
2.2 Implemented as planned. No cost college testing eliminated barriers for college-bound students.
2.3 HBCU College Fair, District College Fair, Southern CA College Trip tour, College Field trips for high school and middle school students. Counselors completed second year of ASCA National Model implementation for best practices with interventions, site collaboration and connections with students and families. 7 students earned State Seal of Civic Engagement
2.4 Implemented as planned--one High School discontinued and so program seats were allotted to other participating schools.

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.

2.3 - A-G student trip that was funded from ELOP in the prior year.
2.4 - $350,000 service agreement for mentoring athletic students funded from ELOP instead.

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

2.1 39% of high school students are enrolled in CTE courses
2.2 270 SAT & PSAT exams were taken, 534 students able to test in 1370 AP Courses, 38 students tested for language other than English fluency for college eligibility
2.3 638 students attended college field trips for A-G, 650 attended HBCU fair, 4807 attended college fairs.
2.4 Program had 80% attendance with a 90% satisfaction rating. Students made progress toward college readiness and/or graduated with eligibility.

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.

2.3 LRE Block Grant one-time add 4 FTE A-G Counselors (previous funded from one-time categorical counseling grant).

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	Career Technical Education	2.1 Enhance and continue Career Technical Education (CTE) to provide a program of study that involves a multi-year sequence of courses that integrate academic knowledge with technical and occupational knowledge to provide students with a pathway to post secondary education and career. S/C = $3,304,152, CA Partnership Academies = $296,500, CTEIG = $958,622, & Strong Workforce = $185,239	$4,744,513.00	Yes
2.2	College Exam Access	2.2 Provide application fees and exam fees for students to participate in assessments (such as AP) that provide greater acceptance to colleges. Offsetting the cost of the application costs and exams provides greater access to families with economic disadvantages. All S/C	$85,000.00	Yes
2.3	College Readiness	2.3 Promote college and career readiness for all TRUSD students through college fairs and visits. Counselor training on establishing collective practices that utilize the most strategic, timely, and relevant available data to construct a data monitoring process that supports student achievement. Research shows that college attendance is impacted by early access to information and resources. S/C = $487,825 LRE Block Grant = $1,018,479 (includes 4 FTE A-G Counselors)	$1,506,304.00	Yes
2.4	College Academy Mentoring Program	2.4	$833,938.00	No

Action #	Title	Description	Total Funds	Contributing
		Twin Rivers will contract to provide a college academy mentoring program that pairs cohorts of male students of color, that are not on track to college or graduation, with mentors beginning in grade 7 and continuing through grade 12. The program provides academic coaching, personal development, community service, and college and career readiness in small cohorts of 25:1 with all Twin Rivers Middle Schools and High Schools. Twin Rivers will contract to provide a college academy mentoring program of athlete students, that are not on track to college or graduation, with mentors beginning in grade 9 through grade 12. Mentorship and support to remain on track is supported by research and shows a positive correlation with college attendance and success beyond graduation. LREBG through 2027-28 = $833,938 (Improve Your Tomorrow and Athlete mentoring)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improving Culture and Climate through increased Student Engagement	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

TRUSD must continue to focus on student engagement and culture and climate in order to increase student success. This is measured by chronic absenteeism rates, district attendance rates, favorable student response on surveys measuring school safety and connectedness, positive responses on parent surveys, middle school dropout rates, cohort dropout rates, suspension rates, and expulsion rates. In addition, social emotional learning and mental health have a great impact on learning and future success for students. This need was amplified by the conditions resulting from the pandemic.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate	2024: 29.4%	2025: 26.81%	2026: 43.24%	2027 10% or Lower	-2.59%
3.2	Percentage of students, families, and staff responding favorably on surveys measuring school safety and connectedness.	2024: 72% Staff 85% Families -85% Hispanic -89% Asian -85% White -81% African American -89% Pacific Islander -84% American Indian/Alaskan Native -81% Two or More Races 85% K-2 Students	2025: 81% Staff (63% responded) 90% Families (18% responded) -91% Hispanic -95% Asian -90% White -87% African American -94% Pacific Islander	2026: 0% staff (63% responded) 86% Families (16% responded) -86% Hispanic -91% Asian -85% White -84% African American -90% Pacific Islander	2027 80% Staff 85%+ Families -85+% Hispanic -89+% Asian -85+% White -85% African American -89+% Pacific Islander -85% American Indian/Alaskan Native	Staff: +8% Families: +1% Hispanic: +1% Asian: +2% White: 0 African American: +3% Pacific Islander: +1% American Indian/Alaskan Native: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-86% Hispanic -85% Asian -85% White -84% African American -89% Pacific Islander -85% American Indian/Alaskan Native -84% Two or More Races 78% 3-4 Students -79% Hispanic -79% Asian -78% White -75% African American -84% Pacific Islander -81% American Indian/Alaskan Native -71% Two or More Races 75% 5-6 Students -76% Hispanic -77% Asian -75% White -70% African American -73% Pacific Islander -75% American Indian/Alaskan Native -71% Two or More Races 70% 7-12 Students -71% Hispanic -73% Asian -70% White -66% African American -73% Pacific Islander	-88% American Indian/Alaskan Native -83% Two or More Races 86% K-2 Students -87% Hispanic -86% Asian -86% White -85% African American -87% Pacific Islander -88% American Indian/Alaskan Native -84% Two or More Races 79% 3-4 Students -80% Hispanic -80% Asian -79% White -75% African American -83% Pacific Islander -79% American Indian/Alaskan Native -74% Two or More Races 74% 5-6 Students -74% Hispanic -78% Asian -74% White	-84% American Indian/Alaskan Native -82% Two or More Races 85% 1-2 Students (71% responded) -85% Hispanic -87% Asian -84% White -84% African American -85% Pacific Islander -87% American Indian/Alaskan Native -86% Two or More Races 76% 3-4 Students (80% responded) -76% Hispanic -78% Asian -75% White -74% African American -78% Pacific Islander -77% American Indian/Alaskan Native -76% Two or More Races	-85% Two or More Races 85%+ K-2 Students -86+% Hispanic -85+% Asian -85+% White -85% African American -89+% Pacific Islander -85+% American Indian/Alaskan Native -85% Two or More Races 80% 3-4 Students -80% Hispanic -80% Asian -80% White -80% African American -85% Pacific Islander -85% American Indian/Alaskan Native -80% Two or More Races 80% 5-6 Students -80% Hispanic -80% Asian -80% White	Two or More Races: +1% K-2 / 1-2 Students: 0 Hispanic: -1% Asian:+2% White: -1% African American: 0 Pacific Islander: -4% American Indian/Alaskan Native: +25 Two or More Races: +2% 3-4 Students: -2% Hispanic: -3% Asian: -1% White: -3% African American: -1% Pacific Islander: -6% American Indian/Alaskan Native: -4% Two or More Races: +5% 5-6 Students: -1% Hispanic: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-69% American Indian/Alaskan Native -68% Two or More Races	-68% African American -73% Pacific Islander -77% American Indian/Alaskan Native -71% Two or More Races 73% 7-12 Students -73% Hispanic -76% Asian -74% White -69% African American -73% Pacific Islander -80% American Indian/Alaskan Native -71% Two or More Races	74% 5-6 Students (84% responded) -74% Hispanic -76% Asian -73% White -72% African American -74% Pacific Islander -70% American Indian/Alaskan Native -71% Two or More Races 74% 7-12 Students (62% responded) -74% Hispanic -78% Asian -73% White -71% African American -80% Pacific Islander -75% American Indian/Alaskan Native -72% Two or More Races	-80% African American -80% Pacific Islander -80% American Indian/Alaskan Native -80% Two or More Races 80% 7-12 Students -80% Hispanic -80% Asian -80% White -80% African American -80% Pacific Islander -80% American Indian/Alaskan Native -80% Two or More Races	Asian: -1% White: -2% African American: +2% Pacific Islander: +1% American Indian/Alaskan Native: -5% Two or More Races:0 7-12 Students: +4% Hispanic: +3% Asian: +5% White: +3% African American:+5% Pacific Islander: +7% American Indian/Alaskan Native: +6% Two or More Races: +4%
3.3	Total Educational Partner Survey Participation	2024: 7,887	2025: 6,187	2026 6,364	2027: 10,000	-1,523
3.4	District Attendance Rate by Subgroup	The All Student Attendance rate 2023 91.2% All Students 91.2% English Learners 92.6%	The All Student Attendance rate 2024-25 91.66%	2025-26 88.5 % All Students 88.5% English Learners 92.6%	The All Student Attendance rate 2027 96% All Students 96%	All Students -2.7 % English Learners +0% Foster Youth - 1.5 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth 90.6% Homeless 89.1% Socioeconomically Disadvantaged 91.0% Students with Disabilities 89.2% African American 87.9% American Indian 89.8% Asian 93.9% Filipino 94.0% Hispanic 91.4% Pacific Islander 90.0% Two or More Races 89.5% White 91.5%	All Students 91.66% English Learners 93% Foster Youth 89.3% Homeless 89.7% Socioeconomically Disadvantaged 91.5% Students with Disabilities 89.7% African American 88.8% American Indian 89.2% Asian 94.3% Filipino 93.8% Hispanic 91.7% Pacific Islander 90.6% Two or More Races 90.2% White 92.1%	Foster Youth 89.1% Homeless 89.4% Socioeconomically Disadvantaged 91.2% Students with Disabilities 89.4% African American 88.4% American Indian 88.7% Asian 93.8% Filipino 93.6% Hispanic 91.4% Pacific Islander 90.1% Two or More Races 90% White 91.8%	English Learners 97% Foster Youth 94% Homeless 95% Socioeconomically Disadvantaged 96% Students with Disabilities 95% African American 95% American Indian 95% Asian 96% Filipino 97% Hispanic 96% Pacific Islander 96.% Two or More Races 95% White 96%	Homeless +0.3% Socioeconomically Disadvantaged +0.2 % Students with Disabilities +0.2% African American +1.5% American Indian -1.1% Asian +0.1% Filipino -0.24 % Hispanic +0 % Pacific Islander +0.1% Two or More Races +0.5% White +0.3%
3.5	Middle School dropout rates	2023 .57%	2024 0.77%	2025 0.48%	2027 .02%	-0.11% (improvement)
3.6	The cohort dropout rate	2023 7.50%	2024 4.0%	2025 4.6%	2027 5%	-2.9% (improvement)
3.7	The suspension rate	2023: 7.58%	2024: 4.98%	2025: 7.8%	2027 5%	-2.6% (improvement)
3.8	Expulsion Rate	2024: .25%	2025: 0.27%	Not Yet Available	2027 .01%	

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 Positions were allocated but not all filled this year. Staffing was 24.25 FTE and 1.0375 FTE was unfilled.
3.2 Position was filled and supported elementary counselors, secondary counselors, and crisis team.
3.3 Positions filled
3.4 Positions filled
3.5 Implemented as planned
3.6 24.98 full time positions filled and 1.85 unfilled.
3.7 This summary highlights the essential placement, transition, and specialized instructional tracking managed by the Program Specialist to support student continuity across Alternative Education, Nonpublic Schools, and Hospital-Home Bound Instruction (HHI). Coordinating transitions between Alternative Education, Court Community Schools, and comprehensive district programs is vital for student stability.
Accepted referrals to Alternative Education programs for the 2025-2026 school year include: Keema: 360 accepted referrals Pacific & Vista: 144 accepted referrals. To ensure proper placement and oversight for students requiring specialized environments outside the standard district setting, our regular education caseload includes: Total Nonpublic School Students Served: 3 Elementary Students (2 attending Sierra, 1 attending Alder). The HHI program ensures academic continuity for students facing temporary medical challenges. For the 2025-2026 school year, the program served a total of 54 students. The active caseload currently stands at 32 students, while 22 inactive students were successfully supported through their medical recovery and transitioned back to their comprehensive home school sites. Demographically, the need for medical instruction scaled higher with student age. High school students represented the largest portion of the caseload with 27 students, followed by 15 middle school students, and 12 elementary students.
This data reflects a dynamic year of student transitions and specialized supervision. By managing 504 accepted Alternative Education referrals, maintaining oversight of NPS regular education placements, and coordinating care for 54 total HHI students (including successfully transitioning 40% of the HHI cohort back to their home campuses), the Program Specialist role remains instrumental in ensuring equitable educational access.
3.8 Implemented as planned
3.9 All positions filled
3.10 Implemented as planned
3.11 WIN academy was held as planned serving all sites.
3.12 Implemented as planned. Kelvin was used with all staff and community.
3.13 Positions filled.
3.14 Purchased 1 of 4 planned buses for longer distance travel needs.

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.

3.1 - was not able to hire/fill all duty assistant positions for a full year.
3.2 - now also funding Director and Admin Secretary of counseling department.
3.3 - 4% salary schedule increase and large increase to health contributions.

3.5 - 4% salary schedule increase and large increase to health contributions.
3.7 - now also funding Student Engagement Specialist and .50 FTE Coordinator Child Welfare.
3.8 - supplies not needed.
3.9 - 4% salary schedule increase and large increase to health contributions.
3.11 - increase in program costs.
3.16 - now also funds LVNs and Nurses.

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

3.1 The positions at the school site supported positive student behavior outcomes during unstructured times such as lunch recess and morning breakfast.
3.2 Revised risk assessment procedures for the District. Responded to site crises. Supported new counselors and provided PD on lessons and ASCA national model intervention plans.
3.3 School counselors led 1 lesson per month in each elementary school classrooms for students at K-6 and K-8 sites. Small groups for emotional, academic and social support were conducted across the district (292 groups total with 1500+ students).
3.4 Additional allocation provided a 350:1 ratio
3.5 Vice Principals supported sites with high needs.
3.6 Arts and music were offered at all sites. Festival of the Art was successful.
3.7 This data summary demonstrates the positive effectiveness of Program Specialist interventions during the 2025-2026 school year. By managing critical placements, transitions, and specialized instruction, this role directly advances the district’s commitment to equity, student retention, and academic continuity. Coordinating seamless transitions between Alternative Education, Court Community Schools, and comprehensive district programs is vital for student stability. By keeping non-traditional students engaged in pathways that fit their needs, this work directly prevents dropouts and supports district retention goals. Accepted referrals to Alternative Education programs for the 2025-2026 school year include: Keema: 360 accepted referrals Pacific & Vista: 144 accepted referrals To meet the district goal of providing equitable, specialized environments for every learner, the Program Specialist maintains strict oversight of outside placements. This ensures that even students requiring highly specialized settings remain on track with regular education standards:Total Nonpublic School Students Served: 3 Elementary Students (2 attending Sierra, 1 attending Alder). The Hospital-Home Bound Instruction (HHI) program is a key driver of the district’s goal to maintain academic continuity for students facing temporary medical crises. For the 2025-2026 school year, the program served a total of 54 students. The positive effectiveness of this program is highly visible in its re-integration metrics: while the active caseload currently stands at 32 students, a remarkable 22 students (over 40% of the cohort) were successfully supported through their medical recovery and transitioned back to their comprehensive home school sites without losing academic ground. Demographically, HHI resources were equitably distributed across all grade spans to meet scaling needs as student age increased: High School: 27 students supported Middle School: 15 students supported Elementary School: 12 students supported The 2025-2026 data reflects a highly effective year of targeted student support that directly furthers the district’s mission. By managing 504 alternative education placements, securing stable regular education tracks for NPS students, and steering 54 HHI students through medical challenges, the Program Specialist role serves as an essential bridge. Most notably, successfully returning 40% of HHI students to their home campuses proves that these interventions don't just maintain the status quo—they actively foster student resilience and fulfill the district's promise of equitable educational access for all.
3.8 Program developed vertical area network supports in regions of our district including community resources.

3.9 Students engaged in Superintendent Advisory committee, advocacy at city council, clubs and activities on school sites and provided input on programming.
3.10 Students attended grade level anchor field trips, participated in career fairs and various opportunities for enrichment and engagement.
3.11The Twin Rivers Unified School District (TRUSD) WIN Academy has proven to be a highly effective initiative, directly advancing district goals of academic recovery, student retention, and fiscal sustainability. By providing structured opportunities for students to reclaim lost learning time, the program successfully transformed unexcused absences into productive instructional minutes while reinforcing the district's financial health. A primary district objective is minimizing learning loss by aggressively recovering lost instructional time. The WIN Academy achieved this with remarkable efficiency: The program hosted 350 school site sessions, serving a total program attendance of 12,687 students.Out of 12,687 attendees, the program targeted and successfully recovered 8,944 all-day recoverable absences.
The district achieved an impressive 70% Attendance Recovery Rate.
By converting nearly three-quarters of targeted absences back into instructional days, the WIN Academy ensured that thousands of students who were falling behind received the necessary face-to-face time with educators to get back on track.
To ensure that recovered minutes translated into genuine academic progress rather than just "seat time," the program maintained a strong focus on classroom environment and instructional quality:
The academy maintained an average Student-to-Teacher Ratio of 17:1.
This low ratio allowed for small-group interventions, targeted tutoring, and personalized support. By keeping class sizes small, educators could efficiently address specific learning gaps, helping the district hit its End-of-Year (EOY) academic proficiency goals and preventing chronically absent students from falling permanently behind. The WIN Academy proved that rigorous academic recovery can also be highly cost-effective, generating significant resources to be reinvested back into TRUSD communities.
Estimated ADA Revenue $804,960
Net Financial Estimate $269,592
By capturing over $800,000 in Average Daily Attendance (ADA) funding, the program completely offset its own operational costs and generated a net surplus of $269,592. This financial success proves the program is a self-sustaining model that strengthens the district's general fund while serving vulnerable student populations.
Looking Forward: Strategic Expansion
Building upon this successful foundation, the district is expanding Attendance Recovery (AR) opportunities to be even more accessible. Future iterations of the WIN Academy will include before- and after-school sessions, as well as intersession programs.
With these expanded pathways, the team is confident in scaling operations to recover 15,000 student absences in the upcoming 2025–2026 academic cycle, further closing the achievement gap and maximizing district ADA revenue.
3.12 Usage rate and favorability ratings increased.
3.13 All positions have been filled and are maintaining a ratio of 1:890 to supplement the base ratio. Provided direct mental health supports to students, conducted assessments and evaluations.
3.14 Having buses for long range travel in addition to our fleet of electric buses will provide better access to field trips and events that have required charter buses.

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.

Metric 3.8: Baseline data updated due to more precise data calculation in 2025-26.

changed during 25-26: 3.16 - now also funds LVNs and Nurses.

26-27:
3.8 - Action will be removed from LCAP; supplies supported by categorical funds.
3.14 - Bus purchases for student transportation is reduced to help cover new Goal 11.

