LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Ana Unified School District
CDS Code: 30-666700000000
School Year: 2024-25
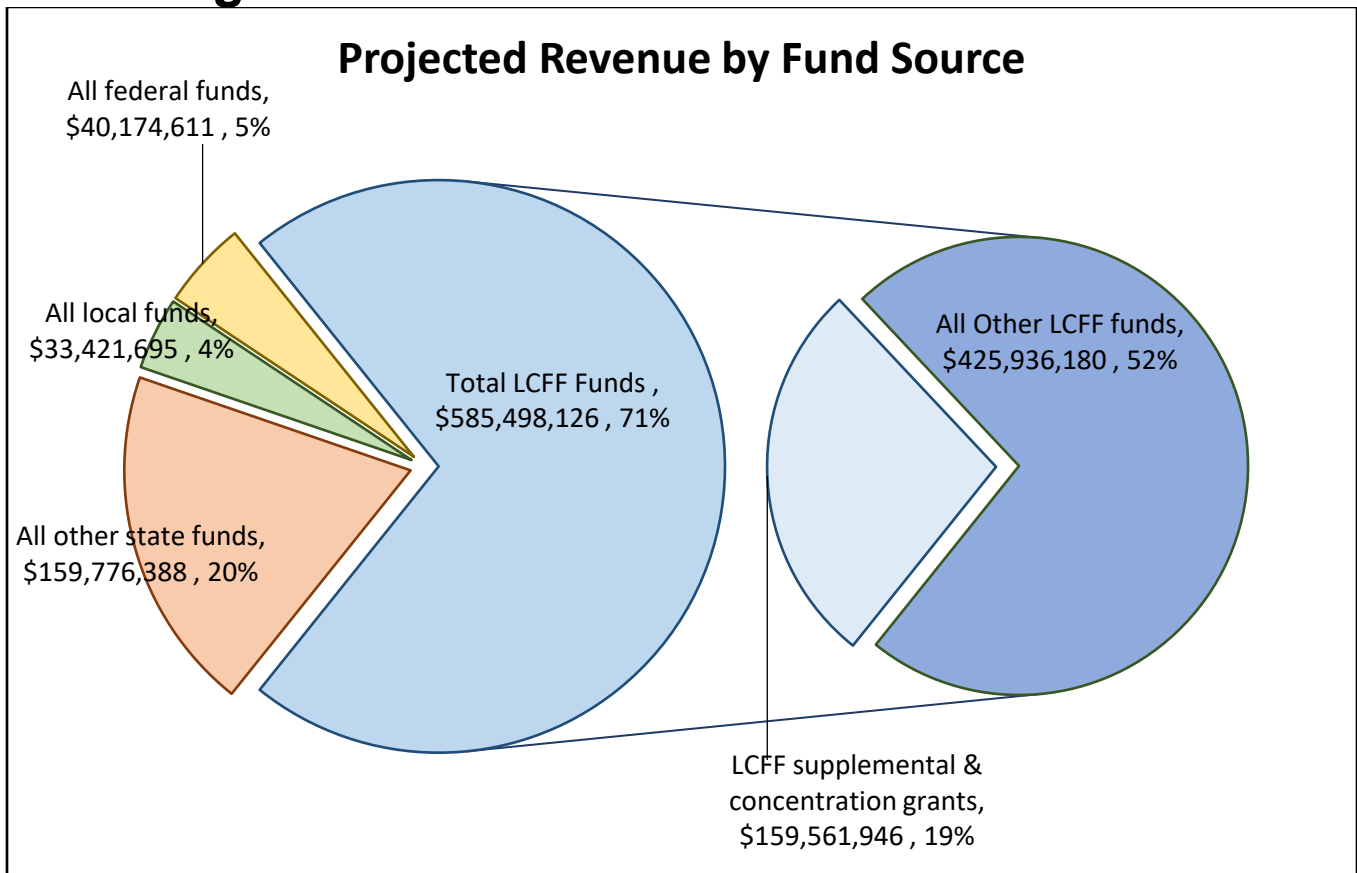LEA contact information:
Dra. Lorraine Pérez
Deputy Superintendent, Educational Services
lorraine.perez@sausd.us
(714) 558-5523