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	Duty Assistants	3.1 Duty Assistants to ensure that schools have the necessary supervision to ensure the maintenance of safe school environments. All S/C	$1,021,061.00	Yes
3.2	Central Counseling Services	3.2 Director Counseling, clerical, and central Counselor for social emotional needs provides mental health training to employees and services to all Twin Rivers students. The Central Counselor leads the crises response teams and works closely with elementary school counselors. Impacting Metric 3.2 primarily S/C = $421,622 ALL LREBG through 27-28 & then S/C ongoing = $160,007	$581,629.00	Yes
3.3	Counselors Elementary	3.3 Provide 1.0 FTE counselor for each K-6 and K-8 school to ensure social emotional needs of students are supported. • 28 FTE Elementary Counselors All S/C	$4,309,921.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Counselors Secondary - Additional	3.4 Supplemental funds will continue to reduce counseling to student ratios at high schools to 350:1 and at the middle schools a minimum of 1 counselor or 500:1. Alternative education sites receive 1 counselor each. • 17.0 FTE additional Secondary Counselors All S/C The base school counseling ratio is: High School- 950:1 and Middle School- 1,000:1 to meet the academic and social emotional needs of students.	$3,007,046.00	Yes
3.5	Vice Principals - Additional	3.5 Continue Vice Principals at elementary schools with 600+ students to support instructional program and school needs. Continue supplemental Secondary Vice Principal ratio (above the base ratio) at each middle school to ensure at least 1 Vice Principal at each middle school. Any additional Vice Principal support for high needs schools is determined annually by Executive Cabinet. Total supplemental VPs = 19.5 FTE All S/C	$4,053,146.00	Yes
3.6	Visual and Performing Arts	3.6 Visual and Performing Arts (VAPA) teachers to support the K-12 Arts Programs. • Visual Arts (TK – 2) • Music (3 – 6) • Band, Choir and/or Art (7 – 12) 26.30 FTE VAPA teacher	$5,101,839.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.0 FTE Director 1.0 FTE Program Development Specialist 1.0 FTE Clerical Supplies and materials are also provided to support the VAPA program which includes the TRUSD Festival of the Arts. The Festival of the Arts is an annual district- wide event held in the spring designed to exhibit the before, during and after school Visual and Performing Arts programs. The festival showcases all grade levels of our students at a local venue. All S/C		
3.7	Student Services - supplemental support	3.7 Student Services Program Specialist, Student Engagement Specialist, and Coordinator Child Welfare (.50 FTE) positions to assist with student transitions between Alternative Education, Court Community Schools, and district comprehensive school programs. And services from non public schools. All S/C	$665,709.00	Yes
3.8	School Advancement	3.8 - Removed from LCAP; supplies supported by categorical funds.		
3.9	Activities Directors	3.9 Activities Director positions for the middle schools and high schools to support the increase in academic, enrichment, and athletic activities. 9 FTE positions. All S/C	$1,629,577.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Student Activities - Additional	3.10 Students will have access to academic activities, academic competitions, and athletics, which will support increased student engagement, social emotional growth, and improvement in student achievement. Examples of possible student opportunities include: Academic Activities: K--8: Grade level anchor activities (such as field trips, clubs, and other opportunities): Grade 3: SMUD Museum of Science and Curiosity; Grade 4: Marshal Gold Discovery Park; Grade 5: Aerospace Museum; Grade 6: Science Camp. Grade 7--8: WEB program High School: Summer at City Hall and Link Crew Activity Director Leadership Development: Participation for all Activity Directors in CADA and CASL Student Leadership Development: CASL, Safe School Ambassadors Academic Competitions: K--8: MESA, Science Competitions (Mars Day), Day of Code, Robotics, District Chess Tournament and Speech Contest, Etc. High Schools: History Day, Day of Code, Moot Court and Mock Trail, Etc. Athletics: K--8: Sports leagues, Special Olympics, and other athletic opportunities, Positive Coaching Alliance. High School: Alternative Education League, Unified Sports, TR Cup, and inter--district competitions, Positive Coaching Alliance. Stipends for teachers to support increase in academic, enrichment and athletic experiences for students. All S/C	$2,572,908.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	WIN Academy Saturday School	3.11 The Twin Rivers (TR) What I Need (WIN) Academy is a weekend program that is a blend of enrichment and academic opportunities designed to provide extended learning for all Twin Rivers students. TR WIN Academy teachers engage students through meaningful and fun instruction that may cover math, reading, science, history, arts, social skills, physical education, research engineering, and much more. The primary goal is three pronged: 1) increase student learning by reclaiming missed school days of instruction 2) increase student engagement 3) reduce chronic absenteeism. All S/C	$638,500.00	Yes
3.12	Kelvin Social Emotional Screener	3.12 Kelvin application monitors the social emotional wellness of staff and students. Data is used to provide social emotional interventions for students including counseling. Districtwide data is used to provide and evaluate supports and systems for mental health and wellness of staff and students. All S/C	$25,490.00	Yes
3.13	Psychologists - Additional	3.13 Additional Psychologists continue to reduce the base psychologist ratio to support students with an emphasis on unduplicated students. Additional 4.20 FTE All S/C The base psychologist ratio is a minimum of 1:1200 to meet the social -emotional needs of students.	$762,972.00	Yes
3.14	Transportation buses	3.14 Purchase buses to improve transportation services for students.	$750,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		All S/C		
3.15	Attention 2 Attendance	Software program to help analyze student attendance comparisons and trends. All S/C	$199,000.00	Yes
3.16	Health and Wellness	Coordinator Health and Wellness, Nurses and LVNs positions. Services agreements for ....Attendance is a major factor in student success according to research. Having health supports for students improves student attendance. Positions: S/C = $3,562,157 LREBG through 2027-28 = $482,721 Service Agreements: LREBG 2026-27 (one-time) = $1,550,000	$5,594,878.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase Parent Engagement	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Community forums and parent meetings continuously reveal and cite a need for parent involvement and engagement. Progress will be measured by the percentage of parents attending workshops and the outreach to diverse groups to attend engagement activities. Stakeholder input showed that 98% of surveys were completed in English and 30% were parents or guardians of students that were English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	The number of parents engaged in DELAC and FACE events	2024: 8,625 Total	2025: 9,203 Total	2026: 8329 Total	2027: 10,000 Total	-296
4.2	Attendance at training and meetings designed to support our underserved groups.	2024 797	2025: 1,458	2026: 610	2027: 1000	-187

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 TRUSD FACE provides a wide range of districtwide and site-based family engagement opportunities focused on increasing parent participation, strengthening family-school partnerships, and connecting families to resources and supports. During the 2025–2026 school year, FACE facilitated 46 family engagement events, engaging 2,703 parents and 3,410 total participants, while an additional 146 families participated in Kindergarten Round-Up events. The FACE team and District Community Liaisons also provided extensive direct support through 5,179 parent interactions and 619 student support services, including attendance intervention, enrollment support, ParentSquare and

Aeries assistance, workshops, food resources, and referrals to community services. Additionally, 20 food distribution events served 6,005 households, creating trusted opportunities to connect families with district programs and resources. Outreach efforts were supported through ParentSquare, social media, flyers, direct communication, and relationship-based engagement strategies.
4.2 Coordinator staffed

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.

4.1 - less spent with Title I funds.
4.3 - now funding 4 FTE for the communications department.

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

4.1 Participation data reflects strong family interest and access to engagement opportunities, with over 3,400 participants attending district-sponsored events and 6,005 households accessing food distribution services. District Community Liaisons documented 5,179 parent interactions, with the largest areas of support focused on parent communication (2,621 interactions), attendance intervention (932 interactions), and Aeries/ParentSquare support (909 interactions), demonstrating that families are receiving both information and individualized assistance to support student success. Student support data also showed 619 direct interventions, primarily related to food resources, attendance support, financial literacy, and college readiness. The data indicates that family engagement efforts are moving beyond event participation and are increasingly centered on relationship-building, attendance improvement, resource navigation, and reducing barriers to student success. Continued opportunities exist to strengthen outcome tracking and participation monitoring across all engagement activities, but current data demonstrates meaningful progress toward building family capacity and increasing family-school partnerships.

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.

Added during 25-26: 4.3 - now funding 4 FTE for the communications department.

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	Parent Opportunities	4.1	$516,489.00	Yes

Action #	Title	Description	Total Funds	Contributing
		TRUSD provides involvement opportunities for parents/guardians at the central office level such as District English Learner Advisory Committee (DELAC), Family and Community Engagement (FACE) Forums on the LCAP, Using Technology Webinars, Virtual Parent University, and other opportunities virtually and in-person. TRUSD also provides opportunities for parent involvement at the school sites through activities such as School Site Council, Back to School Night, Open House, Parent/Guardian Workshops, and other engagement opportunities. Outreach efforts are made and monitored through the use of Parent Square (districtwide messaging system), Social media campaigns, flyers, and mailers in order to elicit parent input in LEA and Site decision making. S/C = $172,231, Title I = $191,973 and CalNEW Grant = $152,285		
4.2	Family and Community Engagement (FACE)	4.2 Family and Community Engagement (FACE) is represented by the Coordinator of Parent and Community Involvement. All S/C	$208,215.00	Yes
4.3	Communications	4.3 Four positions to support TRUSD communications. All S/C	$743,814.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Provide Facilities that are Clean, Safe, and Conducive to Learning	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

TRUSD Facilities Master Plan Refresh from 2018 showed $506 million needed just to complete high priority facilities updates with a total of $3.5 billion to complete all updates and upgrades from 2017 Facilities Master Plan (updated from 2015). Community reports of facility concerns have also been noted. Progress will be noted through Williams' facility reports, work order completion rates, and continued facility audits. Additional input from our educational partners shows positive feedback from recent facilities upgrades as well as a need to continue additional maintenance and repair. Facilities were one of the top themes for our student participants in education partner input sessions and surveys. Safety is consistently a top theme for all educational partner groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Facility Inspection Tool reports (FIT)	2024: Exemplary: 38% Good: 58%	2025: Exemplary: 38% Good: 58%	2026: Exemplary: 38% Good: 58%	100% Of sites have a "good" rating or better	0
5.2	Percentage of students, families, and teachers responding favorably on surveys measuring school safety and connectedness.	2024 69.8%	2025: 82%	2026: 77%	80%	+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.

5.1 Implemented as planned
5.2 Implemented as planned
5.3 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.

5.1 - now also funds 14 FTE Landscape positions.
5.3 - service agreement was not needed; was a two year agreement last year.

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

5.1 Facilities improvements in the form of projects that are identified using the most recent Facilities Condition Assessment (FCA). Projects include:

- Roof Replacements
- Restroom Modernizations
- HVAC Replacements
- Fencing Replacements/ Upgrades
- New UTK Classroom spaces
- Cafeteria modernizations at High Schools
- Construction of New Administration and Multipurpose Building
- Portable additions for needed classroom space
- Additional custodial support to improve cleanliness
- On-site maintenance technicians to address needs in a timely manner
- On- site dedicated Grounds Specialist to support cleanliness, safety, and security of sites through daily upkeep and preventative maintenance tied to our Integrated Pest Management plan.

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.

5.1 - $4 million less ongoing for facilities improvements/modernization of HVAC. Funds used in new Goal 11 instead.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Facilities	5.1 TRUSD will continue improving existing facilities to provide for an equitable learning environment for all students with an emphasis on unduplicated students. • Facilities improvements based upon needs including modernization (HVAC, Technology, Fencing, Playground equipment, etc) of aging facilities and improvements due to class-size reduction. • Student achievement scores tend to decrease as school buildings age. • Physical environments needing improvement are strongly associated with truancy and other behavior problems in student. School facilities in good repair are associated with safe effective learning environments that support academic achievement. • Additional custodians, Landscape and Grounds Specialists, and a dedicated maintenance position at each of the four comprehensive high schools to provide more service to support facility needs including extended- day and summer learning opportunities. All S/C	$10,689,301.00	Yes
5.2	Campus Safety Specialists	5.2 A safe learning environment is important for students' academic achievement. Campus Safety Specialists at the secondary schools to assist all students with restorative practices and de-escalation with an emphasis on providing mentoring, ensuring student connectedness, and life modeling. 18.38 FTE All S/C	$1,486,909.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.3	Police Dispatcher-Additional	5.3 A safe learning environment is important for students' academic achievement. Continue to provide additional 1 FTE dispatcher to police services. Additional position allows for video surveillance monitoring and review as well as monitoring and interaction with Catapult EMS system. Service agreement for law enforcement needs. All S/C	$161,022.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Increase ELA and Math Academic Achievement for Students with Disabilities	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Improved standardized test results and standardized assessments for all students are essential to measure progress toward goals. There are disparities between students with disabilities and other subgroups. Twin Rivers was required to develop this goal due to consistent low performance by this subgroup. Beyond the performance gap in standardized test results, there are also disparities with enrollment and completion of academically rigorous pathways as measured by AP course enrollment, dual-enrollment, and in A-G completion rates. These disparities are representative of the academic achievement gap. Focusing on the achievement of students with disabilities will allow our system to examine our many programs that server students in this classification. Having this data will create more capacity for the department as a whole to improve outcomes in areas of need rather than the larger initiatives of past years. Additionally, we will be able to examine where our actions are the most effective and where there needs to be adjustment and innovation. The shift for the staff in these actions will include targeted work based on more granular data. Previously, our Specialists provided services to all students with disabilities (and the staff that provides instruction). With targeted data points, the staff can better focus on areas of innovation and improvement. This shift in the deployment model will produce improved outcomes in the areas of most need at a greater rate and in a more timely fashion.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Students With Disabilities (SWD) CAASPP	2023: At or Above the Meets Performance Performance Level ELA: 7.76% Math: 7.28%	2024: At or Above the Meets Performance Level ELA: 10.25% Math: 8.94%	2025: At or Above the Meets Performance Level ELA: 10.64% Math: 9.01%	At or Above the Meets Performance Level ELA: 25% Math: 25%	ELA: +2.88% Math: +1.73%
6.2	District Benchmarks	2023-24 Quarter 3:	2024-25 Quarter 3:	2025-26 Quarter 3	2027 Quarter 3:	Integrated Math 1:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Integrated Math 1: 18.9% Integrated Math 2: 12.7% Integrated Math 3: 29.17% SWUN Math K-8: Trimester 2: 23.6% ELA 7-12 Quarter 3: 10% ELA 1-6 Trimester 2: 25.1%	Integrated Math 1: 24.08% Integrated Math 2: 30.89% Integrated Math 3: 25% SWUN Math K-8: Trimester 2: 38.93% ELA 7-12 Quarter 3: 12.11% ELA 1-6 Trimester 2: 22.25%	Integrated Math 1: 36.36% Integrated Math 2: 5.88% Integrated Math 3: 31.5% SWUN Math K-8: Trimester 2: 30.8% ELA 7-12 Quarter 3: 17.6% ELA 1-6 Trimester 2: 20.2%	Integrated Math 1: 25% Integrated Math 2: 25% Integrated Math 3: % 30% SWUN Math K-8: Trimester 2: 30% ELA 7-12 Quarter 3: 30% ELA 1-6 Trimester 2: 30%	+17.46% Integrated Math 2: -6.82% Integrated Math 3: +2.33% SWUN Math K-8: Trimester 2: +7.2% ELA 7-9 Quarter 2: +7.6% ELA 1-6 Trimester 1: -4.9%
6.3	Graduation Rate	2023: 72.7%	2024: 76.8%	2025: 81.9%	85%	+9.2%
6.4	Students With Disabilities (SWD) CAASPP Distance from Standard	2023: ELA: *120.1 points below standard Math: 145.8 points below standard *Data Corrected 2025.	2024: ELA: 117.8 points below standard Math: 146.1 points below standard	2025: ELA: 108.5 points below standard Math: 139.8 points below standard	ELA: 90 points below standard Math: 100 points below standard	2024: ELA: +11.6 points better Math: +6 points better

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 Positions filled and program implemented as planned
6.2 Position filled and serving Achieve program.
6.3 Partial of two Special Education Coordinators totaling 0.80 FTE; 1 FTE less that 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.

6.1 - 4% salary schedule increase and large increase to health contributions.

6.2 - 4% salary schedule increase and large increase to health contributions.
6.3 - position filled for only part of the year.
6.4 - 4% salary schedule increase and large increase to health contributions.

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

6.1 Intensive support has been available to a cohort of 6 teachers working with 72 elementary age children with autism
6.2 Monitored and managed three open classrooms servicing to 23 students with intensive intervention supports. Social/emotional supports and interventions. Coaching and mentoring of teachers and students - support with lesson design, direct instruction. Family engagement and community learning. Program to maintain students in the district rather than using outside non-public school partners. Program to transition students from non-public schools back to the district.
6.3 Early childhood inclusive preschool classes have resulted in general education opportunities for special education students that would otherwise require self- contained classroom support. A review of data for students that participated in inclusive programs led to 70% of students remaining in general education during their kindergarten school year.

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.

No planned changes

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	Special Education Teacher on Special Assignment (TOSAs)	6.1 Special Education TOSAs, materials, supplies and professional development to strengthen program implementation. Programs will be used with some students who have been identified with autism, with an emphasis on special education unduplicated students. All S/C	$515,244.00	Yes
6.2	Vice Principal for Special Education	6.2 The Vice Principal for Special Education is responsible for providing oversight and all aspects of administration for the Achieve Program and non public school students. The Achieve Program is a therapeutic	$195,553.00	Yes

Action #	Title	Description	Total Funds	Contributing
		intervention program for students receiving special education services. The program emphasizes intensive social emotional therapy and support, social skills development, academic progress, self-improvement and growth and family engagement and support. Students with disabilities, Foster Youth and Low income were all in the Red for suspension rate; English learners in the orange. Having additional services prior to a non-public referral provides an opportunity for these students to achieve at a higher level and, at-times, return to general education/public school. All S/C		
6.3	Special Education Coordinator	6.3 Removed from LCAP; position changed to Principal.		
6.4	Additional RSP Teachers	One-time additional RSP teachers added during COVID. 3 FTE Having quality teachers is shown in educational research to have one of the greatest impacts on student achievement. Additional teachers allow for greater access for students with disabilities to quality education. All LREBG through 2027-28	$452,173.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Increase academic achievement in English Language Arts by 45 points from standard or greater by students classified as English Learners as measured by CAASPP by 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Elementary sites currently receive Math coaching and support, English Language Arts coaching and support and Culture and Climate coaching and support using additional funding. For the Equity multiplier, the sites listed showed the greatest need for English Learner supports in ELA and Math as well as access to content. Providing additional intervention teachers and language support on sites will help improve services in this area of need at the site listed.

In reviewing our needs assessment and community input, intervention—specifically intervention teachers, were top requests from our Teachers, Students, and Parent groups. Improving literacy for students classified as English Learners were also top input items during surveys and listening sessions. Reviewing current resources showed that focusing on intervention teachers for EL literacy would provide the greatest impact on student achievement. Student Groups with Lowest Performance level on 2025 Dashboard by Indicator and Schoolsite:

ELA:
· Northwood: Students With Disabilities, English Learner
· Woodlake: Hispanic, Students With Disabilities
· Oakdale: Asian American, White
· Woodridge: African American, Hispanic, Homeless, Socio-Economically Disadvantaged, Students With Disabilities, Asian American, White
· Keema: English Learner
Math:
· Northwood: English Learner, Students With Disabilities
· Woodlake: Hispanic, Students With Disabilities
· Hagginwood: Students With Disabilities
· Oakdale: English Learner, Asian American, WH
· Woodridge: AA, English Learner, Hispanic, Homeless, Socio-Economically Disadvantaged, Students With Disabilities
· Keema: English Learner, Hispanic, Homeless, Socio-Economically Disadvantaged & White
· Martin Luther King, Jr.: English Learner, Long Term English Learner, Homeless, Hispanic

Science:
· Northwood: Socio-Economically Disadvantaged
· Vista Nueva C&T: Socio-Economically Disadvantaged
· Martin Luther King, Jr.: English Learner, Homeless, Socio-Economically Disadvantaged, Students With Disabilities, Asian American, Hispanic
· Woodridge: English Learner, Socio-Economically Disadvantaged

For this goal, the greatest need is ELA intervention prioritizing students classified as English Learners. Science and math both receive additional services through different funding sources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	ELA CAASPP	2023: Northwood Elementary: · English Learner: 106.6 points below standard · Students With Disabilities: 87 points below standard Woodlake Elementary: · English Learner:113.8 points below standard · Students With Disabilities: 161.4 points below standard · Hispanic:106.1 points below standard Woodridge Elementary: · English Learner: 116.5 points below standard	2024: Northwood Elementary: · English Learner: 139.5 points below standard · Students With Disabilities: 125.3 points below standard Woodlake Elementary: · English Learner: 98.14 points below standard · Students With Disabilities: 118.5 points below standard	2025: Northwood Elementary: · English Learner: 140.7points below standard · Students With Disabilities 152.8 points below standard Woodlake Elementary: · English Learner:67.8 points below standard · Students With Disabilities: 122.1 points below standard	2027 Northwood Elementary: · English Learner: 61.6 points below standard or better · Students With Disabilities: 137.8 points below standard or better Woodlake Elementary: · English Learner: 68.8 points below standard or better · Students With Disabilities: · Hispanic:	 Northwood Elementary: · English Learner: -34.1 · Students With Disabilities: -65.8 Woodlake Elementary: · English Learner: + 46 · Students With Disabilities: +39.3 · Hispanic: +33.8 Woodridge Elementary: · English Learner: + 19.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		· Students With Disabilities: 143.1 points below standard · Hispanic: 87.9 points below standard · Asian American: 117.1 points below standard · White: 108.4 points below standard · Homeless: 110.9 points below standard · African American: 104.8 points below standard · Socio-Economically Disadvantaged: 103.4 points below standard Babcock Elementary: · English Learner: 80 points below standard Hagginwood Elementary: · English Learner: 82.6 points below standard Oakdale TK-8: · English Learner: 139.3 points below standard	· Hispanic: 75 points below standard Woodridge Elementary: · English Learner: 106.5 points below standard · Students With Disabilities: 122.6 points below standard · Hispanic: 75.7 points below standard · Asian American: 105.3 points below standard · White: 80.6 points below standard · Homeless: 94.2 points below standard · African American: 60 points below standard · Socio-Economically Disadvantaged: 84.7 points below standard	· Hispanic: 72.3 points below standard Woodridge Elementary: · English Learner: 96.8 points below standard · Students With Disabilities: 120.9 points below standard · Hispanic: 80.4 points below standard · Asian American: 91.7 points below standard · White: 78.8 points below standard · Homeless: 107.7 points below standard · African American: 79 points below standard · Socio-Economically Disadvantaged: 82.5 points below standard	Woodridge Elementary: · English Learner: 71.5 points below standard or better · Students With Disabilities · Hispanic · Asian American · White · Homeless · African American · Socio-Economically Disadvantaged Babcock Elementary: · English Learner: 35 points below standard or better Hagginwood Elementary: · English Learner: 37.6 points below standard or better Oakdale TK-8: · English Learner: 94.3	· Students With Disabilities: +22.2 · Hispanic: +7.5 · Asian American: +25.4 · White: +29.6 · Homeless: +3.2 · African American: +25.8 · Socio-Economically Disadvantaged: +20.9 Babcock Elementary: · English Learner: + 9.2 Hagginwood Elementary: · English Learner: + 14.3 Oakdale TK-8: · English Learner: + 26.3 · Asian American: +13.8 · White: +6.8 2024 (New Sites) Kohler TK-8:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		· Asian American: 121.7 points below standard · White: 107.4 points below standard 2024 (New Sites) Kohler TK-8: · English Learner: 96.8 points below standard (2024) Sierra View Elementary: · English Learner: 62.2 points below standard (2024) 2025 (New Sites) Fairbanks: · English Learner: 51.9 points below standard	Babcock Elementary: · English Learner: 61.5 points below standard Hagginwood Elementary: · English Learner: 92.8 points below standard Oakdale TK-8: · English Learner: 120.9 points below standard · Asian American: 110.5 points below standard · White: 100.8 points below standard 2024 (New Sites) Kohler TK-8: · English Learner: 96.8 points below standard (Baseline year)	Babcock Elementary: · English Learner: 70.8 points below standard Hagginwood Elementary: · English Learner: 68.3 points below standard Oakdale TK-8: · English Learner: 113 points below standard · Asian American: 107.9 points below standard · White: 100.6 points below standard 2024 (New Sites) Kohler TK-8: · English Learner: 66.5 points below standard Sierra View Elementary:	points below standard or better · Asian American · White 2024 (New Sites) Kohler TK-8: · English Learner: 96.8 points below standard (2024) Sierra View Elementary: · English Learner: 32.2 points below standard or better Fairbanks: 36.9 points below standard 2025 (New Sites) Fairbanks: · English Learner: 36.9 points below standard	· English Learner: +30.3 Sierra View Elementary: · English Learner: +20.4 2025 (New Sites) Fairbanks: · English Learner: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Sierra View Elementary: · English Learner: 62.2 points below standard (Baseline year) 2025 (New Sites) Fairbanks: · English Learner: NA	· English Learner: 41.8 points below standard 2025 (New Sites) Fairbanks: · English Learner: 51.9 points below standard (baseline year)		
7.2	Math CAASPP	2023: Northwood: · English Learner: 124 points below standard · Students With Disabilities: 108 points below standard Woodlake: · Hispanic: 130.1 points below standard · Students With Disabilities: 182.6 points below standard Hagginwood: · Students With Disabilities: 191.3 points below standard Oakdale:	2024: Northwood: · English Learner: 149.3 points below standard · Students With Disabilities: 152.7 points below standard Woodlake: · Hispanic: 75 points below standard · Students With Disabilities: 118.5 points below standard Hagginwood: · Students With Disabilities:	2025: Northwood: · English Learner: 162.8 points below standard · Students With Disabilities: 159.5 points below standard Woodlake: · Hispanic: 72.3 points below standard · Students With Disabilities: 122.1 points below standard Hagginwood: · Students With Disabilities:	2027 Northwood: · English Learner: 79 points below standard or better · Students With Disabilities: 63 points below standard or better Woodlake: · Hispanic: 85.1 points below standard or better · Students With Disabilities: 137.6 points below standard or better Hagginwood: · Students With Disabilities:	Northwood: · English Learner -28 · Students With Disabilities: -51.5 Woodlake: · Hispanic: +57.8 · Students With Disabilities: +60.5 Hagginwood: · Students With Disabilities: +15.3 Oakdale: · English Learner: +33.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		· English Learner: 158.7 points below standard · Asian American: 150.2 points below standard · White: 140.7 points below standard Woodridge: · African American: 127.2 points below standard · English Learner: 111.2 points below standard · Hispanic: 93.8 points below standard · Homeless: 114.6 points below standard · Socio-Economically Disadvantaged: 106.2 points below standard · Students With Disabilities: 151.6 points below standard	178.6 points below standard Oakdale: · English Learner: 115.5 points below standard · Asian American: 115.8 points below standard · White: 112.6 points below standard Woodridge: · African American: 92.3 points below standard · English Learner: 87.4 points below standard · Hispanic: 97.3 points below standard · Homeless: 101.8 points below standard · Socio-Economically Disadvantaged: 86.1 points below standard	176 points below standard Oakdale: · English Learner: 124.8 points below standard · Asian American: 126.8 points below standard · White: 114 points below standard Woodridge: · African American: 103.3 points below standard · English Learner: 96.5 points below standard · Hispanic: 103.6 points below standard · Homeless: 123.7 points below standard · Socio-Economically Disadvantaged: 89.8 points below standard	146.3 points below standard or better Oakdale: · English Learner: 113.7 points below standard or better · Asian American: 105.2 points below standard or better · White: 95.7 points below standard or better Woodridge: · African American: 82.2 points below standard or better · English Learner: 66.5 points below standard or better · Hispanic: 48.8 points below standard or better · Homeless: 69.6 points below standard or better · Socio-Economically Disadvantaged: 61.2 points below standard or better	· Asian American: +23.4 · White: +26.7 Woodridge: · African American: +23.9 · English Learner: +14.7 · Hispanic: -9.8 · Homeless: -9.1 · Socio-Economically Disadvantaged: +16.4 · Students With Disabilities: +5.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			· Students With Disabilities: 148.6 points below standard	· Students With Disabilities: 145.7 points below standard ·	· Students With Disabilities: 106.6 points below standard or better	
7.3	CAST	2024: Northwood: · Socio-Economically Disadvantaged: 28.3 points below standard Woodridge: · English Learner: 33.8 points below standard · Socio-Economically Disadvantaged: 27.3 points below standard	2025: Northwood: · Socio-Economically Disadvantaged: 33.4 science points Woodridge: · English Learner: 30.6 science points · Socio-Economically Disadvantaged: 33.7 science points	2026: Northwood: · Socio-Economically Disadvantaged: NA Woodridge: · English Learner: NA · Socio-Economically Disadvantaged: NA	2027 Northwood: · Socio-Economically Disadvantaged: 15 Points below standard or better. Woodridge: · English Learner: 15 Points below standard or better. · Socio-Economically Disadvantaged: 15 Points below standard or better.	Northwood: · Socio-Economically Disadvantaged:-5.1 Woodridge: · English Learner: +2.6 · Socio-Economically Disadvantaged: +6.3

Goal Analysis [2025-26]

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

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

7.1 Positions were implemented and worked in tandem with MTSS and EL Services to provide targeted intervention to students. Local data showed improvement and preliminary EL data is showing positive correlation with participating students.
7.2 Positions that were filled provided additional translation, interpretation and support for students and families; focusing on groups that were receiving academic intervention.

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.

No material differences.

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

7.1 Intervention program has shown signs of positive gains at most site implemented. Current data reflects this beyond CA dashboard.

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.

7.1 New site added (Fairbanks)
7.1 Metric includes all groups with Lowest Performance level on 2025 Dashboard for sites with actions in this goal. 7.2 and 7.3 metrics were added to include the additional areas of lowest performance.

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	Student Support Teachers (EL Focus)	7.1 Student Support Teachers (SST) provide direct instruction to small groups of students classified as English learners using intervention materials daily. Additionally, Student Support Teachers may provide additional support to students during ELD blocks and support the general ELD programs based on site needs. SSTs will work in tandem with Bilingual Paras to provide English Language Arts instruction to students with the goals of increasing achievement in ELA and additional language acquisition support. All Equity Multiplier funds.	$1,987,379.00	No
7.2	Bilingual Paraeducators	7.2 Bilingual paraeducators provide direct support for students needing language access and interpreting to receive grade level instruction in content areas as well as English language acquisition. These positions are staffed based on language proficiency according to the needs of each site. All Equity Multiplier funds.	$312,423.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Increase academic achievement in ELA or Math by 45 points from standard or greater by students as measured by CAASPP by 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Martin Luther King Jr. Technology Academy (MLKTA) is in the Red status for Math, English Language Arts, English Learner Progress and Conditions and Climate. A review of services show that a Math, Conditions and Climate and English Language Learner progress are receiving services in the next year through different funds. English Language Arts is a gap so the Equity Multiplier funds will be used to address that gap and to provide additional access to students not yet fluent in English to access these services.

Rio Linda Preparatory Academy (RLPA) Is in the orange category for ELA with 4 subgroups in the Red. The action will address instruction and collaboration with the staff. The site plans to conduct a deeper root cause analysis into other areas of need in the 2025-25 school year with greater teacher and staff input on priorities for this funding.

Input from Educational Partner engagement at MLKTA showed a need for additional supports in academic with an emphasis on tutoring and intervention.
(RLPA) input showed a need to improve instruction through collaboration and professional development will be the first step in strategy to address the site needs.

Student Groups with Lowest Performance level on 2025 Dashboard by Indicator and Schoolsite

Math:
· Martin Luther King, Jr.: English Learner, Long Term English Learner, Homeless, Hispanic

ELPI:
· Woodlake: English Learner
· Martin Luther King, Jr.: English Learner

Science:

· Martin Luther King, Jr.: English Learner, Hispanic, Socio-Economically Disadvantaged, Students With Disabilities, Asian American, Hispanic
· Vista Nueva C&T: Socio-Economically Disadvantaged

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	ELA CAASPP Distance from Standard	2023: Martin Luther King, Jr. Technology Academy: 125.3 points below standard English Learners: 155.6 points below standard 2024 : Rio Linda Prep (new for 2025) 64.2 points below standard English Learners: 110.3 points below standard	2024: Martin Luther King, Jr. Technology Academy: 141 points below standard English Learners: 153.8 points below standard 2024 : Rio Linda Prep (baseline year) 64.2 points below standard English Learners: 110.3 points below standard	2025: Martin Luther King, Jr. Technology Academy: 120.4 points below standard English Learners: 145.2 points below standard Rio Linda Prep 45.2 points below standard English Learners: 65.4 points below standard	Martin Luther King, Jr. Technology Academy: 80.3 points below standard or better English Learners: 110.6 points below standard or better Rio Linda Prep (new for 2025) 34.2 points below standard English Learners: 80.3 points below standard	Martin Luther King, Jr. Technology Academy: +4.9 Martin Luther King, Jr. Technology Academy (English Learners):+10.4 Rio Linda Prep: + 19 Rio Linda Prep (English Learners): +44.9
8.2	Math CAASPP Distance from Standard	2025 Martin Luther King, Jr. Technology Academy: 120.4 points below standard · English Learner: 145.2 points below standard	NA	2025 Martin Luther King, Jr. Technology Academy: 120.4 points below standard · English Learner: 145.2 points below standard	Martin Luther King, Jr. Technology Academy: 120.4 points below standard · English Learner: 130.2 points below standard or better	Martin Luther King, Jr. Technology Academy: 120.4 points below standard · English Learner · Long Term English Learner · Homeless

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		· Long Term English Learner: 142.7 points below standard · Homeless: 130.2 points below standard · Hispanic: 133.3 points below standard		· Long Term English Learner: 142.7 points below standard · Homeless: 130.2 points below standard · Hispanic: 133.3 points below standard	· Long Term English Learner: 127.7 points below standard or better · Homeless: 115.2 points below standard or better · Hispanic: 118.3 points below standard or better	· Hispanic
8.3	CAST	2024 Vista Nueva C&T: · Socio-Economically Disadvantaged: 32.8 points below standard Martin Luther King, Jr.: · English Learner: 35.4 points below standard · Homeless: 32.6 points below standard · Socio-Economically Disadvantaged: 32.1 points below standard · Students With Disabilities: 38.1 points below standard · Asian American: 30.3 points below standard · Hispanic: 30.7 points below standard	2025 Vista Nueva C&T: · Socio-Economically Disadvantaged: 32.4 science points below standard Martin Luther King, Jr.: · English Learner: 28.4 science points below standard · Homeless: 30 science points below standard · Socio-Economically Disadvantaged: 31.2 science points below standard · Students With Disabilities: 23.5 science	2026 Vista Nueva C&T: · Socio-Economically Disadvantaged: NA Martin Luther King, Jr.: · English Learner: NA · Homeless: NA · Socio-Economically Disadvantaged: NA · Students With Disabilities: NA · Asian American: NA · Hispanic: NA	Vista Nueva C&T: · Socio-Economically Disadvantaged: 15 points below standard or better Martin Luther King, Jr.: · English Learner: 20.4 points below standard or better · Homeless: 17.6 points below standard or better · Socio-Economically Disadvantaged: 17.1 points below standard or better · Students With Disabilities: 23.1 points below standard or better · Asian American: 15.3	Vista Nueva C&T: · Socio-Economically Disadvantaged: +0.4 Martin Luther King, Jr.: · English Learner: +7.0 · Homeless: +2.6 · Socio-Economically Disadvantaged: +0.9 · Students With Disabilities: +14.6 · Asian American: -3.7 · Hispanic: +0.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			points below standard · Asian American: 34 science points below standard · Hispanic: 29.9 science points below standard		points below standard or better · Hispanic: 15.7 points below standard or better	
8.4	ELPI	2023 Martin Luther King, Jr.: · English Learner: 44.9% making progress Woodlake: · English Learner: 23.8% making progress	2024 Martin Luther King, Jr.: · English Learner: 35.8% making progress Woodlake: · English Learner: 52.8% making progress	2025 Martin Luther King, Jr.: · English Learner: 33.1% making progress Woodlake: · English Learner: 42.3% making progress	Martin Luther King, Jr.: · English Learner: 60% Making Progress Woodlake: · English Learner: 39% Making Progress	Martin Luther King, Jr.: · English Learner: -11.8% Woodlake: · English Learner: +18.5%

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.

8.1 Positions were implemented and worked in tandem with MTSS team to provide targeted intervention to students. Local data showed improvement and preliminary ELA data is showing positive correlation with participating students.
8.2 Positions were 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.

8.1 - position filled for only part of the year.
8.2 - less support from service agreement needed than anticipated.
8.3 - Less professional development was able to be scheduled at the site and implemented as planned. Fewer sessions were held.

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

8.1 & 8.2 Preliminary CAASPP data from the site shows improvement.

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.

8.1 Martin Luther King Tech Academy will change focus of SST to math. Metric 8.2 reflects this change.
8.2 Bilingual Para will be eliminated based on site monitoring of effectiveness.
8.4 AISB position will be added to support ELA achievement and access for bilingual 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
8.1	Student Support Teacher (SST)	8.1 Student Support Teachers (SST) provide direct instruction to small groups of students using intervention materials daily. Additionally, Student Support Teachers may provide additional support to students during ELA blocks and support the general ES programs based on site needs. SSTs will work in tandem with Bilingual Paras to provide English Language Arts instruction to students with the goals of increasing achievement in ELA and additional language acquisition support. All Equity Multiplier funds.	$183,713.00	No
8.2	Bilingual Paraeducators (Removed)	8.2 - Removed.		
8.3	Professional Development	8.3 Professional development with the goal of increasing achievement in ELA .	$86,232.00	No

Action #	Title	Description	Total Funds	Contributing
		All Equity Multiplier funds.		
8.4	Academic Intervention Specialist Bilingual (AISB)	8.4 AISB 1.0 FTE for MLK Tech Academy to support students with ELA achievement and attendance. All Equity Multiplier funds.	$111,639.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	Improve College and Career readiness by 10% or greater for all student groups by 2027 as measured by the College and Career Indicator on the CA State Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The CA School Dashboard shows that Keema and Pacific had an a Very Low indicator in the area of College and Career Readiness. The importance of our students graduation College and Career ready is a District Strategic Focus area as well as a priority in district educational partner input. Career Technical Education and improving academics were also high priorities in our input and in the needs assessments conducted by the individual sites. The College and Career Indicator includes the above priorities and serves as an area to improve that would address the needs of our District and these sites.

College and career readiness for students attending Keema School for Independent Study, Pacific Career and Technology High, and Vista Nueva Career and Technology High were present in Educational Partner input themes related to success beyond graduation. In addition, Pacific and Vista improved interest and resource for Career Technical Education in order to improve college and career readiness and meet the specific request of student input present in the needs assessment. Tied into that was the need for academic success. Many families provided input that access and barriers such as language and work schedules as interfering with student engagement in school and academics. This prompted the need for additional support present in counselor and extra duty actions.

Student Groups with Lowest Performance level on 2025 Dashboard by Indicator and Schoolsite

ELA:
· Keema: English Learner
Math
· Keema: English Learner, Hispanic, Homeless, Socio-Economically Disadvantaged & White

CCI:

· Vista Nueva C&T: English Learner, Hispanic, Socio-Economically Disadvantaged
· Pacific C&T: Socio-Economically Disadvantaged
· Keema: English Learner, Homeless, Socio-Economically Disadvantaged, Hispanic, White
Science:
· Vista Nueva C&T: Socio-Economically Disadvantaged

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	College and Career Indicator	2023: Keema School for Independent Study: 2.4% Prepared for College and Career Pacific Career and Technology High: 1.3% Prepared for College and Career · Socio-Economically Disadvantaged: 1.3% Prepared for College and Career 2024: Vista Nueva Career and Technology High: 0% · English Learner: 0% · Hispanic: 0%	2024: Keema School for Independent Study: 5.6% Prepared for College and Career Pacific Career and Technology High: 3.3% Prepared for College and Career · Socio-Economically Disadvantaged: 3.3% Prepared for College and Career Vista Nueva Career and Technology High: 0% (Baseline Year)	2025: Keema School for Independent Study: 3.8% Prepared for College and Career Pacific Career and Technology High: 0% Prepared for College and Career · Socio-Economically Disadvantaged: 0% Prepared for College and Career 2025: Vista Nueva Career and Technology High: 0% prepared for college and career	Keema School for Independent Study: 12.4% Prepared for College and Career Pacific Career and Technology High: 11.3% Prepared for College and Career · Socio-Economically Disadvantaged: 11.3 % Vista Nueva Career and Technology High: 10% · English Learner:1 0%	Keema School for Independent Study: +1.4 percent Pacific Career and Technology High: -1.3 percent · Socio-Economically Disadvantaged: -1.3% Vista Nueva Career and Technology High: 0% · English Learner: 0% · Hispanic: 0% · Socio-Economically Disadvantaged: 0% Keema:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		· Socio-Economically Disadvantaged: 0% Keema: · English Learner: 0% Prepared for College and Career · Homeless: 2.6% Prepared for College and Career · Socio-Economically Disadvantaged: 2.5% Prepared for College and Career · Hispanic: 2.8% Prepared for College and Career · White: 2.8% Prepared for College and Career	· English Learner: 0% · Hispanic: 0% · Socio-Economically Disadvantaged: 0% Keema: · English Learner: 3.2% Prepared for College and Career · Homeless: 7.4% Prepared for College and Career · Socio-Economically Disadvantaged: 5.3% Prepared for College and Career · Hispanic: 5.3% Prepared for College and Career · White: 5.1% Prepared for College and Career	· English Learner: 0% · Hispanic: 0% · Socio-Economically Disadvantaged: 0% Keema: · English Learner: 0% Prepared for College and Career · Homeless: 5% Prepared for College and Career · Socio-Economically Disadvantaged: 3.4% Prepared for College and Career · Hispanic:1.3% Prepared for College and Career · White: 5.9% Prepared for College and Career	· Hispanic: 10% · Socio-Economically Disadvantaged: 10% Keema: · English Learner: 10% · Homeless: 12.6% · Socio-Economically Disadvantaged: 12.5% · Hispanic: 12.8% · White: 12.8%	· English Learner: 0 · Homeless: +2.4 · Socio-Economically Disadvantaged: -0.9 · Hispanic: -1.5 · White: +3.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.2	CAASPP	2023: Keema School for Independent Study ELA: 20% · English Learner: 122.9 points below standard Math: 5.25% · English Learner: 222.9 points below standard · Hispanic: 182.9 points below standard · Homeless: 174 points below standard · Socio-Economically Disadvantaged: 174.1 points below standard · White: 156.7 points below standard Pacific Career and Technology High ELA: 17.95% Math: 2.78% 2025 Vista Nueva Career and Technology High ELA: 11.11% Math: 5.41%	2024: Keema School for Independent Study ELA: 23.18% · English Learner: 104.1 points below standard Math: 4.30% · English Learner: 186.1 points below standard · Hispanic: 171.8 points below standard · Homeless: 167.1 points below standard · Socio-Economically Disadvantaged: 164 points below standard · White: 164.1 points below standard Pacific Career and Technology High ELA: 13.04% Math: 0%	2025: Keema School for Independent Study ELA: 27.9% · English Learner: 112.4 points below standard Math: 5.3% · English Learner: 202.7 points below standard · Hispanic: 176 points below standard · Homeless: 200.8 points below standard · Socio-Economically Disadvantaged: 169.4 points below standard · White: 188.4 points below standard Pacific Career and Technology High ELA: 7.5% Math: 10% 2025 (Baseline Year)	Keema School for Independent Study ELA: 15.31% · English Learner: 77.9 points below standard or better Math: 30% · English Learner: 177.9 points below standard or better · Hispanic: 137.9 points below standard or better · Homeless: 129 points below standard or better · Socio-Economically Disadvantaged: 129.1 points below standard or better · White: 111.7 points below standard or better Pacific Career and Technology High ELA: 34.29% Math: 12.78% Vista Nueva Career and Technology High	Keema School for Independent Study ELA: + 7.9% · English Learner: +10.5 Keema School for Independent Study Math:+0.05% · English Learner: +20.2 · Hispanic: +6.9 · Homeless: -26.8 · Socio-Economically Disadvantaged:+4.7 · White: -31.7 Pacific Career and Technology High ELA: -10.45% Pacific Career and Technology High Math:+ 7.22% Vista Nueva Career and Technology High ELA: 0 Vista Nueva Career and Technology High Math: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Vista Nueva Career and Technology High ELA: 11.11% Math: 5.41%	ELA: 16% Math: 11%	
9.3	CAST	2024 Vista Nueva C&T: · Socio-Economically Disadvantaged: 32.8 points below standard	2025 Vista Nueva C&T: · Socio-Economically Disadvantaged: 32.4 science points	2026 Vista Nueva C&T: · Socio-Economically Disadvantaged: NA	Vista Nueva C&T: · Socio-Economically Disadvantaged: 15 points below standard or better	Vista Nueva C&T: · Socio-Economically Disadvantaged: -0.4

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 Position was filled and supported the implementation of tiered support for student academic and college readiness resources; focusing on students that had language needs and attendance concerns.
9.2 Position was filled and support the development of systems to implemented tiered support for student academic and college readiness resources.
9.3 Position filled and supported college readiness primarily

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.