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $40,174,611 , 5%

All local funds, $33,421,695 , 4%

All other state funds, $159,776,388 , 20%

Total LCFF Funds , $585,498,126 , 71%

All Other LCFF funds, $425,936,180 , 52%

LCFF supplemental & concentration grants, $159,561,946 , 19%

This chart shows the total general purpose revenue Santa Ana 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 Santa Ana Unified School District is $818,870,820, of which $585,498,126 is Local Control Funding Formula (LCFF), $159,776,388 is other state funds, $33,421,695 is local funds, and $40,174,611 is federal funds. Of the $585,498,126 in LCFF Funds, $159,561,946 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.
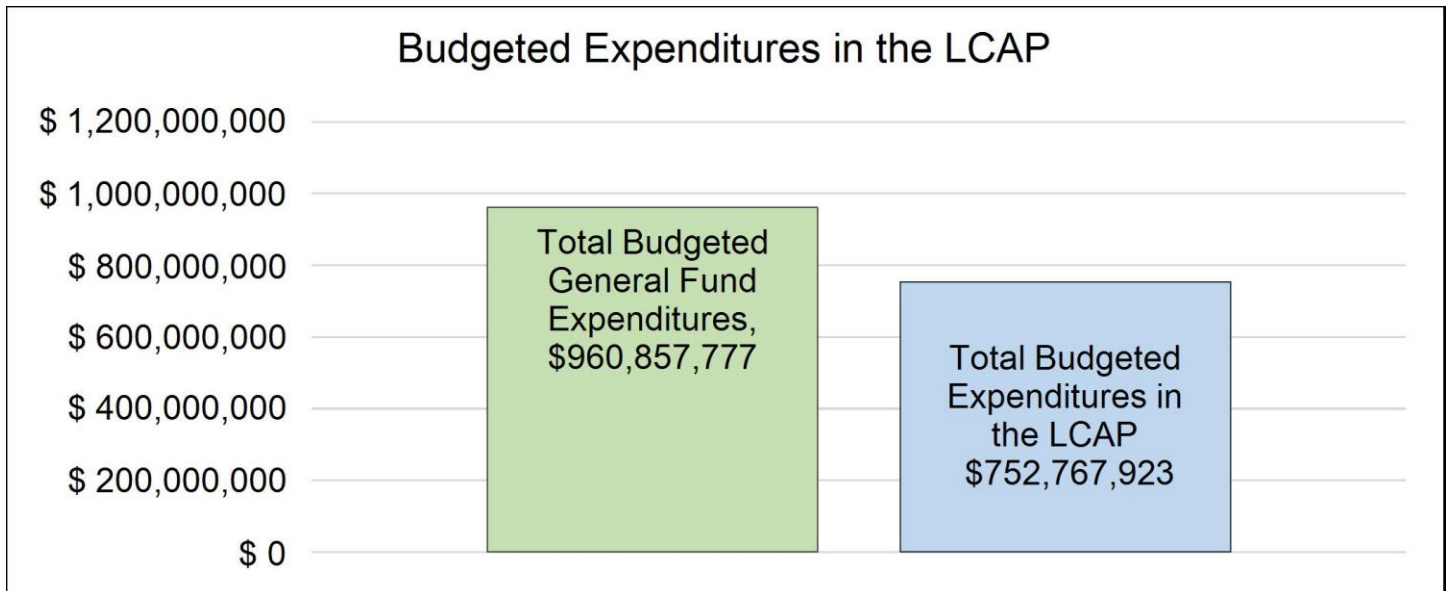
This chart provides a quick summary of how much Santa Ana Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Ana Unified School District plans to spend $960,857,777 for the 2024-25 school year. Of that amount, $752,767,923 is tied to actions/services in the LCAP and $208,089,854 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:


The expenditures excluded from the LCAP are those that are further removed from students including costs associated with School Police Services, Risk Management, Business Services, Human Resources, and Facilities. Additionally, indirect costs were excluded as they pertain solely to LEA operations.