9.1 - filled position cost more than the budgeted position.
9.4 - less extra duty support used than anticipated.

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

9.1 Students had more engagement and reported more connection to academics after periods of non-attendance. More families were contacted that required language support.
9.2 Site has improved systems and data to support student connection to college and academic success.

9.3 Position added support for students with credit deficiency and A-G deficiency.

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.

9.2 .5 MTSS Position serving Pacific was changed to TOSA (1.0 serving Vista Nueva and Pacific; at 9.5) to provide more instructional support and college and career support based on the needs of the site and the results of data. 9.1 and 9.2: Additional groups added to metrics to show Student Groups with Lowest Performance level on 2025 Dashboard by Indicator 9.3 CAST Metric added for Vista due to performance of one 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
9.1	Academic and Instructional Support Bilingual	9.1 1.0 FTE Academic and Instructional Support Bilingual for 3 years to focus on attendance and language support to enable students and families. to access college and career readiness supports and tools while engaging in independent study program at Keema School for Independent Study. 2024-25 - 2026-27; 2026-27 costs are listed. All Equity Multiplier funds.	$172,508.00	No
9.2	Multi-Tiered System of Support Specialist	9.2 1.0 FTE MTSS Specialist serving Keema to support school site in reading, social-emotional and behavioral areas. Support for school includes an emphasis on building strategies district wide to improve academic achievement and behavior outcomes of all students with an emphasis on unduplicated students. All Equity Multiplier funds.	$195,942.00	No
9.3	Secondary Counselor	9.3	$196,830.00	No

Action #	Title	Description	Total Funds	Contributing
		1.0 FTE Secondary Counselor to focus on college and career readiness for students at Keema School for Independent Study. All Equity Multiplier funds.		
9.4	Extra duty	9.4 Extra duty for teachers and counselors and service agreements to support students with graduation and credit recovery beyond the school day. All Equity Multiplier funds.	$273,070.00	No
9.5	Teacher on Special Assignment (TOSA)	1.0 FTE TOSA (.5 at Pacific and .5 at Vista) to support school sites in instructional areas to improve academic outcomes and college and career readiness. Support for schools include an emphasis on building instructional strategies to improve academic achievement outcomes of all students with an emphasis on unduplicated students. All Equity Multiplier funds.	$189,240.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	Decrease suspension rate to 5% or less for all student groups by 2027 as measured by the CA State Dashboard	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

On the CA Schools Dashboard, Vista Nueva has a Red indicator which is very low performing in the area of suspension rate. A review of the site needs assessment and survey input shows that student suspension is the greatest area of need that the site needs to address.

Northwood is addressing the need to decrease the suspension rate that is Red on the dashboard for all student groups but 1.

School culture and student engagement were all top themes present in Educational Input from Northwood and Vista. In addition, Vista families and students indicated the need for programs that helped with success beyond graduation and connection to resources. Actions taken to address the low performing groups in this area are included in central Title 1 and Title 4 funds as well as site funds. In addition, CYBHI Multi-payer fee schedule services such as certified wellness coaches are planned and will impact this data and this goal from a different funding source.

Student Groups with Lowest Performance level on 2025 Dashboard by Indicator and Schoolsite

Chronic Absenteeism:
· Northwood: African American & Homeless,
· Woodlake: African American, Hispanic, Homeless, Students With Disabilities
· Hagginwood: Two Or More Races, White
· Kohler: Hispanic & Students With Disabilities,
· Oakdale: African American, Hispanic, Homeless
· Fairbanks: African American, Homeless, Socio-Economically Disadvantaged, Students With Disabilities
· Woodridge: Homeless
· Keema: Homeless
· Martin Luther King Jr.: English Learner, Socio-Economically Disadvantaged, African American, Hispanic, Two Or More Races
·
Suspensions:

· Northwood:African American, Asian American, English Learner, Hispanic, Homeless, Two Or More Races, Socio-Economically Disadvantaged, White
· Woodlake: Homeless & Two Or More Races
· Hagginwood: for African American, Hispanic, Homeless, Two Or More Races, Socio-Economically Disadvantaged, Students With Disabilities, White
· Kohler: African American, Homeless, Socio-Economically Disadvantaged, Students With Disabilities, White
· Oakdale: African American, Hispanic, Homeless, Socio-Economically Disadvantaged, Students With Disabilities, White
· Fairbanks: African American, Hispanic, Homeless, Two Or More Races, Socio-Economically Disadvantaged, Students With Disabilities
· Woodridge: Asian American, English Learner, Hispanic, Homeless, Two Or More Races, Socio-Economically Disadvantaged, White
· Vista Nueva C&T: African American, Socio-Economically Disadvantaged
· Pacific C&T: Socio-Economically Disadvantaged
· Martin Luther King, Jr.: English Learner, Long Term English Learner, Homeless, Socio-Economically Disadvantaged, Students With Disabilities, African American, Hispanic, Two Or More Races

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	Suspension Rate	2023: Vista Nueva Career and Technology High School: 13.2% suspended at least one day 2023 Northwood Elementary: 7.1% · African American: 12% · Asian American: 2.3% · English Learner: 1.9% · Hispanic: 4% · Homeless: 7.5% · Two Or More Races: 4.7%	2024: Vista Nueva Career and Technology High School: 3% suspended at least one day Northwood Elementary: 7.1 % · African American: 13.9% · Asian American: 3.1% · English Learner: 4.7% · Hispanic: 6.1%	2025: Vista Nueva Career and Technology High School: 3% suspended at least one day Northwood Elementary: 10.7% · African American:14.1% · Asian American: 7.4% · English Learner: 8.7% · Hispanic: 10.4%	Vista Nueva Career and Technology High School: 5% suspended at least one day or less Northwood Elementary: 5% or less · African American: 5% or less · Asian American: 5% or less · English Learner: 5% or less · Hispanic: 5% or less · Homeless: 5% or less	Vista Nueva Career and Technology High School: -10.2 Northwood Elementary: +3.6 · African American: +2.1 · Asian American: +5.1 · English Learner: +6.8 · Hispanic: +6.4 · Homeless: +8.3 · Two Or More Races: +12.0 · Socio-Economically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		· Socio-Economically Disadvantaged: 5.4% · White: 8.8% Woodlake: · Homeless: 15% · Two Or More Races: 8.8% Hagginwood: · African American: 13.4% · Hispanic: 4.9% · Homeless: 6.4% · Two Or More Races: 4.7% · Socio-Economically Disadvantaged: 6% · Students With Disabilities: 14% · White: 8.9% Kohler: · African American:30.9% · Homeless: 14.9% · Socio-Economically Disadvantaged: 16.6% · Students With Disabilities: 21.3% · White: 14.1% Oakdale:	· Homeless: 9.6% · Two Or More Races: 6.4% · Socio-Economically Disadvantaged: 7.4% · White: 7.4% Woodlake: · Homeless: 11.8% · Two Or More Race: 11.1% Hagginwood: · African American · Hispanic: 7.9% · Homeless: 6.3% · Two Or More Races: 11.4% · Socio-Economically Disadvantaged: 6.6% · Students With Disabilities: 11.4% · White: 2.4% Kohler:	· Homeless: 15.8% · Two Or More Races: 16.7% · Socio-Economically Disadvantaged: 10.9% · White: 10.9% Woodlake: · Homeless: 14% · Two Or More Races: 17% Hagginwood: · African American: 18.5% · Hispanic: 8% · Homeless: 9.1% · Two Or More Races: 18.9% · Socio-Economically Disadvantaged: 9.3% · Students With Disabilities: 25.3% · White: 12.5%	· Two Or More Races: 5% or less · Socio-Economically Disadvantaged: 5% or less · White: 5% or less Woodlake: · Homeless: 5% or less · Two Or More Races: 5% or less Hagginwood: · African American: 5% or less · Hispanic: 5% or less · Homeless: 5% or less · Two Or More Races: 5% or less · Socio-Economically Disadvantaged: 5% or less · Students With Disabilities: 5% or less · White: 5% or less Kohler: · African American: 5% or less · Homeless: 5% or less	Disadvantaged: +5.5 · White: +2.1 Woodlake: · Homeless: -1.0 · Two Or More Races: +8.2 Hagginwood: · African American: +5.1 · Hispanic: +3.1 · Homeless: +2.7 · Two Or More Races: +14.2 · Socio-Economically Disadvantaged: +3.3 · Students With Disabilities: +11.3 · White: +3.6 Kohler: · African American: -4.8 · Homeless: +4.1 · Socio-Economically Disadvantaged: -1.1 · Students With Disabilities: +2.6 · White: +7.1 Oakdale:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		· African American: 62.5% · Hispanic: 55.4% · Homeless: 52.5% · Socio-Economically Disadvantaged: 47% · Students With Disabilities: 64.4% · White: 35.8% Fairbanks: · African American: 12.1% · Hispanic: 9.4% · Homeless: 11.3% · Two Or More Races: 6.7% · Socio-Economically Disadvantaged: 7.4% · Students With Disabilities: 14.8% Woodridge: · Asian American: 2.2% · English Learner: 3.4% · Hispanic: 10.4% · Homeless: 9.1% · Two Or More Races: 9.9% · Socio-Economically Disadvantaged: 8.4% · White: 5.2%	· African American: 13.2% · Homeless: 16% · Socio-Economically Disadvantaged: 13.6% · Students With Disabilities: 16.7% · White: 10.1% Oakdale: · African American: 56.2% · Hispanic: 45.7% · Homeless: 48.1% · Socio-Economically Disadvantaged: 42.1% · Students With Disabilities: 62.9% · White: 35.4% Fairbanks: · African American: 5.6% · Hispanic: 3.3%	Kohler: · African American: 26.1% · Homeless: 19% · Socio-Economically Disadvantaged: 15.5% · Students With Disabilities: 23.9% · White: 21.2% Oakdale: · African American: 61.6% · Hispanic: 47.6% · Homeless: 53.6% · Socio-Economically Disadvantaged: 38.8% · Students With Disabilities: 60% · White: 31% Fairbanks: · African American: 6.7% · Hispanic: 8.5%	· Socio-Economically Disadvantaged: 5% or less · Students With Disabilities: 5% or less · White: 5% or less Oakdale: · African American: 5% or less · Hispanic: 5% or less · Homeless: 5% or less · Socio-Economically Disadvantaged: 5% or less · Students With Disabilities: 5% or less · White: 5% or less Fairbanks: · African American: 5% or less · Hispanic: 5% or less · Homeless: 5% or less · Two Or More Races: 5% or less · Socio-Economically	· African American: -0.9 · Hispanic: -7.8 · Homeless: +1.1 · Socio-Economically Disadvantaged: -8.2 · Students With Disabilities: -4.4 · White: -4.8 Fairbanks: · African American: -5.4 · Hispanic: -0.9 · Homeless: -1.4 · Two Or More Races: -0.4 · Socio-Economically Disadvantaged: -0.7 · Students With Disabilities: -5.7 Woodridge: · Asian American: +4.4 · English Learner: +4.0 · Hispanic: -1.2 · Homeless: -0.9 · Two Or More Races: -1.3 · Socio-Economically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Vista Nueva C&T: · African American: 21.2% · Socio-Economically Disadvantaged: 13.7% Pacific C&T: · Socio-Economically Disadvantaged: 2.1% Martin Luther King, Jr.: · English Learner: 4.3% · Long Term English Learner: NA · Homeless: 16.5% · Socio-Economically Disadvantaged: 13% · Students With Disabilities: 18.9% · African American: 25% · Hispanic: 10.7% · Two Or More Races: 31%	· Homeless: 4% · Two Or More Races: 2.6% · Socio-Economically Disadvantaged: 3.1% · Students With Disabilities: 6% Woodridge: · Asian American: 2.3% · English Learner: 3.2% · Hispanic: 8.5% · Homeless: 7% · Two Or More Races: 6.3% · Socio-Economically Disadvantaged: 7.1% · White: 7.1% Vista Nueva C&T: · African American: 5.6% · Socio-Economically: Disadvantaged: 2.6%	· Homeless: 9.9% · Two Or More Races: 6.3% · Socio-Economically Disadvantaged: 6.7% · Students With Disabilities: 9.1% Woodridge: · Asian American: 5.6% · English Learner: 7.4% · Hispanic: 9.2% · Homeless: 8.2% · Two Or More Races: 8.6% · Socio-Economically Disadvantaged: 8.7% · White: 11.6% Vista Nueva C&T: · African American: 22.2% · Socio-Economically Disadvantaged: 6.4%	Disadvantaged: 5% or less · Students With Disabilities: 5% or less Woodridge: · Asian American: 5% or less · English Learner: 5% or less · Hispanic: 5% or less · Homeless: 5% or less · Two Or More Races: 5% or less · Socio-Economically Disadvantaged: 5% or less · White: 5% or less Vista Nueva C&T: · African American: 5% or less · Socio-Economically Disadvantaged: 5% or less Pacific C&T: · Socio-Economically Disadvantaged: 5% or less	Disadvantaged: +0.3 · White: +6.4 Vista Nueva C&T: · African American: +1.0 · Socio-Economically Disadvantaged: -7.3 Pacific C&T: · Socio-Economically Disadvantaged: +9.3 Martin Luther King, Jr.: · English Learner: +14.6 · Long Term English Learner: — · Homeless: +8.7 · Socio-Economically Disadvantaged: +12.6 · Students With Disabilities: +2.4 · African American: +26.7 · Hispanic: +7.1 · Two Or More Races: +25.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Pacific C&T: · Socio-Economically Disadvantaged: 5.3% Martin Luther King, Jr.: · English Learner: 4.7% · Long Term English Learner: 6.1% · Homeless: 9.5% · Socio-Economically Disadvantaged: 12% · Students With Disabilities: 13.4% · African American:26.9% · Hispanic: 7.5% · Two Or More Races: 15.9%	Pacific C&T: · Socio-Economically Disadvantaged: 11.4% Martin Luther King, Jr.: · English Learner: 18.9% · Long Term English Learner: 18.7% · Homeless: 25.2% · Socio-Economically Disadvantaged: 25.6% · Students With Disabilities: 21.3% · African American: 51.7% · Hispanic: 17.8% · Two Or More Races: 56.1%	Martin Luther King, Jr.: · English Learner: 5% or less · Long Term English Learner: 5% or less · Homeless: 5% or less · Socio-Economically Disadvantaged: 5% or less · Students With Disabilities: 5% or less · African American: 5% or less · Hispanic: 5% or less · Two Or More Races: 5% or less	
10.2	College and Career Indicator	2023: Vista Nueva: 1.3% prepared for college and career	2024: Vista Nueva: 0% prepared for college and career	2025: Vista Nueva: 0% prepared for college and career	Vista Nueva: 10% prepared for college and career or greater (Metric will not be used for LCAP year 3)	-1.3%
10.3	Chronic Absenteeism	2023	2024	2025	Northwood:	Northwood:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Northwood: · African American: 59% · Homeless: 64.7% Woodlake: · African American: 63.3% · Hispanic: 57.8% · Homeless: 71.2% · Students With Disabilities: 59.6% Hagginwood: · Two Or More Races: 48.8% · White: 47.7% Kohler: · Hispanic: 27.3% · Students With Disabilities: 44.1% Oakdale: · African American: 18.6% · Hispanic: 13.1% · Homeless: 13.8% Fairbanks: · African American: 58.3% · Homeless: 52% · Socio-Economically Disadvantaged: 37.3%	Northwood: · African American:52.9% · Homeless: 47.6% Woodlake: · African American: 50% · Hispanic: 41% · Homeless: 56.3% · Students With Disabilities: 48% Hagginwood: · Two Or More Races: 34.1% · White: 15% Kohler: · Hispanic: 28.9% · Students With Disabilities: 41.4% Oakdale: · African American: 14.4% · Hispanic: 7.5% · Homeless 9.6%	Northwood: · African American: 60.3% · Homeless: 47.7% Woodlake: · African American: 50.5% · Hispanic: 42.5% · Homeless: 59.1% · Students With Disabilities: 54.8% Hagginwood: · Two Or More Races: 43.2% · White: 29.7% Kohler: · Hispanic: 28.5% · Students With Disabilities: 43.8% Oakdale: · African American: 16.4% · Hispanic: 8.7%	· African American: 54.3% or less · Homeless: 42.9% or less Woodlake: · African American: 45.5% or less · Hispanic: 38.3% or less · Homeless: 53.2% or less · Students With Disabilities: 49.3% or less Hagginwood: · Two Or More Races: 38.9% or less · White: 26.7% or less Kohler: · Hispanic: 25.7% or less · Students With Disabilities: 39.4% or less Oakdale: · African American: 14.8% or less · Hispanic: 7.8% or less · Homeless: 12.3% or less	· African American: +1.3 · Homeless: -17.0 Woodlake: · African American: -12.8 · Hispanic: -15.3 · Homeless: -12.1 · Students With Disabilities: -4.8 Hagginwood: · Two Or More Races: -5.6 · White: -18.0 Kohler: · Hispanic: +1.2 · Students With Disabilities: -0.3 Oakdale: · African American: -2.2 · Hispanic: -4.4 · Homeless: -0.1 Fairbanks: · African American: -12.0 · Homeless: -3.8 · Socio-Economically Disadvantaged: -4.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		· Students With Disabilities: 47.6% Woodridge: · Homeless: 48% Keema: · Homeless: 42.9% Martin Luther King Jr.: · English Learner: 33% · Socio-Economically Disadvantaged: 46.7% · African American: 64.4% · Hispanic: 44.2% · Two Or More Races: 41.5%	 Fairbanks: · African American: 43.9% · Homeless: 38.8% · Socio-Economically Disadvantaged: 30.7% · Students With Disabilities: 31.7% Woodridge: · Homeless: 45.3% Keema: · Homeless: 46.3% Martin Luther King Jr.: · English Learner: 23.3% · Socio-Economically Disadvantaged: 39% · African American: 58.7% · Hispanic · Two Or More Races: 38.6%	· Homeless: 13.7% Fairbanks: · African American: 46.3% · Homeless: 48.2% · Socio-Economically Disadvantaged: 32.8% · Students With Disabilities: 35.1% Woodridge: · Homeless: 47.8% Keema: · Homeless: 50% Martin Luther King Jr.: · English Learner: 27.7% · Socio-Economically Disadvantaged: 39.7% · African American 64.6% · Hispanic: 39.6%	Fairbanks: · African American: 41.7% or less · Homeless: 43.4% or less · Socio-Economically Disadvantaged: 29.5% or less · Students With Disabilities: 31.6% or less Woodridge: · Homeless: 43.0% or less Keema: · Homeless: 35.0% or less Martin Luther King Jr.: · English Learner: 24.9% or less · Socio-Economically Disadvantaged: 35.7% or less · African American: 58.1% or less · Hispanic: 35.6% or less · Two Or More Races: 41.6% or less	· Students With Disabilities: -12.5 Woodridge: · Homeless: -0.2 Keema: · Homeless: +7.1 Martin Luther King Jr.: · English Learner: -5.3 · Socio-Economically Disadvantaged: -7.0 · African American: +0.2 · Hispanic: -4.6 · Two Or More Races: +4.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				· Two Or More Races: 46.2%		

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.