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

In 2024-25, Santa Ana Unified School District is projecting it will receive $159,561,946 based on the enrollment of foster youth, English learner, and low-income students. Santa Ana Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Ana Unified School District plans to spend $163,574,345 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

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

- Total Budgeted Expenditures for High Needs Students in the LCAP: $166,408,598
- Actual Expenditures for High Needs Students in LCAP: $164,308,915
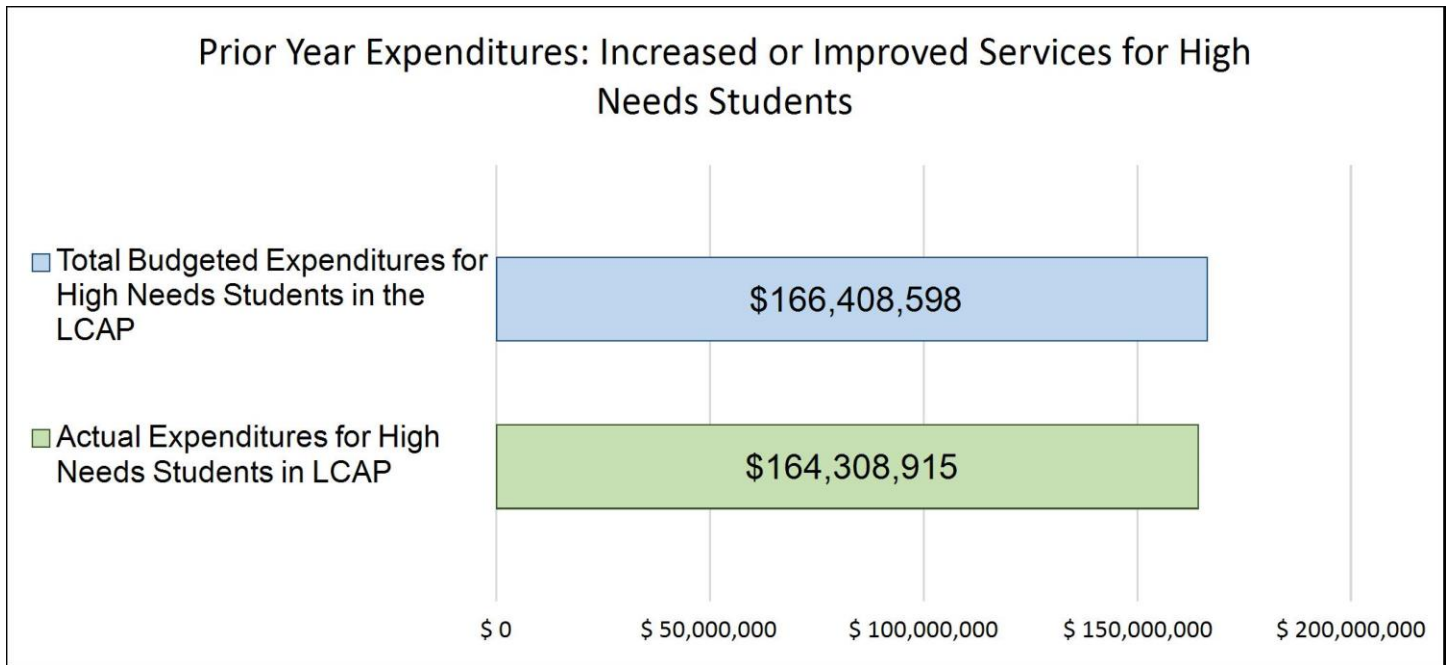
This chart compares what Santa Ana Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Ana Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Santa Ana Unified School District's LCAP budgeted $166,408,598 for planned actions to increase or improve services for high needs students. Santa Ana Unified School District actually spent $164,308,915 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-2,099,683 had the following impact on Santa Ana Unified School District's ability to increase or improve services for high needs students:

As the training was able to be accomplished with less LCFF funds, there was no negative impact on the increased or improved services for high-needs students in 2023-24. For action 4.13, training costs were $1million less than anticipated from LCFF funds as we were able to leverage existing staff and other funding sources.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Ana Unified School District	Dra. Lorraine Pérez Deputy Superintendent, Educational Services	lorraine.perez@sausd.us (714) 558-5523