10.1 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.

10.2 - less support from service agreement needed than anticipated.

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

10.1 Structures were put into action that help reduce suspension rate and provide options for students beyond graduation.

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.

10.1 Multi-Tiered System of Support Specialist will be changed to a TOSA Position shared with Pacific in Goal 9 action 5.
Metric 10.3 was added to include the lowest performing groups in chronic absenteeism within Equity Multiplier Sites. 10.1 was amended to include all lowest performing groups for equity multiplier sites.

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	Multi-Tiered System of Support Specialist (REMOVE)	10.1 - Removed.		
10.2	Service agreements	10.2 Service agreements with Community based organizations and other outside partners to provide mentorship and professional support for elementary students. All Equity Multiplier funds.	$256,345.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
11	Recruit, Hire, and Retain High Quality Staff	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Educational Partner input from all groups in this year's engagements prioritized increasing salary and benefits in order to recruit staff and retain them to ensure that high quality staff were placed in positions to support our 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	Staff Retention Rate	2026: 94.67%	NA	2026: 94.67	95% or better	NA
11.2	Staff Retention by Classification	2026: Certificated Management: 96.18% Classified Management: 91.18% Confidential: 90% Classified Staff: 91.56% Certificated Staff: 98.24% Police Services: 86.96%		2026: Certificated Management: 96.18% Classified Management: 91.18% Confidential: 90% Classified Staff: 91.56% Certificated Staff: 98.24% Police Services: 86.96%	2026: Certificated Management: 98% Classified Management: 94% Confidential: 92% Classified Staff: 94% Certificated Staff: 98+% Police Services: 92%	NA

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.

NA; new Goal for 2026-27.

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

NA; new Goal for 2026-27.

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

NA; new Goal for 2026-27.

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.

NA; new Goal for 2026-27.

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	Salary and Benefits Compensation Increase	11.1 In order to retain staff and recruit new staff to fill vacant positions, the district will implement a 7% ongoing salary increase over two years (25-26 & 26-27) and an increase to employee benefits contribution. All S/C - 7% of certificated non management base funded positions.	$11,883,034.00	Yes

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
$103,702,098	$13,379,894

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
40.160%	0.000%	$0.00	40.160%

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:** Professional Development **Need:** ELA CAASPP: 42.3 points below standard with 5 of 14 groups in Orange or Red Categories Math CAASPP: 79 points below standard with 8 of 14 groups in Orange or Red Categories	win Rivers is a diverse school district and our unduplicated pupil count is projected at 90%. This presents the challenge for our staff to meet the specific needs of the students that they serve. Given the large percentage of students identified as unduplicated, an LEA wide approach to providing professional development is the best way to serve our students. Professional development serves to increase student	CAASPP, ELA and MATH Benchmark scores, Implementation of Standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	achievement as well as staff awareness of the needs of unduplicated students and how to support them. Access to high quality instruction is key to the success of students with unduplicated status. 9/10 Twin Rivers students are identified as unduplicated so the needs are LEA-wide. Most groups are performing below standard, but Long-term English Learners, Homeless, and Foster Youth show a significant achievement gap.	
1.2	**Action:** Early Childhood Education (ECE) **Need:** iReady Diagnostic 2 Pass Rate: 29.4% ELA Benchmark: 42.0% (7-12 Quarter 3) 43.4% (K-6 Trimester 2) **Scope:** LEA-wide	Developing a comprehensive plan to deliver early literacy skills and school readiness for students provides a necessary support for students that have lacking or limited home support. Providing academic programs for student in the pre-school aged group offers tools for low-income students and families and specific unduplicated groups. Access to text, academic language rich environments, and reading models is often lacking in unduplicated students homes prior to enrolling in school. Continuing to focus on early literacy will impact the rate at which students achieve grade level fluency by grade 3 (A long-term study by the Annie E. Casey Foundation found that students who were not proficient in reading by the end of third grade were four times more likely to drop out of high school than proficient readers). 3rd grade ELA scores have increased in ELA CAASPP from 27% in 2017 to 34% in 2019 (last reporting period). Included in this plan is the expansion to universal transitional kindergarten and pre-school and include all sites. Foster Youth, Homeless, and English Learners showed an achievement gap of over 10% when compared to other student groups.	Benchmarks and ECE assessments
1.3	**Action:** Full- Day Kindergarten Program	Full- day kindergarten programs close achievement gaps between young children from minority and low -income families and their peers.	Benchmark Assessments and cohort progress on CAASPP over time.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: CAASPP and Benchmark assessments show a need for additional intervention and academic instrucion **Scope:** LEA-wide	By providing a solid foundation of learning to children from all backgrounds, full- day kindergarten programs ensure all students' academic, social, and emotional success. The services provided support our unduplicated students as 90% of our students are unduplicated. Full day kindergarten provides additional time to develop literacy. Based on our iReady Diagnostic results the following groups show a discrepancy in proficiency results: 29% of English Learners vs. 53% of English only; 27% of Foster Youth vs. 46% for not foster youth, and 33% of students experiencing homelessness vs. 46% that are not.	
1.4	**Action:** Short Term Independent Study **Need:** Students that are chronically absent score lower on assessments **Scope:** LEA-wide	Short term independent study will be provided to students (TK--8) who are absent from school for five or more days. This will give them the opportunity to complete independent study curricula, for the purpose of ensuring students don't fall behind in their current academic program. The additional level of support especially benefits our unduplicated students by providing them additional learning if they miss school or are in transition. Unduplicated students continue to be our highest number of chronically absent. The services provided support our unduplicated students as 90% of our students are unduplicated. With 9/14 groups in Orange or Red, it is crucial to have options for academic continuity. English Learners, Homeless and Foster Youth are all in the Orange category and benefit from STIS.	CAASPP and completion of Independent study agreements
1.5	**Action:** Testing and Assessment Program **Need:** Monitoring Benchmark data and other assessment during the year in order to adjust	The data management program Illuminate, a CCSS based testing and assessment program, is used to monitor student learning and to support targeted instruction. Illuminate reports allow us to monitor and act on data that is disaggregated to show ongoing progress of subgroups. Access to	CAASPP, Benchmark Testing

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	instruction and interventions has show a positive increase in student achievement **Scope:** LEA-wide	this data is critical to analyze and address disparities. This data is used to develop LCAP and SPSA metrics and goals districtwide and monitor and adjust during the school year. Unduplicated students receive targeted intervention based on need as evidenced with data from Illuminate assessment system. The services provided support our unduplicated students as 90% of our students are unduplicated. Given that Foster Youth, Homeless, and English Learners showed an achievement gap of over 10% when compared to other student groups, having a monitoring program allows for timely intervention.	
1.6	**Action:** Class Size Reduction **Need:** Educational partner input and the district goal to increase early literacy and supporting behavioral health. **Scope:** LEA-wide	Twin Rivers Unified School Districts unduplicated pupil count is projected at 90%, as a result, every school has unduplicated students enrolled. Research shows that lower class size in the early years supports increased academic performance. Research generally agrees that lower class size at least in the earliest grades, are linked to positive educational benefits such as better test scores, fewer drop outs, and higher graduation rate, especially for disadvantaged children. Kindergarten teacher ratio will be a 20:1 district-wide. Additionally K through 12th grade student to teacher averages are less than the amount of the teacher contract. Foster Youth, Homeless, and English Learners showed an achievement gap of over 10% when compared to other student groups and benefit from smaller class size which simplifies small group instruction, co-teaching practices, and other push-in services that support scaffolding grade level standard acquisition.	Benchmark data and CAASPP
1.7	**Action:** Instructional Minutes and PD days	Twin Rivers is a diverse school district and our unduplicated pupil count is projected at 90%. As a result, every class room has unduplicated students	CAASPP and Benchmark assessments.

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	Need: CAASPP Math and ELA are improving annually and not yet at 50%. **Scope:** LEA-wide	enrolled including those who need language support, face academic challenges, as well as foster youth, and those who are socio-economically disadvantaged. Expanding the instructional minutes of the day directly affects all unduplicated students. TRUSD will recruit new teachers, and develop all teachers to support improved student achievement in an expanded school day through: An additional seven instructional minutes to each school day, one additional student-free professional development day for school site instructional staff, and higher beginning teacher salaries to attract qualified staff that can meet the unique and diverse needs of our students. Both research and practice indicate that adding time to the school day and/or year can have a meaningfully positive impact on student proficiency and upon a child's entire educational experience. This action is contributing to the increase in ELA and Math achievement in CAASPP (+2.28% ELA, +1.98% Math). Foster Youth, Homeless, and English Learners show an achievement gap in our Benchmark assessments (10%+) and ELA CAASPP and Math CAASPP (All orange compared to district Yellow).	
1.11	**Action:** ELA/ELD Lesson Design Implementation **Need:** ELA/ELD CAASPP and Benchmark growth showed a need to focus on literacy. **Scope:** LEA-wide	Led by the Executive Director Learning Design and Professional Development, ELA/ELD Lesson design coaches will provide job-embedded professional development to support the implementation of units of study. Focus on CCSS lesson development and short term (formative) assessment will provide data and information to use with a focus on unduplicated and high risk students. This is a new action and is based on early literacy research from CORE and other academic sources that illustrated the alignment of	Benchmark and CASSPP data, Implementation reporting.

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		materials, instructional practices, and assessment as key to improving outcomes for students in reading and writing. Job-embedded instructional coaching has been show in studies by Hanover Research and many others as having the highest effect size for professional development models. This model was successful in Twin Rivers SWUN Math initiative that produced steady growth in math outcomes for students. Foster Youth, Homeless, and English Learners show an achievement gap in our Benchmark assessments (10%+) and ELA CAASPP and Math CAASPP (All orange compared to district Yellow) and receiving effective Tier 1 instruction is critical for their achievement.	
1.12	**Action:** Multi-Tiered System of Support (MTSS) **Need:** Increase in behavior referral and the academic needs shown by CAASPP and Benchmark data. Since implementation, steady improvement has been shown at sites working with MTSS specialists. **Scope:** LEA-wide	Interventions are needed in both behavioral and academic areas. Funds will be used to implement the MTSS initiative with Intervention Specialists at 41 schools and Intervention Specialists work with sites teams, students, and teachers to improve academic achievement with an emphasis on unduplicated students. They will also introduce tools and supports into the system to provide resources throughout the district. The use of tools, such as specific classroom management techniques, have shown to benefit at risk and unduplicated students. While MTSS has contributed to growth in ELA and Math proficiency, it is also expected that improvement in Chronic Absenteeism Rates and Suspension Rates will be evident in subsequent years due to the needs assessment and root cause analysis conducted through MTSS structures that inform site initiatives in these areas. MTSS expanded to the high school level in 2021-22 and provided support for students needing intervention with a focus on unduplicated	CAASPP, Benchmark, Kelvin and Behavior data

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		students at the 9th grade level. Having data and tools to respond in a timely manner is especially important for Foster Youth, Homeless, and English Learners that currently display gaps in district benchmark and CAASPP achievement levels.	
1.13	**Action:** World Language and Native Speaking Teachers **Need:** A-G rates show a need to access to broad course of study **Scope:** LEA-wide	Twin Rivers Unified School District will continue to provide World Language and Native Speaker courses at all secondary sites. This supports students gaining UC A-G courses in the middle schools, as well as primary language development in the Native Speaker courses. It increases pathways to AP courses and the opportunity to learn a third language in high school if desired. Twin Rivers Unified School District will also expand the bilingual opportunities at two elementary schools by increasing to three grade levels of Dual Immersion classes. These opportunities are beneficial to English Learners (Yellow in Grad Rate) who have a gap in achievement based on CA Dashboard and Benchmark assessments when compared to the whole.	A-G rate and Metric 1.1
1.14	**Action:** New Teacher Support **Need:** Twin Rivers averages over 100 new teacher positions annually. **Scope:** LEA-wide	Provided mentorship and support to develop new teachers is key to the long-term effectiveness of Twin Rivers programming. New Teacher support provides opportunities to train young professionals for impact on student achievement. Having well prepared and supported new teachers is especially important for Foster Youth, Homeless, and English Learners that currently display gaps in district benchmark and CAASPP achievement levels.	Benchmark and other student achievement data will be collected. Progress in new teacher program requirements will be kept locally and analysed for effectiveness of the program. Local Indicators for teacher qualifications will be impacted by completion rates of the new teacher program and will be presented in Annual Growth

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			Presentations. Supporting our new teachers improves instruction for all of our students, but especially our Foster Youth, Homeless and English Learners that show a 10% gap on out Benchmark assessments as well as a gap in ELA/Math CASSPP.
1.15	**Action:** Central Office Support & Supplemental Services **Need:** Office staff require updates with new initiatives and technology based on Educational Partner input, Tutoring is needed for students scoring below grade level on benchmark and CAASPP assessments. **Scope:** LEA-wide	Provide training to central office staff with an emphasis on aligning district systems to more efficiently support student needs with an emphasis on unduplicated students. This includes funding for staff that ensure the quality of expanded learning services and tutoring to students at sites. Additional tutoring and access to instruction has support an improved graduation rate and continue growth in ELA and Math outcomes. These supports impact oster Youth, Homeless and English Learners that show a 10% gap on out Benchmark assessments as well as a gap in ELA/Math CASSP who also receive priority with these intervention services.	Meeting attendance, CAASPP and Benchmark data for students in tutoring
1.16	**Action:** IT Technicians for schools **Need:** 1:1 Chromebook deployment requires more IT support at sites based on work orders **Scope:** LEA-wide	The expansion of technology in classrooms and to students (Chromebooks) presented the need for additional IT support. Many of our families with low socioeconomic resources have limited experience with technology and reside in areas with little or no support options. The additional IT technicians allow for more service at the school sties directly to families. This provides greater access to technology without interruption. Access to learning platforms beyond the school day helps to close the	Work order monitoring, CAASPP and Benchmark data

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		achievement gap for Foster Youth, Homeless and English Learners (10% gap on Benchmark assessments). Additional access to English acquisition software is available on chromebooks and assists families in english acquisition.	
1.17	**Action:** Supplemental Concentration Allocated to Schools **Need:** SPSA and site specific needs from site needs assessments **Scope:** LEA-wide	Twin Rivers Unified School Districts' unduplicated pupil count is projected at 90%. Twin Rivers school sites have an unduplicated pupil percentage of 70% or higher. Supplemental concentration funds, with an emphasis on unduplicated students, are allocated to school sites based on their unduplicated students to support academic improvement efforts for subgroups. Items include, but not limited to, field trips, supplemental instructional materials and software licenses, laptops/tablets, supplies for parent involvement meetings, student awards/recognition, positions above base staffing (i.e. Counselors, duty assistants, academic and behavior assistants). Providing enrichment, recognition and additional supports for unduplicated student fill equity and opportunity gaps for these students at the site level. Sites build on core programs to provide targeted enrichment and support based on needs assessment conducted annually. Providing local interventions at the site level allows for tailored responses for groups that show a gap in achievement, such as Foster Youth, Homeless, and English Learners that have a 10%+ gap in our district benchmark assessments.	SPSA, School Site performance on CAASPP, Benchmark, and Behavior and Engagement data
1.22	**Action:** Library Materials Technicians **Need:**	In order to ensure adequate and timely textbook and resource distribution for all students, LMT positions provided a service that is required. Twin Rivers now has 1:1 devices and enhanced technology that require supplemental support in	CAASPP, Benchmark, and williams repoting.

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	1:1 devices and textbook sufficiency are needs. **Scope:** LEA-wide	order to maintain access for all students. Access to learning platforms and textbooks for use beyond the school day helps to close the achievement gap for Foster Youth, Homeless and English Learners (10% gap on Benchmark assessments). Additional access to English acquisition software is available on chromebooks and assists families in english acquisition.	
2.1	**Action:** Career Technical Education **Need:** Student enrollment and completion in CTE programs continues to grow as does the need for these skills in the workforce. CTE Programs are included in needs assessment and educational partner input. **Scope:** LEA-wide	Funding to support Career Technical Education (CTE) programs such as California Partnership Academies, Project Lead the Way, Business academy, Multi Media programs, and Skills USA. The focus for the academies are on the unduplicated students in our secondary schools. Access to trade school and exposure to career options is often lacking in the families of our unduplicated students. Our increase in CTE completers, the growth of program offerings, and the frequency in stakeholder responses show these programs as having a positive impact on unduplicated students. These programs are important for Foster Youth (Orange in CCI and Grad rate) and Homeless (Orange in grad rate). Participation are designed to improve language acquisition for English Learners with a focus on subject specific vocabulary.	CTE Completion rate, College and Career Indicators.
2.2	**Action:** College Exam Access **Need:** Access to entrance exams and costs associated with application can be a barrier to applying. **Scope:**	Providing access to college entrance exams allows unduplicated students the opportunity to test and re-test in order to gain access to college admission, scholarships, and other opportunities that may be financially unreachable without this support in place. Students are identified by counselors and access is granted to all that request the support or are determined to have a need. Since Twin Rivers is 90% or more unduplicated, the costs of exams are provided for	College and Career Indicators.

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	LEA-wide	all students by request and referral. Grad rate and CCI are improving for all groups (none in Red). Having resources to access exams at no cost has increased college attendance and beyond high school attendance in other programs. Currently, Foster Youth, Homeless, and Long-term English Learners are in the Orange for CCI compared to Yellow for the whole district. Eliminating costs for exams and entrance have provided relief from one barrier contributing to this discrepancy. These same groups were in the Red on the 2024 dashboard.	
2.3	**Action:** College Readiness **Need:** A-G rate and college attendance are increasing and students require additional support to continue the growth and access. **Scope:** LEA-wide	Events and programs such as our college fair are designed to provide exposure and access to a variety of colleges. Many of our unduplicated students gain their first exposure to college options they otherwise would not have access to through this initiative. 90% of TRUSD students are unduplicated so an LEA-wide approach is necessary. While Foster Youth are the only group at Orange level, in 2023 there was a gap for Foster Youth (Very Low), homeless and English Learners (both Low).	A-G, College attendance, graduation rate and college and career indicators.
3.1	**Action:** Duty Assistants **Need:** Suspension and referral reports increase during recess and unstructured time. **Scope:** LEA-wide	Duty assistants will be funded to ensure all schools have the necessary supervision to ensure the maintenance of safe school environments. Research shows that students who feel safe at school shower higher rates of academic achievement. Duty assistants are trained to forge and support positive relationships with students and serve as mentors and guides for students with limited adult relationships. Unduplicated students are served by these relationships ad provide positive engagement in the school culture daily. Foster Youth and Homeless are Red for	Suspension and referral data

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		suspension rates and English Learners are in the orange. Our MTSS reports show a high number of suspensions and referrals occur during recess/unstructured time.	
3.2	**Action:** Central Counseling Services **Need:** Our students experience trauma and poverty at a high rate, including crisis situations. Behavioral health services are largely delivered at the school and having a central counselor to align these services, arrange for crisis response guarantees delivery of consistent services and improves response time for situations involving trauma. **Scope:** LEA-wide	The Central counselor provides alignment in services for all school sites and students. This includes risk assessment, response to crisis, and collaboration around social emotional programming. This is needed in the areas where are schools are located due to high poverty, crime rates, and trauma that create more crisis situations and lack in care facilities available outside of the schools. The central counselor aligns services and arranges for responses to improve delivery, consistency and reporting. "Crises can affect individual students, schools and the overall community. Crises are traumatic for students and can have an adverse impact on their academic and social/emotional development (McDonald & Fenderson, 2024). each and every student needs a physically and emotionally safe environment for learning, and school counselors are uniquely positioned to lead and collaborate on safe school initiatives by providing effective crisis prevention, intervention and response (Charlton et al., 2021). Therefore, it is necessary for school counselors to understand trauma and implement trauma-informed practices to effectively meet students' needs." American School Counselor Association (ACSA). The central counselor also supports the alignment of Tier 1 and Tier 2 services to students. This alignment guarantees a researrch based curriculum is delivered to all students but targeting groups that have high referral & Suspension rates such as Foster Youth (Red), Homeless (Red) and English Learner Groups (Orange).	Suspension rates and local data collected and reviewed at district-wide counselor PLC meetings held monthly.

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3.3	**Action:** Counselors Elementary **Need:** Increase in mental health referrals and educational partner input **Scope:** LEA-wide	Twin Rivers will maintain increased support services by providing a minimum of one counselor at each elementary site, as measured by the number of unduplicated students and academic achievement, to ensure socioemotional needs of students are supported. 8 of 14 groups are in the Red for suspension including Foster Youth and Homeless. We also have English Learners in Orange. Having counselors at every site provides Tier 1 and Tier 2 services effectively.	Kelvin Metric 3.2, Referral and Intervention data
3.4	**Action:** Counselors Secondary - Additional **Need:** Mental health referrals and the increase of students accessing CTE, enrollment in College Credit Courses (formerly dual enrollment), and college access are all rising. **Scope:** LEA-wide	The basic school counseling ratio is: High School 700:1, Middle School- 750:1, K--8- .5 FTE, and K--6- (700+ students) .5 FTE, to meet the academic and socio-emotional needs of students. Alternative education sites also receive counseling services. Supplemental services will continue to reduce counseling to student ratios at high schools to 350:1 and a minimum of 1 counselor or 500:1 over 1 FTE at each middle school, which will focus on the unduplicated students. Research shows that decreasing the counselor to student ratio positively affects academics and reduces disciplinary actions. Unduplicated students often lack access to social emotional supports and professionals. Additional counselors and mental health professionals provide greater access. Foster Youth are the only group at Orange level, in 2023 there was a gap for Foster Youth (Very Low), homeless and English Learners (both Low). Having additional support with counselors provides greater access to students in these groups.	College and Career metrics, Suspension, Kelvin, Enrollment and progress in A-G, CTE, College Credit, and graduation rate.
3.5	**Action:** Vice Principals - Additional **Need:**	With the implementation of Common Core State Standards (CCSS), teachers need additional support in the classroom. Vice Principals (VPs) are expected to be instructional leaders, and as such,	Attendance rate, Suspension Rate, Kelvin Rates

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	Suspension and behavior referral data **Scope:** LEA-wide	support veteran teachers with the implementation of CCSS and provide intensive support to our growing new teacher pool. Assistance from VPs will directly support unduplicated students by providing them access to more resources throughout their school day. Continue Vice Principals at elementary schools with 600--749 students to support instructional program and school needs, with the focus on unduplicated students. Continue supplemental Vice Principals at elementary schools with 600--749 students to support instructional program and school needs. Continue supplemental to the basic Secondary Vice Principal ratio, each middle school will have a minimum of 1 Vice Principal. This addresses a need for Foster Youth (Red), Homeless (Red) and English Learner Groups (Orange).	
3.6	**Action:** Visual and Performing Arts **Need:** Visual and performing arts are a top theme in educational partner input. Students participating have better attendance and academic performance. **Scope:** LEA-wide	Twin Rivers will continue VAPA teachers to support Arts Program K -12. Supplies and materials will be provided to support VAPA program. Research shows that students having access to the arts positively affects student achievement and enrollment therefore providing opportunities to reduce disproportionalities and providing equity for unduplicated students. Unduplicated students typically do not have access to lessons and fewer opportunities to pursue the arts. This is one way the TRUSD is providing access to these students. As a district with 90% unduplicated students, the best way to serve those students is LEA-wide.	Attendance, and participation in VAPA programs.
3.7	**Action:** Student Services - supplemental support **Need:**	This position has provided enrollment, attendance, communication, and connection to services for many of our unduplicated students. Since 90% of our students are unduplicated, LEA-wide is the	Metrics 3.1, 3.4

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	Foster and Homeless have disparities in attendance, chronic absenteeism and suspension data in comparison to non foster and homeless youth in TRUSD. **Scope:** LEA-wide	best approach to serve students. Foster and homeless youth are an area of focus that program specialist supports. The positions listed work with foster youth and homeless primarily and connect to resources and wrap around services. We see a gap on the dashboard for Foster Youth, Homeless, and English Learners in the area of Chronic Absenteeism (Orange).	
3.9	**Action:** Activities Directors **Need:** Community input and student input show a desire to continue and expand activities. Students participating show higher rates in academics and lower rates in suspension and absenteeism. **Scope:** LEA-wide	9 Activities Director positions continue expanding the academic and enrichment programs for students with an emphasis on unduplicated students. Research shows that students who are more active and involved in schools perform better academically. Students will have access to academic activities, competitions, and athletic which will support student engagement, social emotional growth, and improvement in student academic achievement.. Academic activities will include grade level anchor activities, trips, and clubs. In addition, students will be provided with opportunities for academic competitions and athletics. Research has historically indicated strong correlations between student engagement and student achievement. Unduplicated students often lack the resources to engage in extracurricular activities such as those listed above. Expanding this access is a priority that bridges a gap for our students. We see a gap on the dashboard for Foster Youth, Homeless, and English Learners in the area of Chronic Absenteeism (Orange). Having activities to provide additional opportunities at school creates a space of belonging for many of these students.	Attendance and participation in events using site metrics. Metrics 3.1, 3.2, 3.3, 3.4
3.10	**Action:** Student Activities - Additional	Students that participate in activities are more likely to succeed academically and have better	Attendance and participation in events

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	Need: Community input and student input show a desire to continue and expand activities. Students participating show higher rates in academics and lower rates in suspension and absenteeism. **Scope:** LEA-wide	attendance rates. Students classified as unduplicated have less access to activities outside of school do to limited resources and limited offerings in the areas in our school district boundaries. Providing LEA-wide activities to meet the needs of our approximately 90% unduplicated population is the most equitable method. We see a gap on the dashboard for Foster Youth, Homeless, and English Learners in the area of Chronic Absenteeism (Orange). Having activities to provide additional opportunities at school creates a space of belonging for many of these students.	using site metrics. Metrics 3.1, 3.2, 3.3, 3.4
3.11	**Action:** WIN Academy Saturday School **Need:** Student attendance and Chronic Absenteeism show a need for intervention beyond the school day. **Scope:** LEA-wide	The Twin Rivers What I Need (WIN) Academy is a weekend program that is a blend of enrichment and academic opportunities designed to provide extended learning for all Twin Rivers Unified School District students with an emphasis on unduplicated students. TR WIN Academy teachers engage students through meaningful and fun instruction that may cover math, reading, science, history, arts, social skills, physical education, research engineering, and much more. Our primary goal is three pronged: 1) increase student learning by reclaiming missed school days of instruction 2) increase student engagement 3) reduce chronic absenteeism by providing student instruction through meaningful weekend learning and engagement activities. Additional options for learning and access to instruction has support an improved graduation rate and continue growth in ELA and Math outcomes. Providing LEA-wide WIN academy to meet the needs of our approximately 90% unduplicated population is the most equitable method. We see a gap on the dashboard for Foster Youth, Homeless, and English Learners in the area of Chronic Absenteeism (Orange). Having	Attendance and Chronic Absenteeism, WIN Reports

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		Saturday available for academic make up is a support for these students.	
3.12	**Action:** Kelvin Social Emotional Screener **Need:** TRUSD needs to continue a system of measuring wellness and mental health regularly **Scope:** LEA-wide	This tool provides insight into students mental health, emotional status, and allows sites and district to respond to student needs with an emphasis on unduplicated students. The Kelvin program allows TRUSD and sites to gather real-time updates on student emotional status, connectedness to school, and access to resources for support. Students can request intervention and counsel ongoing. Unduplicated students, especially Foster Youth and homeless students, often have no or very limited access to caring adult support or other mental health resources. This tool provides data so that Twin Rivers can provide interventions and make adjustments to better serve students in this capacity. Providing LEA-wide surveys to meet the needs of our approximately 90% unduplicated population is the most equitable method. We see a gap on the dashboard for Foster Youth, Homeless, and English Learners in the area of Chronic Absenteeism (Orange). Monitoring school culture allows us to focus on groups of students that may show a disparity.	Kelvin reporting data and interventions Metric 3.2
3.13	**Action:** Psychologists - Additional **Need:** Suspension rate is above district target, increase in site referrals for mental health needs. **Scope:**	Continue psychologist ratio to better meet the socioemotional needs of students with an emphasis on unduplicated students. These psychologists will support students with counseling services, behavior supports, and interventions. Psychologist also provide testing in order to connect students with unique needs to services and to provide students with learning supports and accommodations for success. Providing LEA-wide psychologists to meet the needs of our approximately 90% unduplicated population is the	Behavior metrics: Analysis of referral data, suspension data, and Intervention reports.

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	LEA-wide	most equitable method. aily. Foster Youth, Socioeconomically disadvantaged, and Homeless are Red for suspension rates and English Learners are in the orange. This shows a need for additional behavior supports and analysts.	
3.14	**Action:** Transportation buses **Need:** The need for transportation is growing, districtwide events are increasing that require transportation. **Scope:** LEA-wide	Transportation to and from school and events is a great need for many of our families that have limited resources. Many do not own vehicles, reside in areas that are not safe for walking or other means of transportation, and have limited access to public transportation routes. Providing buses greatly improves access to regular school attendance and participation in events for our unduplicated students. Approximately 90% of TRUSD students are unduplicated and LEA-wide is the most equitable method. We see a gap on the dashboard for Foster Youth, Homeless, and English Learners in the area of Chronic Absenteeism (Orange). Providing transportation helps these students attend more regularly.	Attendance and Chronic Absenteeism, transportation records.
3.15	**Action:** Attention 2 Attendance **Need:** Regular attendance is critical to student achievement and well-being. Identifying barriers through analysis and follow-up supports regular attendance by unduplicated students who often have diverse needs and reasons for not attending. **Scope:** LEA-wide	Attendance is a need district-wide and out unduplicated count is above 90%. Providing analytic tools allow our district to create better systems to address the needs of all students and track effective interventions. We see a gap on the dashboard for Foster Youth, Homeless, and English Learners in the area of Chronic Absenteeism (Orange). Monitoring tools allow timely intervention and communication with site leadership to support and reach out to these families.	The software provides ongoing metrics and 3.4 from above will show long-term effects.

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3.16	**Action:** Health and Wellness **Need:** Chronic Absenteeism rates, suspension rates, and educational partner input. **Scope:** LEA-wide	Providing health and wellness services in a comprehensive, tiered approach is a need in Twin Rivers. Our schools serve as community hubs and service centers for our families. Mental health and wellness have been top priorities in themes from our educational partner engagement since 2020. We see a gap on the dashboard for Foster Youth, Homeless, and English Learners in the area of Chronic Absenteeism (Orange). Services to support health and wellness for these students is critical to improving attendance outcomes.	Suspension and attendance rates.
4.1	**Action:** Parent Opportunities **Need:** Parental engagement has been steadily increasing each year, but there are still underserved communities and a need to engage families that are new to the country. **Scope:** LEA-wide	Increasing Parent engagement supports the collaboration with the community to provide the best services to students. Unduplicated students have less access to resources that include technology, information about higher education, and knowledge of resources, opportunities and careers. Twin Rivers has expanded efforts to provide training and events to include subgroups such as parents of English Learners, supports for Foster Families, African American parent groups, and more. This has shown continued growth in attendance and in the number of participants in educational partner engagement surveys. COVID-19 continued to shift some events to virtual meetings. Last year's focus on technology with parents provided greater access and contributed to the increase in participation this year. These needs will be addressed and expanded in goals 4.1 (Parent Opportunities) and 4.2 (Family and Community Engagement-FACE Department). With our foster youth, homeless and english learner groups showing a gap in Math and ELA, partnerships with families are important and support their development.	Number of participants in engagement events. Metric 4.1 & 4.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.2	**Action:** Family and Community Engagement (FACE) **Need:** A coordinator is required to to facilitate events and analyze the effectiveness of parent engagement efforts. **Scope:** LEA-wide	Increasing Parent engagement supports the collaboration with the community to provide the best services to students. Unduplicated students have less access to resources that include technology, information about higher education, and knowledge of resources, opportunities and careers. Twin Rivers has expanded efforts to provide training and events to include subgroups such as parents of English Learners, supports for Foster Families, African American parent groups, and more. This has shown continued growth in attendance and in the number of participants in educational partner engagement surveys. Measured taken during the pandemic in regards to technology with parents provided greater access and contributed to the increase in participation this year in an evolving hybrid format. These needs will be addressed and expanded in goals 4.1 (Parent Opportunities) and 4.2 (Family and Community Engagement-FACE Department). The Coordinator also works to review how services are being utilized with Foster Youth, Homeless and English Learners in order to address gaps in achievement and opportunities.	Event participation records and advisory group reports. Metric 4.1 & 4.2
4.3	**Action:** Communications **Need:** Communication was a top theme in engagement and the monitoring and distribution of factual information is crucial to our families. **Scope:** LEA-wide	Maintaining and improving the communication of factual information has enabled our students to participate in district offered enrichment, participate in family engagement and educational partner engagement, monitor and follow the implementation of programming, and connect with needed resources to support community and our students. We see a gap on the dashboard for Foster Youth, Homeless, and English Learners in the area of Chronic Absenteeism (Orange) and in academics. Having a communications department has been key to getting families informations	Reports from central communication platforms, participation in survey data, event attendnace.

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
		regarding school and other district connected resources.	
5.1	**Action:** Facilities **Need:** Facilities were a priority in all Educational Partner group input sessions. **Scope:** LEA-wide	The following research provides additional justification of the effectiveness of these services in meeting Goal 5 for our unduplicated students and demonstrates how these services are principally directed towards our unduplicated students based on that status. In the absence of these services, our unduplicated students will not have access to the same educational opportunities as their peers attending schools in wealthier communities throughout the Sacramento area. In a 2015 study(1) of spending on K-12 public school facilities in California, researchers from UC Berkeley, Center for Cities and Schools, found that “poor facility conditions disproportionately affect students and educators in low- wealth communities and undermine the educational equity priorities that are fundamental in LCFF.” The study found that “low income and minority students are more likely to attend schools with poor physical conditions.” The reason is “there has not been a statewide school construction bond measure on the ballot since 2006 which has increased reliance on local funds, without addressing disparities in local ability to pay relative to local needs.” The findings revealed a relationship between community property values and expenditures on capital outlays. “Districts with more taxable property value per student have, on average, raised more capital funds to pay for facility needs than districts with less taxable property value per student.” The study also found, “Facility maintenance and operations is a higher budget burden in school districts serving low income students. Many of these districts are	FIT reports and Williams reports.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		disproportionately drawing more from their general operation budgets to pay for M&O than districts serving higher income students. School buildings and their operations cost more in poorer districts, leaving fewer dollars for education programs." Districts with higher percentages of low income students spent less on capital outlays per student and more on M&O per student than districts serving higher income students. This cycle of inadequate capital investments in aging facilities leads to more expensive emergency repairs and an over-compensation with higher M&O spending out of the operating budget, leaving fewer dollars for educational programs. Low income and minority students are more likely to attend schools with poor physical conditions, which exacerbates educational inequities. In a 2004 study(2) of the effects of school facilities on teacher retention in urban districts, it was found that schools with poor physical conditions are associated with increased teacher absenteeism, reduced teacher effectiveness, and reduced teacher retention. While all students in TRUSD will have access to clean, safe facilities, the factors identified in this study are highly detrimental to the success of our unduplicated students whose academic achievement is dependent on high quality teaching and quality relationships with their teachers. To ensure our unduplicated students are guaranteed access to a healthy, safe learning environment and an equitable learning environment with high levels of teacher effectiveness and retention, TRUSD is investing in modernization of their facilities that are in disrepair in order to break out of the cycle of inadequate capital investments in facilities Additionally, Cheryan, S., Ziegler, S. A.,	

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
		Plaut, V. C., & Meltzoff, A. N. (2014) conducted a study that showed “Improving student achievement is vital for our nation’s competitiveness. Scientific research shows how the physical classroom environment influences student achievement. Two findings are key: First, the building’s structural facilities profoundly influence learning. Inadequate lighting, noise, low air quality, and deficient heating in the classroom are significantly related to worse student achievement. Over half of U.S. schools have inadequate structural facilities, and students of color and lower income students are more likely to attend schools with inadequate structural facilities. 1(2015) Going it Alone: Can California’s K-12 School Districts Adequately and Equitably Fund School Facilities? (UC Berkeley, Center for 2023-24 Local Control Accountability Plan for Twin Rivers Unified School District Page 73 of 117 Cities & Schools) 2(2004) The Effects of School Facility Quality on Teacher Retention in Urban School Districts: Washington 3(2014)Designing classrooms to maximize student achievement. Policy Insights from the Behavioral and Brain Sciences, 1(1), 4–12. Retrieved from https://journals.sagepub.com/doi/pdf/10.1177/2372732214548677	
5.2	**Action:** Campus Safety Specialists **Need:** Student safety was a frequent input in our Educational Partner engagement for all groups. CSS was a position mentioned as a positive relationship by students in survey data.	A safe learning environment is essential for student success. To this end, base staffing (per the staffing handbook) for Campus Safety Specialists is maintained. Additional staffing levels of Campus Safety Specialists at sites to assist all students with an emphasis on unduplicated students. Campus Safety Specialists provide mentoring, and life modeling. They assist with restorative justice implementation and action. This	Kelvin reporting provides insight in to safety and connectedness reporting from all educational partners ongoing. Suspension data also used to monitor effectiveness at site level.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	action is now in goal 5 since the alignment is more with safety and creating a culture of connectedness. We see a gap on the dashboard for Foster Youth, Homeless, and English Learners in the area of Chronic Absenteeism (Orange). The CCS often serve as a connection to the families and a positive relationship on campus.	
5.3	**Action:** Police Dispatcher-Additional **Need:** Student safety was a top theme in our Educational Partner engagement for all groups. **Scope:** LEA-wide	A safe learning environment is important for students' academic achievement. Many of our schools are located in high crime areas that are also home to our unduplicated students. Twin Rivers schools are a safe haven for students. To maintain this, response time of law enforcement is often crucial. The police dispatcher provides a common contact for the site, including weekends and after hours, to support the safety of students and the campus. This additional position allows for video surveillance monitoring and review as well as monitoring and interaction with Catapult EMS system implementation.	Catapult EMS system reports are retained by our Risk Management team. Kelvin reporting provides insight in to safety and connectedness reporting from all educational partners ongoing. Metric 5.2
6.1	**Action:** Special Education Teacher on Special Assignment (TOSAs) **Need:** CAASPP results for students with disabilities showed a disparity. **Scope:** LEA-wide	Special Education TOSA's (3 FTE), materials, supplies, and professional development for program implementation. Programs will be used with students who have been identified with autism, with an emphasis on special education unduplicated students. Although some special education students use core curriculum, TOSAs provide coaching around specific techniques and evidence based practices appropriate to high risk behaviors and populations with an emphasis on unduplicated students. This is contributing to the increase in academic performance on CAASPP by students with disabilities for ELA (5.8 points) and Math (8.5 points) according the the CA Stated Dashboard. ELA CAASPP for Students with disabilities: EL: 3.2% proficiency on ELA CAASPP	District Benchmarks, CAASPP, and IEP reviews locally.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		vs. 13.8% for english only; 5.26% for Foster youth vs. 14% Not foster youth, and 12.9% low income vs. 20% not low income.	
6.2	**Action:** Vice Principal for Special Education **Need:** Students at non-public schools showed a disparity when compared to students enrolled in LEA schools. **Scope:** LEA-wide	The Vice Principal for Special Education is responsible for providing oversite and all aspects of administration for the Achieve Program. The Achieve Program is a new therapeutic intervention program for students receiving special education services. The program emphasizes intensive social emotional therapy and support, social skills development, academic progress, self-improvement and growth and family engagement and support. The Achieve program provides a therapeutic approach for students that have traditionally been referred to a non-public school for behavior. Our data showed that our students referred to Non-public schools did not graduate and made little or no academic progress. This program is designed to provide additional support for referred students so that they may progress and graduate at a higher rate. The Vice Principal will provide program supervision, support and management on site and works directly with students, families and teachers to provide specialized instruction and support to students with unique needs. Since a majority of the students participating in the program are socioeconomically disadvantaged, foster/homeless, and/or English Learners, access to therapy and support that is provided in the program is often a financial burden or not available.	Suspension and referral rate, CAASPP, and Benchmark assessments that inform on-track to graduation.
11.1	**Action:** Salary and Benefits Compensation Increase **Need:**	Having stability in staffing provides unduplicated students with better opportunities for meaningful relationships with caring adults and consistent instruction and guidance while on our campuses.	Employee retention rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Twin Rivers community input indicated a strong desire to see permanent staff in teaching and other positions that have been occupied with long-term substitutes and/or contracted services. **Scope:** LEA-wide	Many of our students have limited adult mentorship, guidance and relationships outside of the school setting, so maintaining staffing stability is important to this community. Foster Youth, LTEL, and Homeless students currently perform in the Orange compared to Yellow and above for most other groups in CAASPP ELA & Math (including EL in math). Consistent, high quality staff will impact this metric the most.	