Goals and Actions

Goal

Goal #	Description
1	The SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students, including but not limited to students experiencing low-income second language learners, students in foster care, McKinney Vento students, and students with special needs to exhibit self-efficacy, and to become active global citizens, effective collaborators and communicators, and real-world problem solvers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who participate in more than one extracurricular activity (intermediate/high)	The baseline for this metric will be set using 2021-22 data.	2021-22: 32.7%	2022-2023: 35.3%	2023-2024: 45%	Baseline +6%
% Increase in favorable results in a sense of belongingness (school connectedness)	2019-20: Elementary (Grades 4-5): 75% Secondary (Grades 6-12): 60%	2021-22 Elementary (Grades 4-5): 74% Secondary (Grades 6-12): 60%	2022-2023 Elementary (Grades 4-5): 74% Secondary (Grades 6-12): 57%	All: Elementary (Grades 4-5): 74% Secondary (Grades 6-12): 56% ELs: Elementary: 73%, Secondary: 55% LTELs: Elementary: NA, Secondary: 51% SED: Elementary: 74%, Secondary: 56% Foster: Elementary: 68%, Secondary: 57% SpEd: Elementary: 72%, Secondary: 55% M-V: Elementary: 73%, Secondary 54%	Baseline +6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator Performance Level in ELA - points above/below standard	2018-19: 45.3 points below standard (CA Dashboard) 2020-21 MAP Winter: MAP Reading: % tested grade 3-10 students at or above 50th %ile: 34.5	2021-22 MAP Reading Winter: % tested grades 3-10 students at or above 50th %ile: • All: 34.5% • EL: 8.5% • SPED: 9.9% • SED: 32.3% • Foster: 24.8%	2022 CA School Dashboard Baseline Overall - 50.4 points below standard (PBS) ELs - 89.7 PBS SED - 55.6 PBS Foster - 80.9 PBS SpEd - 113.9 PBS	(2023 CA School Dashboard) Overall: 52.5 points below standard ELs - 91.3 points below standard SED - 57.8 points below standard Foster - 100.1 points below standard SpEd - 114.6 points below standard	All Students Baseline +12 points Student Groups Baseline + 15 points
Academic Indicator Performance Level in Math - points above/below standard	2018-19: 68.2 points below standard (CA Dashboard) 2020-21 MAP Winter: MAP Math: % tested grade 3-10 students at or above 50th %ile: 33.5%	2021-22 MAP Mathematics Winter: % tested grades K-10 at or above 50th %ile: • All: 28.7% • EL: 11.6% • SPED: 10.1% • SED: 26.5% • Foster: 15.1%	2022 CA School Dashboard Baseline Overall - 88.2 PBS ELs - 115.3 PBS SED - 92.5 PBS Foster - 111.4 PBS SpEd - 142.2 PBS	(2023 CA School Dashboard) Overall: 85.5 points below standard ELs - 112.1 points below standard SED - 89.7 points below standard Foster - 126.5 points below standard SpEd - 140.8 points below standard	All Students Baseline +12 points Student Groups Baseline +15 points
1st, 2nd, and 3rd grade reading proficiency (foundational skills) as	The baseline for this metric will be set using 2021-22 data.	41.81% (Winter 2021-22) 52.44% (Spring 2021-22)	49.73% (Winter 2022-23) 57.32% (Spring 2022-23)	54.06 (Winter 2023-24) 57.87 (Spring 2023-24)	Baseline +6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by DIBELS (% at Core)					
High School cohort graduation rate: 4-year cohort	2019-20: 90.6%	2020-21: 88.1%	2021-22: 92.3%	2022-23: 89.7%	93%
A-G Course Completion: % of 4-year cohort graduates meeting UC/CSU A-G course requirements	2019-20: 41.5%	2020-21: 43.5%	2021-22: 38.3%	2022-23: 44.9%	Baseline +6%
CTE Pathway Completion: % of grade 12 students who took at least one CTE course and completed a pathway	The baseline for this metric will be set using 2021-22 data.	29.1% (2021-2022)	TBD Fall 2023	2022-23: 30.8%	Baseline +6%