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
1.8	**Action:** Foster Youth Support **Need:** Foster youth have lower rates of attendance and higher rates of chronic absenteeism (37.5% compared to 30.5% general). This leads to additional academic needs and support in connecting services. **Scope:** Limited to Unduplicated Student Group(s)	Foster youth support staff assist with student transitions between Alternative Education, court Community Schools, and district comprehensive school program, focusing on unduplicated students. This positions provide enrollment, attendance, communication, and connection to services for many of our unduplicated students including tutoring services and activities to support engagement. Foster and homeless youth are an are of focus that program specialist supports.	Disaggregated CAASPP and benchmark data
1.9	**Action:** LTEL & EL Courses **Need:**	Providing supplemental courses at the secondary level will support the English language acquisition for our LTEL students and EL students. Additionally, the courses will support content	ELPAC, ELPI, Disaggregated CAASPP and Benchmark data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	LTEL monitoring and EL data shows a need in content area academic support and language acquisition. **Scope:** Limited to Unduplicated Student Group(s)	learning in the context of learning English language in an environment designed for both.	
1.10	**Action:** English Learner (EL) Services **Need:** ELPI and Disaggregated CAASPP data show a need for language acquisition focus in classrooms and school sites. **Scope:** Limited to Unduplicated Student Group(s)	The basic services provided for all English Learners K – 12 students, are standards--based ELD classes, certificated teachers, bilingual paraprofessionals, and appropriate curricular materials. Programs and activities to ensure increased EL access to rigorous academic content, including college prep courses for middle schools and high schools will be continued in the 2025-26 school year. Services for EL's are based on all EL's being assessed appropriately on an annual (summative), and on an ongoing basis (formative) on language development and being placed in appropriate programs. This will be facilitated through collaboration with the Academic Intervention Specialists Bilingual (AISBs).	CAASPP, ELPI

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.

NA

Additional Concentration Grant Funding

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

All schools are above the 55% unduplicated pupil percentage. The additional concentration add-on funding is being used for K paraeducators (1.3), teachers' sixth period assignment/class (1.6), native speaking and world language teachers (1.13), IT user support

(1.16), library media tech at high schools (1.22), counselors (3.3 & 3.4) , vice principals (3.5), custodians (5.1), grounds specialists (5.1), maintenance positions (5.1), and campus safety specialists (5.2) as outlined in the HR Staffing Handbook. The HR Staffing Handbook uses student enrollment to determine position allocation and funding source.

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	None	Elementary schools 1:28, Middle schools 1:24, High schools 1:38, Alternative schools 1:20
Staff-to-student ratio of certificated staff providing direct services to students	None	Elementary schools 1:18, Middle schools 1:16, High schools 1:19, Alternative schools 1:10

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	$258,221,969	103,702,098	40.160%	0.000%	40.160%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$103,702,098.00	$11,990,243.00	$0.00	$3,667,785.00	$119,360,126.00	$98,511,928.00	$20,848,198.00

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	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	S/C Ongoing & LREBG one-time	$929,601.00	$1,055,082.00	$1,806,473.00	$178,210.00			$1,984,683.00	
1	1.2	Early Childhood Education (ECE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	early childhood education	Ongoing	$128,443.00	$75,000.00	$203,443.00				$203,443.00	
1	1.3	Full- Day Kindergarten Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK & K	Ongoing	$9,754,962.00	$0.00	$9,754,962.00				$9,754,962.00	
1	1.4	Short Term Independent Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-8	Ongoing	$110,228.00	$0.00	$110,228.00				$110,228.00	
1	1.5	Testing and Assessment Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	S/C Ongoing & LREBG one-time	$0.00	$192,365.00	$192,365.00				$192,365.00	
1	1.6	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$7,722,188.00	$0.00	$7,722,188.00				$7,722,188.00	
1	1.7	Instructional Minutes and PD days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,185,460.00	$0.00	$10,185,460.00				$10,185,460.00	
1	1.8	Foster Youth Support	Foster Youth	Yes	Limited to Unduplicated Student	Foster Youth	All Schools	Ongoing	$312,179.00	$10,130.00	$186,317.00			$135,992.00	$322,309.00	

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)											
1	1.9	LTEL & EL Courses	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Secondary	Ongoing	$405,819.00	$0.00	$405,819.00				$405,819.00	
1	1.10	English Learner (EL) Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$4,543,228.00	$1,094,183.00	$5,637,411.00				$5,637,411.00	
1	1.11	ELA/ELD Lesson Design Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,088,947.00	$24,616.00	$805,127.00	$1,168,210.00		$1,140,226.00	$3,113,563.00	
1	1.12	Multi-Tiered System of Support (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,367,521.00	$57,520.00	$225,447.00			$2,199,594.00	$2,425,041.00	
1	1.13	World Language and Native Speaking Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary	Ongoing	$1,279,855.00	$0.00	$1,279,855.00				$1,279,855.00	
1	1.14	New Teacher Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$270,000.00	$270,000.00				$270,000.00	
1	1.15	Central Office Support & Supplemental Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$359,021.00	$90,005.00	$449,026.00				$449,026.00	
1	1.16	IT Technicians for schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	S/C Ongoing & LREBG 26-27 & 27-28	$2,586,176.00	$288,538.00	$2,586,176.00	$288,538.00			$2,874,714.00	
1	1.17	Supplemental Concentration Allocated to Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,203,952.00	$1,727,600.00	$2,931,552.00				$2,931,552.00	
1	1.18	Small School														

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.19	Intensive Intervention Behavior Support Team														
1	1.20	Positive Behavior Support Intervention (PBIS) Specialists														
1	1.21	Recruiting High Quality Staff	All	No			All Schools	ends 9-30-26	$300,000.00	$0.00		$300,000.00			$300,000.00	
1	1.22	Library Materials Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive high schools	Ongoing	$297,001.00	$0.00	$297,001.00				$297,001.00	
2	2.1	Career Technical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	MS & HS	Ongoing	$2,849,407.00	$1,895,106.00	$3,304,152.00	$1,440,361.00			$4,744,513.00	
2	2.2	College Exam Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	11h - 12th	Ongoing	$0.00	$85,000.00	$85,000.00				$85,000.00	
2	2.3	College Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	S/C Ongoing & LREBG varies (some 26-27 & other items 27-28)	$637,689.00	$868,615.00	$487,825.00	$1,018,479.00			$1,506,304.00	
2	2.4	College Academy Mentoring Program	All	No			Specific Schools: Rio Linda HS, Foothill HS, Grant HS, Vista Nueva HS, MLK Technology Academy, Foothill Ranch MS 7-12	26-27 & 27-28	$0.00	$833,938.00		$833,938.00			$833,938.00	
3	3.1	Duty Assistants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary	Ongoing	$1,021,061.00	$0.00	$1,021,061.00				$1,021,061.00	

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	3.2	Central Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	Ongoing	$581,629.00	$0.00	$421,622.00	$160,007.00			$581,629.00	
3	3.3	Counselors Elementary	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary	Ongoing	$4,309,921.00	$0.00	$4,309,921.00				$4,309,921.00	
3	3.4	Counselors Secondary - Additional	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	MS & HS	Ongoing	$3,007,046.00	$0.00	$3,007,046.00				$3,007,046.00	
3	3.5	Vice Principals - Additional	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,053,146.00	$0.00	$4,053,146.00				$4,053,146.00	
3	3.6	Visual and Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,268,489.00	$833,350.00	$5,101,839.00				$5,101,839.00	
3	3.7	Student Services - supplemental support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$467,010.00	$198,699.00	$665,709.00				$665,709.00	
3	3.8	School Advancement														
3	3.9	Activities Directors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: MS & HS	Ongoing	$1,629,577.00	$0.00	$1,629,577.00				$1,629,577.00	
3	3.10	Student Activities - Additional	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,014,591.00	$1,558,317.00	$2,572,908.00				$2,572,908.00	
3	3.11	WIN Academy Saturday School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$363,500.00	$275,000.00	$638,500.00				$638,500.00	
3	3.12	Kelvin Social Emotional Screener	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,490.00	$25,490.00				$25,490.00	
3	3.13	Psychologists - Additional	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$762,972.00	$0.00	$762,972.00				$762,972.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.14	Transportation buses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$750,000.00	$750,000.00				$750,000.00	
3	3.15	Attention 2 Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$199,000.00	$199,000.00				$199,000.00	
3	3.16	Health and Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	S/C Ongoing & LREBG varies (some items 26-27 and others through 27-28)	$4,044,878.00	$1,550,000.00	$3,562,157.00	$2,032,721.00			$5,594,878.00	
4	4.1	Parent Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$149,738.00	$366,751.00	$172,231.00	$152,285.00		$191,973.00	$516,489.00	
4	4.2	Family and Community Engagement (FACE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$208,215.00	$0.00	$208,215.00				$208,215.00	
4	4.3	Communications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$743,814.00	$0.00	$743,814.00				$743,814.00	
5	5.1	Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,589,301.00	$6,100,000.00	$10,689,301.00				$10,689,301.00	
5	5.2	Campus Safety Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary schools	Ongoing	$1,486,909.00	$0.00	$1,486,909.00				$1,486,909.00	
5	5.3	Police Dispatcher-Additional	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$141,360.00	$19,662.00	$161,022.00				$161,022.00	
6	6.1	Special Education Teacher on Special Assignment (TOSAs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$493,590.00	$21,654.00	$515,244.00				$515,244.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
6	6.2	Vice Principal for Special Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$195,553.00	$0.00	$195,553.00				$195,553.00	
6	6.3	Special Education Coordinator														
6	6.4	Additional RSP Teachers	Students with Disabilities	No			All Schools	26-27 & 27-28	$452,173.00	$0.00		$452,173.00			$452,173.00	
7	7.1	Student Support Teachers (EL Focus)	All English Learners	No			All Schools Specific Schools: Northwood Elementary, Woodlake Elementary, Woodridge Elementary, Babcock Elementary, Hagginwood Elementary, Oakdale Elementary, Kohler & Fairbanks	varies by school based on funds available	$1,987,379.00	$0.00		$1,987,379.00			$1,987,379.00	
7	7.2	Bilingual Paraeducators	All English Learners	No			All Schools Specific Schools: Northwood Elementary, Woodlake Elementary, Woodridge Elementa	varies by school based on funds available	$312,423.00	$0.00		$312,423.00			$312,423.00	

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
							ry, Babcock Elementa ry, Hagginw ood Elementa ry, Oakdale Elementa ry									
8	8.1	Student Support Teacher (SST)	All	No			Specific Schools: MLK Jr.	minimum 26-27 & 27-28	$183,713.00	$0.00		$183,713.00			$183,713.00	
8	8.2	Bilingual Paraeducators (Removed)														
8	8.3	Professional Development	All	No			Specific Schools: Rio Linda Preparat ory	26-27	$0.00	$86,232.00		$86,232.00			$86,232.00	
8	8.4	Academic Intervention Specialist Bilingual (AISB)	All	No			Specific Schools: Martin Luther King Technolo gy Academy	minimum 26-27 & 27-28	$111,639.00	$0.00		$111,639.00			$111,639.00	
9	9.1	Academic and Instructional Support Bilingual	All	No			Specific Schools: Keema School for Independ ent Study	24-25 through 26-27	$172,508.00	$0.00		$172,508.00			$172,508.00	
9	9.2	Multi-Tiered System of Support Specialist	All	No			Specific Schools: Keema	minimum 26-27 & 27-28	$195,942.00	$0.00		$195,942.00			$195,942.00	
9	9.3	Secondary Counselor	All	No			Specific Schools: Keema School for Independ ent Study	minimum 26-27 & 27-28	$196,830.00	$0.00		$196,830.00			$196,830.00	
9	9.4	Extra duty	All	No			Specific Schools: Pacific &	minimum 26-27 & 27-28	$233,070.00	$40,000.00		$273,070.00			$273,070.00	

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
							Vista									
9	**9.5**	Teacher on Special Assignment (TOSA)	All	No			Specific Schools: Vista Nueva and Pacific	minimum 26-27 & 27-28	$189,240.00	$0.00		$189,240.00			$189,240.00	
10	**10.1**	Multi-Tiered System of Support Specialist (REMOVE)														
10	**10.2**	Service agreements	All	No			Specific Schools: qualifying elementary schools	various based on schools funding	$0.00	$256,345.00		$256,345.00			$256,345.00	
11	**11.1**	Salary and Benefits Compensation Increase	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$11,883,034.00	$0.00	$11,883,034.00				$11,883,034.00	

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
$258,221,969	103,702,098	40.160%	0.000%	40.160%	$103,702,098.00	0.000%	40.160 %	**Total:**	$103,702,098.00
								LEA-wide Total:	$97,472,551.00
								Limited Total:	$6,229,547.00
								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**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,806,473.00	
1	**1.2**	Early Childhood Education (ECE)	Yes	LEA-wide	English Learners Foster Youth Low Income	early childhood education	$203,443.00	
1	**1.3**	Full- Day Kindergarten Program	Yes	LEA-wide	English Learners Foster Youth Low Income	TK & K	$9,754,962.00	
1	**1.4**	Short Term Independent Study	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-8	$110,228.00	
1	**1.5**	Testing and Assessment Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$192,365.00	
1	**1.6**	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,722,188.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Instructional Minutes and PD days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,185,460.00	
1	1.8	Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$186,317.00	
1	1.9	LTEL & EL Courses	Yes	Limited to Unduplicated Student Group(s)	English Learners	Secondary	$405,819.00	
1	1.10	English Learner (EL) Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,637,411.00	
1	1.11	ELA/ELD Lesson Design Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$805,127.00	
1	1.12	Multi-Tiered System of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$225,447.00	
1	1.13	World Language and Native Speaking Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary	$1,279,855.00	
1	1.14	New Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$270,000.00	
1	1.15	Central Office Support & Supplemental Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$449,026.00	
1	1.16	IT Technicians for schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,586,176.00	
1	1.17	Supplemental Concentration Allocated to Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,931,552.00	
1	1.22	Library Materials Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Comprehensive high schools	$297,001.00	
2	2.1	Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	MS & HS	$3,304,152.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	College Exam Access	Yes	LEA-wide	English Learners Foster Youth Low Income	11h - 12th	$85,000.00	
2	2.3	College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$487,825.00	
3	3.1	Duty Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary	$1,021,061.00	
3	3.2	Central Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary	$421,622.00	
3	3.3	Counselors Elementary	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary	$4,309,921.00	
3	3.4	Counselors Secondary - Additional	Yes	LEA-wide	English Learners Foster Youth Low Income	MS & HS	$3,007,046.00	
3	3.5	Vice Principals - Additional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,053,146.00	
3	3.6	Visual and Performing Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,101,839.00	
3	3.7	Student Services - supplemental support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$665,709.00	
3	3.9	Activities Directors	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: MS & HS	$1,629,577.00	
3	3.10	Student Activities - Additional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,572,908.00	
3	3.11	WIN Academy Saturday School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$638,500.00	
3	3.12	Kelvin Social Emotional Screener	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,490.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.13**	Psychologists - Additional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$762,972.00	
3	**3.14**	Transportation buses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$750,000.00	
3	**3.15**	Attention 2 Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$199,000.00	
3	**3.16**	Health and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,562,157.00	
4	**4.1**	Parent Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,231.00	
4	**4.2**	Family and Community Engagement (FACE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$208,215.00	
4	**4.3**	Communications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$743,814.00	
5	**5.1**	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,689,301.00	
5	**5.2**	Campus Safety Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary schools	$1,486,909.00	
5	**5.3**	Police Dispatcher-Additional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$161,022.00	
6	**6.1**	Special Education Teacher on Special Assignment (TOSAs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$515,244.00	
6	**6.2**	Vice Principal for Special Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$195,553.00	
11	**11.1**	Salary and Benefits Compensation Increase	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,883,034.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$118,136,716.00	$117,859,988.00

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**	Professional Development	Yes	$2,719,853.00	1,760,046
1	**1.2**	Early Childhood Education (ECE)	Yes	$288,128.00	256,1412
1	**1.3**	Full- Day Kindergarten Program	Yes	$8,912,891.00	10,058,439
1	**1.4**	Short Term Independent Study	Yes	$110,074.00	110,074
1	**1.5**	Testing and Assessment Program	Yes	$383,205.00	183,205
1	**1.6**	Class Size Reduction	Yes	$21,235,694.00	9,841,896
1	**1.7**	Instructional Minutes and PD days	Yes	$9,714,235.00	11,267,477
1	**1.8**	Foster Youth Support	Yes	$290,801.00	292,042
1	**1.9**	LTEL & EL Courses	Yes	$355,391.00	311,397
1	**1.10**	English Learner (EL) Services	Yes	$5,263,363.00	4,981,219
1	**1.11**	ELA/ELD Lesson Design Implementation	Yes	$4,015,032.00	4,518,930

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Multi-Tiered System of Support (MTSS)	Yes	$4,089,891.00	4,029,429
1	1.13	World Language and Native Speaking Teachers	Yes	$1,163,936.00	1,300,534
1	1.14	New Teacher Support	Yes	$376,259.00	223,362
1	1.15	Central Office Support & Supplemental Services	Yes	$353,672.00	477,235
1	1.16	Additional IT Technicians for schools	Yes	$484,209.00	2,984,037
1	1.17	Supplemental Concentration Allocated to Schools	Yes	$2,861,754.00	2,192,944
1	1.18	Small School	Yes	$1,966,837.00	561,964
1	1.19	Intensive Intervention Behavior Support Team	Yes	$1,421,725.00	1,368,540
1	1.20	Positive Behavior Support Intervention (PBIS) Specialists	Yes	$508,100.00	497,763
1	1.21	Recruiting High Quality Staff	No	$978,432.00	877,022
1	1.22	Library Media Technicians	Yes	0	277,484
2	2.1	Career Technical Education	Yes	$4,828,268.00	4,928,639
2	2.2	College Exam Access	Yes	$85,000.00	85,000

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	**2.3**	College Readiness	Yes	$687,825.00	761,787
2	**2.4**	College Academy Mentoring Program	No	$953,750.00	571,984
3	**3.1**	Duty Assistants	Yes	$998,121.00	866,581
3	**3.2**	Central Counselor for social emotional	No Yes	$130,859.00	622,572
3	**3.3**	Counselors Elementary	Yes	$3,866,386.00	4,215,620
3	**3.4**	Counselors Secondary - Additional	Yes	$2,733,182.00	2,731,677
3	**3.5**	Vice Principals - Additional	Yes	$3,525,186.00	4,018,776
3	**3.6**	Visual and Performing Arts	Yes	$5,026,717.00	4,927,404
3	**3.7**	Student Services Program Specialist	Yes	$299,301.00	546,787
3	**3.8**	School Advancement	Yes	$30,100.00	0
3	**3.9**	Activities Directors	Yes	$1,410,548.00	1,587,616
3	**3.10**	Student Activities - Additional	Yes	$2,689,224.00	2,874,566
3	**3.11**	WIN Academy Saturday School	Yes	$502,836.00	638,500

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)
3	**3.12**	Kelvin Social Emotional Screener	Yes	$25,490.00	25,490
3	**3.13**	Psychologists - Additional	Yes	$692,166.00	687,539
3	**3.14**	Transportation buses	Yes	$1,000,000.00	1,062,086
3	**3.15**	Attention 2 Attendance	Yes	$199,000.00	199,000
3	**3.16**	Additional Nurse Positions	No Yes	$400,858.00	3,446,184
4	**4.1**	Parent Opportunities	Yes	$550,577.00	440,172
4	**4.2**	Family and Community Engagement (FACE)	Yes	$232,924.00	214,870
4	**4.3**	Communications staff	Yes	0	752,120
5	**5.1**	Facilities	Yes	$13,033,666.00	14,614,154
5	**5.2**	Campus Safety Specialists	Yes	$1,430,643.00	1,415,316
5	**5.3**	Police Dispatcher-Additional	Yes	$227,813.00	135,234
6	**6.1**	Special Education Teacher on Special Assignment (TOSAs)	Yes	$445,313.00	494,978
6	**6.2**	Vice Principal for Special Education	Yes	$178,099.00	198,466

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	**6.3**	Special Education Coordinator	Yes	$70,092.00	44,595
6	**6.4**	Additional RSP Teachers	No	$404,135.00	421,420
7	**7.1**	Student Support Teachers (EL Focus)	No	$2,033,908.00	1,976,266
7	**7.2**	Bilingual Paraeducators	No	$252,686.00	243,928
8	**8.1**	Student Support Teacher (SST)	No	$131,146.00	63,565
8	**8.2**	Bilingual Paraeducators	No	$337,425.00	245,555
8	**8.3**	Professional Development	No	$16,160.00	9,239
9	**9.1**	Academic and Instructional Support Bilingual	No	$118,273.00	151,873
9	**9.2**	Multi-Tiered System of Support Specialist	No	$247,889.00	271,047
9	**9.3**	Secondary Counselor	No	$178,272.00	173,232
9	**9.4**	Extra duty	No	$62,595.00	31,884
10	**10.1**	Multi-Tiered System of Support Specialist	No	$75,894.00	74,661
10	**10.2**	Service agreements	No	$530,907.00	413,154

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)
99,297,494	$100,417,118.00	$99,297,494.00	$1,119,624.00	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**	Professional Development	Yes	$1,719,853.00	1,516,742		
1	**1.2**	Early Childhood Education (ECE)	Yes	$288,128.00	256,142		
1	**1.3**	Full- Day Kindergarten Program	Yes	$8,912,891.00	10,058,439		
1	**1.4**	Short Term Independent Study	Yes	$110,074.00	110,074		
1	**1.5**	Testing and Assessment Program	Yes	$183,205.00	183,205		
1	**1.6**	Class Size Reduction	Yes	$21,235,694.00	9,841,896		
1	**1.7**	Instructional Minutes and PD days	Yes	$9,714,235.00	11,267,477		
1	**1.8**	Foster Youth Support	Yes	$170,763.00	171,300		
1	**1.9**	LTEL & EL Courses	Yes	$355,391.00	311,397		
1	**1.10**	English Learner (EL) Services	Yes	$5,263,363.00	4,981,219		
1	**1.11**	ELA/ELD Lesson Design Implementation	Yes	$657,220.00	1,027,679		
1	**1.12**	Multi-Tiered System of Support (MTSS)	Yes	$211,711.00	205,139		
1	**1.13**	World Language and Native Speaking Teachers	Yes	$1,163,936.00	1,300,534		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	New Teacher Support	Yes	$376,259.00	223,362		
1	1.15	Central Office Support & Supplemental Services	Yes	$353,672.00	477,235		
1	1.16	Additional IT Technicians for schools	Yes	$444,209.00	2,697,417		
1	1.17	Supplemental Concentration Allocated to Schools	Yes	$2,861,754.00	2,192,944		
1	1.18	Small School	Yes	$1,966,837.00	561,964		
1	1.19	Intensive Intervention Behavior Support Team	Yes	$1,421,725.00	1,368,540		
1	1.20	Positive Behavior Support Intervention (PBIS) Specialists	Yes	$508,100.00	492,763		
1	1.22	Library Media Technicians	Yes	0	277,484		
2	2.1	Career Technical Education	Yes	$3,133,454.00	3,354,731		
2	2.2	College Exam Access	Yes	$85,000.00	85,000		
2	2.3	College Readiness	Yes	$487,825.00	491,177		
3	3.1	Duty Assistants	Yes	$998,121.00	866,581		
3	3.2	Central Counselor for social emotional	Yes	0	406,978		
3	3.3	Counselors Elementary	Yes	$3,866,386.00	4,215,620		
3	3.4	Counselors Secondary - Additional	Yes	$2,733,182.00	2,731,677		
3	3.5	Vice Principals - Additional	Yes	$3,525,186.00	4,018,776		
3	3.6	Visual and Performing Arts	Yes	$5,026,717.00	4,927,404		
3	3.7	Student Services Program Specialist	Yes	$299,301.00	546,787		
3	3.8	School Advancement	Yes	$30,100.00	0		

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	**3.9**	Activities Directors	Yes	$1,410,548.00	1,587,616		
3	**3.10**	Student Activities - Additional	Yes	$2,689,224.00	2,874,566		
3	**3.11**	WIN Academy Saturday School	Yes	$502,836.00	638,500		
3	**3.12**	Kelvin Social Emotional Screener	Yes	$25,490.00	25,490		
3	**3.13**	Psychologists - Additional	Yes	$692,166.00	687,539		
3	**3.14**	Transportation buses	Yes	$1,000,000.00	1,062,086		
3	**3.15**	Attention 2 Attendance	Yes	$199,000.00	199,000		
3	**3.16**	Additional Nurse Positions	Yes	0	3,019,584		
4	**4.1**	Parent Opportunities	Yes	$175,012.00	165,697		
4	**4.2**	Family and Community Engagement (FACE)	Yes	$232,924.00	214,870		
4	**4.3**	Communications staff	Yes	0	752,120		
5	**5.1**	Facilities	Yes	$13,033,666.00	14,614,154		
5	**5.2**	Campus Safety Specialists	Yes	$1,430,643.00	1,415,316		
5	**5.3**	Police Dispatcher-Additional	Yes	$227,813.00	135,234		
6	**6.1**	Special Education Teacher on Special Assignment (TOSAs)	Yes	$445,313.00	494,978		
6	**6.2**	Vice Principal for Special Education	Yes	$178,099.00	198,466		
6	**6.3**	Special Education Coordinator	Yes	$70,092.00	44,595		

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)
244,444,379	99,297,494	0	40.622%	$99,297,494.00	0.000%	40.622%	$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

Twin Rivers Unified School District

2023-24 Dashboard Indicators in Red

Required actions for Lowest Performing Dashboard Indicators (Red Indicators) are based on the 2023 Dashboard and are effective for the three-year LCAP cycle (2024-25, 2025-26, and 2026-27). LEAs are required to keep these required actions throughout the three-year cycle and are not required to add additional actions if new Red Indicators for schools or student groups are identified on the 2024 or 2025 Dashboards.

Student Groups With Indicators In Red/Lowest Performance (District Level)

Student Group	ELA	MATH	Suspension	CCI	LCAP Actions to Address Needs		
African American			*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
ALL			*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
American Indian	*	*	*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12	
English Learners	Y	*				ELA and Math: 1.5, 1.7, 1.9, 1.10, 1.11, 1.12,	
Foster Youth			*	*	Suspension: 1.8, 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		CCI: 1.8, 2.1, 2.2, 2.3, 3.4, 3.11
Homeless Youth		*	*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
Socioeconomically Disadvantaged			*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
Students with Disabilities	Y	Y	*	*	Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12, 6.1, 6.3,	CCI: 2.1, 2.2, 2.3, 3.4, 3.11
Two or More Races			*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
White			*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		

Schools With Indicators In Red/Lowest Performance (All Students)

School	ELA	MATH	Chronic Absenteeism	Graduation Rate	Suspension	CCI	LCAP Actions to Address Needs		
D. W. Babcock Elementary					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
Del Paso Heights Elementary	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12	
Fairbanks Elementary	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.13	
Foothill High		*			*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	Math: 1.5, 1.7, 1.11, 1.12	
Futures High	*	*						ELA and Math: 1.5, 1.7, 1.11, 1.12	
Garden Valley Elementary					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
Grant Union High		*						Math: 1.5, 1.7, 1.11, 1.12	
Highlands High					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
Keema School for Independent Study						Y			CCI: 2.1, 2.2, 2.3, 3.4, 3.11
Kohler Elementary	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12	
Las Palmas Elementary					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
Martin Luther King Jr. Technology Academy	Y	*			*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12	
Michael J. Castori Elementary	*	*						ELA and Math: 1.5, 1.7, 1.11, 1.12	

Northwood Elementary	*	*						ELA and Math: 1.5, 1.7, 1.11, 1.12	
Norwood Junior High					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
Oakdale Elementary	*	*						ELA and Math: 1.5, 1.7, 1.11, 1.12	
Pacific Career and Technology High						Y			CCI: 2.1, 2.2, 2.3, 3.4, 3.11
Pioneer Elementary					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
Rio Tierra Junior High		*						Math: 1.5, 1.7, 1.11, 1.12	
Village Elementary	*	*			*			ELA and Math: 1.5, 1.7, 1.11, 1.12	
Vista Nueva Career and Technology High					Y	Y	Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		CCI: 2.1, 2.2, 2.3, 3.4, 3.11
Warren A. Allison Elementary					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
Westside Elementary					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
Woodlake Elementary	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		
Woodridge Elementary	*	*			*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		

Schools With Indicators In Red/Lowest Performance (Student Groups)

School	Student Group	ELA	MATH	ELPI	Chronic Absenteeism	Graduation Rate	Suspension	CCI	LCAP Actions to Address Needs			
	African American						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	English Learners	Y								ELA : 1.5, 1.7, 1.11, 1.12		
	Hispanic						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Homeless Youth						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Socioeconomically Disadvantaged	*					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12		
	Students with Disabilities	*	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12		
	Two or More Races				*		*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		Chron : 3.7, 3.9, 3.10, 3.11, 3.14, 3.15, 3.16	
D. W. Babcock Elementary	White						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	African American						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Asian						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	English Learners	*	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12		
	Hispanic	*	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12		
	Homeless Youth				*		*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		Chron : 3.7, 3.9, 3.10, 3.11, 3.14, 3.15, 3.16	
	Socioeconomically Disadvantaged	*					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12		

	Students with Disabilities						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Two or More Races						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
Del Paso Heights Elementary	White						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
Dry Creek Elementary	Students with Disabilities	*								ELA : 1.5, 1.7, 1.11, 1.12		
	African American	*	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12		
	English Learners	*								ELA : 1.5, 1.7, 1.11, 1.12		
	Hispanic	*	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12		
	Homeless Youth						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Socioeconomically Disadvantaged	*	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12		
Fairbanks Elementary	Students with Disabilities	*	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12		
	African American	*					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12		
	Homeless Youth						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Socioeconomically Disadvantaged		*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Students with Disabilities	*	*				*	*	Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12		CCI: 2.1, 2.2, 2.3, 3.4, 3.11
Foothill High	Two or More Races						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	African American				*						Chron : 3.7, 3.9, 3.10, 3.11, 3.14, 3.15, 3.16	
	English Learners				*						Chron : 3.7, 3.9, 3.10, 3.11, 3.14, 3.15, 3.16	
Foothill Oaks Elementary	Two or More Races						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	African American		*									
	Asian	*	*							ELA and Math: 1.5, 1.7, 1.11, 1.12		
	English Learners	*	*							ELA and Math: 1.5, 1.7, 1.11, 1.12		
Foothill Ranch Middle	Hispanic		*									
	African American				*						Chron : 3.7, 3.9, 3.10, 3.11, 3.14, 3.15, 3.16	
	English Learners	*								ELA : 1.5, 1.7, 1.11, 1.12		
	Hispanic	*								ELA : 1.5, 1.7, 1.11, 1.12		
	Homeless Youth				*		*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		Chron : 3.7, 3.9, 3.10, 3.11, 3.14, 3.15, 3.16	
Frederick Joyce Elementary	Students with Disabilities	*					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12		
	African American						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Socioeconomically Disadvantaged						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
Garden Valley Elementary	Students with Disabilities						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Asian		*									

	English Learners		*	*						ELA and Math: 1.5, 1.7, 1.11, 1.12	ELPI : 1.1, 1.9, 1.10, 1.11	
	Hispanic		*									
	Homeless Youth						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Socioeconomically Disadvantaged		*									
	Students with Disabilities						*	*	Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			CCI: 2.1, 2.2, 2.3, 3.4, 3.11
Grant Union High	Two or More Races						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	African American						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	English Learners						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Hispanic						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Homeless Youth				*		*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		Chron : 3.7, 3.9, 3.10, 3.11, 3.14, 3.15, 3.16	
	Students with Disabilities	*					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12		
Hagginwood Elementary	White						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	African American				*		*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		Chron : 3.7, 3.9, 3.10, 3.11, 3.14, 3.15, 3.16	
	Homeless Youth						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Students with Disabilities		*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
Hazel Strauch Elementary	Two or More Races				*		*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		Chron : 3.7, 3.9, 3.10, 3.11, 3.14, 3.15, 3.16	
	English Learners	*	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12		
	Hispanic						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Socioeconomically Disadvantaged						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Students with Disabilities							*				CCI: 2.1, 2.2, 2.3, 3.4, 3.11
Highlands High	Two or More Races						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	English Learners	*	*					Y		ELA and Math: 1.5, 1.7, 1.11, 1.12		CCI: 2.1, 2.2, 2.3, 3.4, 3.11
	Hispanic							Y				CCI: 2.1, 2.2, 2.3, 3.4, 3.12
	Homeless Youth		*					Y				CCI: 2.1, 2.2, 2.3, 3.4, 3.13
	Socioeconomically Disadvantaged							Y				CCI: 2.1, 2.2, 2.3, 3.4, 3.14
	Students with Disabilities							Y				CCI: 2.1, 2.2, 2.3, 3.4, 3.15
Keema School for Independent Study	White							Y				CCI: 2.1, 2.2, 2.3, 3.4, 3.16
	African American						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	English Learners	*	*	*			*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12	ELPI : 1.1, 1.9, 1.10, 1.11	
	Hispanic	*					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12		

	Homeless Youth						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
	Socioeconomically Disadvantaged	*					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12			
	Students with Disabilities	*	*							ELA and Math: 1.5, 1.7, 1.11, 1.12			
	Two or More Races				*		*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		Chron : 3.7, 3.9, 3.10, 3.11, 3.14, 3.15, 3.16		
Kohler Elementary	White	*					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12			
	African American	*					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.13			
	English Learners	*		*						ELA : 1.5, 1.7, 1.11, 1.14	ELPI : 1.1, 1.9, 1.10, 1.11		
	Hispanic						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
	Homeless Youth	*								ELA : 1.5, 1.7, 1.11, 1.12			
	Socioeconomically Disadvantaged						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
	Students with Disabilities	*	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12			
	Two or More Races						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
Las Palmas Elementary	White						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
	African American						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
	Asian	*								ELA : 1.5, 1.7, 1.11, 1.12			
	English Learners			*							ELPI : 1.1, 1.9, 1.10, 1.11		
Madison Elementary	White	*					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12			
	African American	Y	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12			
	Asian	Y	*							ELA and Math: 1.5, 1.7, 1.11, 1.12			
	English Learners	Y	*	*						ELA and Math: 1.5, 1.7, 1.11, 1.12	ELPI : 1.1, 1.9, 1.10, 1.11		
	Hispanic	Y	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12			
	Homeless Youth	Y	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.13			
	Socioeconomically Disadvantaged	Y	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.14			
	Students with Disabilities	Y	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.15			
Martin Luther King Jr. Technology Academy	White						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
	African American	*	*							ELA and Math: 1.5, 1.7, 1.11, 1.12			
	Asian	*	*							ELA and Math: 1.5, 1.7, 1.11, 1.13			
	English Learners	*	*							ELA and Math: 1.5, 1.7, 1.11, 1.14			
	Homeless Youth		*										
	Socioeconomically Disadvantaged	*	*							ELA and Math: 1.5, 1.7, 1.11, 1.12			
	Students with Disabilities	*	*							ELA and Math: 1.5, 1.7, 1.11, 1.13			

Michael J. Castori Elementary	Two or More Races						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	White				*						Chron : 3.7, 3.9, 3.10, 3.11, 3.14, 3.15, 3.16	
Northwood Elementary	African American						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	English Learners	Y	*	*						ELA and Math: 1.5, 1.7, 1.11, 1.12	ELPI : 1.1, 1.9, 1.10, 1.11	
	Hispanic	*	*							ELA and Math: 1.5, 1.7, 1.11, 1.12		
	Homeless Youth						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Socioeconomically Disadvantaged	*	*							ELA and Math: 1.5, 1.7, 1.11, 1.12		
	Students with Disabilities						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	White						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
Norwood Junior High	African American						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Hispanic						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Socioeconomically Disadvantaged						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Students with Disabilities						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
Oakdale Elementary	Asian		*		*						Chron : 3.7, 3.9, 3.10, 3.11, 3.14, 3.15, 3.16	
	English Learners	Y	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12		
	Hispanic	*					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12		
	Homeless Youth		*		*		*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2		Chron : 3.7, 3.9, 3.10, 3.11, 3.14, 3.15, 3.16	
	Socioeconomically Disadvantaged	*	*							ELA and Math: 1.5, 1.7, 1.11, 1.12		
	Two or More Races						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	White	*	*							ELA and Math: 1.5, 1.7, 1.11, 1.12		
Orchard Elementary	Homeless Youth						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Students with Disabilities	*					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12		
Pacific Career and Technology High	Hispanic							Y				CCI: 2.1, 2.2, 2.3, 3.4, 3.11
	Socioeconomically Disadvantaged							Y				CCI: 2.1, 2.2, 2.3, 3.4, 3.12
	African American						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	English Learners						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Hispanic						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Homeless Youth						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Socioeconomically Disadvantaged						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			

Pioneer Elementary	Students with Disabilities	*	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12			
	Two or More Races						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
	White						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
Regency Park Elementary	Students with Disabilities	*					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12			
Ridgepoint Elementary	Students with Disabilities	*	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12			
	Two or More Races						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
Rio Linda High	African American						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
	English Learners		*										
	Students with Disabilities		*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
	White						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
Rio Linda Preparatory Academy	English Learners	*		*			*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12	ELPI : 1.1, 1.9, 1.10, 1.11		
	Hispanic	*								ELA : 1.5, 1.7, 1.11, 1.13			
	Socioeconomically Disadvantaged	*								ELA : 1.5, 1.7, 1.11, 1.14			
	Students with Disabilities	*								ELA : 1.5, 1.7, 1.11, 1.15			
	Two or More Races				*						Chron : 3.7, 3.9, 3.10, 3.11, 3.14, 3.15, 3.16		
	White						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
Rio Tierra Junior High	African American	*	*							ELA and Math: 1.5, 1.7, 1.11, 1.12			
	Hispanic		*										
	Socioeconomically Disadvantaged		*										
	Students with Disabilities	*								ELA : 1.5, 1.7, 1.11, 1.12			
Village Elementary	African American						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
	English Learners	*			*		*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12	Chron : 3.7, 3.9, 3.10, 3.11, 3.14, 3.15, 3.16		
	Hispanic	*	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12			
	Homeless Youth						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
	Socioeconomically Disadvantaged	*	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12			
	Students with Disabilities	*	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12			
	Two or More Races						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
	White		*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
	African American						Y		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2				
	English Learners							Y				CCI: 2.1, 2.2, 2.3, 3.4, 3.11	

	Hispanic						Y	Y	Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			CCI: 2.1, 2.2, 2.3, 3.4, 3.12
	Homeless Youth						Y	Y	Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			CCI: 2.1, 2.2, 2.3, 3.4, 3.13
	Socioeconomically Disadvantaged						Y	Y	Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			CCI: 2.1, 2.2, 2.3, 3.4, 3.14
Vista Nueva Career and Technology High	Students with Disabilities						Y		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	English Learners	*								ELA : 1.5, 1.7, 1.11, 1.12		
	Hispanic						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Homeless Youth						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Socioeconomically Disadvantaged						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Students with Disabilities	*	*							ELA and Math: 1.5, 1.7, 1.11, 1.12		
Warren A. Allison Elementary	White						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Socioeconomically Disadvantaged						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
Westside Elementary	White						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	African American	*					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12		
	English Learners	Y	*	*							ELPI : 1.1, 1.9, 1.10, 1.11	
	Hispanic	*	*							ELA and Math: 1.5, 1.7, 1.11, 1.12		
	Homeless Youth						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	Socioeconomically Disadvantaged	*					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12		
	Students with Disabilities	*					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.13		
Woodlake Elementary	Two or More Races						*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2			
	African American	*	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12		
	Asian	*	*		*					ELA and Math: 1.5, 1.7, 1.11, 1.13	Chron : 3.7, 3.9, 3.10, 3.11, 3.14, 3.15, 3.16	
	English Learners	Y	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.14		
	Hispanic	*					*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA : 1.5, 1.7, 1.11, 1.12		
	Homeless Youth	*	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.12		
	Socioeconomically Disadvantaged	*	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.13		
	Students with Disabilities	*	*				*		Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2	ELA and Math: 1.5, 1.7, 1.11, 1.14		

	Two or More Races						*		**Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2**						
Woodridge Elementary	White	*					*		**Suspension: 1.19, 1.20, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.12, 5.2**	**ELA : 1.5, 1.7, 1.11, 1.12**					