College and Career Indicator Performance Level	2019-20: 39.6%	No Dashboard for 2021	No Dashboard for 2022	(2023 CA School Dashboard) Overall: 40% prepared ELs: 13.7% prepared SED: 38.8% prepared Foster: 11.8% prepared SpEd: 11.7% prepared	Baseline +9%
% of English Learners making progress towards English language proficiency	The baseline for this metric will be set using 2021-22 data.	53.5% (2022 CA School Dashboard)	TBD 2023 CA School Dashboard	English Learners 47% (2023 CA School Dashboard)	Baseline +9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as determined by the ELPAC.					
% of HS students enrolled in at least one AP/IB/Dual Enrollment course during the academic year	2019-20: 32.2%	2020-21: 31.7%	2021-22: 31.1%	2022-23: 33%	Baseline +9%
% of Grade 12 students who have attempted and passed one or more AP exams	2019-20: 53.2%	2020-21: 49.3%	2021-22: 49.3%	2022-23: 48.2%	Baseline +6%
College Readiness: % of 11th grade students who are college ready or conditional in ELA	2018-19: 35%	2020-21: 40.6%	2021-22: 42.1%	2022-23: 40.5%	Baseline +6%
College Readiness: % of 11th grade students who are college ready or conditional in Math	2018-19: 20%	2020-21: 23.7%	2021-22:16.1%	2022-23: 15.6%	Baseline +6%
% of students who will be enrolled in college at any time during the first year after high school	76% (Class of 2019)	64% (Class of 2020) 65%(Class of 2021)	67% (Class of 2022)	70% (Class of 2023)	Baseline +6%
% of graduates enrolled in post-secondary education who persisted into their second year of school	71% (Class of 2018)	66% (Class of 2019)	71% (Class of 2020)	75% (Class of 2021)	Baseline +6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropouts: Number of grade 8 dropouts	2019-20: 0	2020-21: 0	2021-22: 0	2022-23: 2	0
High School 4-year cohort dropout rate	2019-20: 2.7%	2020-21: 4.7%	2021-22: 3.6%	2022-23: 8.6%	3.0% or below
% of surveyed students with access to internet and wireless at home	2019-20: 82.0%	2020-21: 80.0% 2021-22: 82.1%	2022-23: 79.8%	2023-24: 72%	90% or above
% of surveyed students with access to computers at home	2019-20: 85.3%	2020-21: 92.0% 2021-22: 87.7%	2022-23: 86.1%	2023-24: 87%	90% or above
% of students who use computers daily at school	2019-20: 44.0%	2020-21: 61.5% 2021-22: 52.8%	2022-23: 52.4%	2023-24: 56%	90% or above
Access to Technology: % of TK-12 students who have been issued a device* *Students may have a personal device and did not check out a device from the site	The baseline for this metric will be set using 2021-22 data.	2021-22: 89.7%		2022-23: 83.6%	Maintain or increase from baseline
% of EL students who reclassified within 5 years of entering an EL program	2019-20: 74.0%	2020-21: 75.0%	2021-22: 75.7%	2022-23: 77.4%	80% or above

Goal Analysis

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

Successes
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- While there was a decline in the graduation rate from 92.5% in 2021-22 to 89.7% this year, SAUSD continued to report a higher graduation rate compared to the state. In the current year, SAUSD's high school graduate rate was higher by 3.3 percentage points than the graduation rate in California (86.4%). The Santa Ana Unified School District (SAUSD) reports graduation rates for various student groups that exceeded state averages. These included Students with Disabilities at 75.9% (state average: 72.7%), English learners at 80.8% (state average: 73.5%), Homeless students at 85.1% (state average: 73.7%), Socioeconomically Disadvantaged students at 89.5% (state average: 83.7%), and Foster Youth at 82.9% (state average: 63.2%).

SAUSD's graduation rate for Hispanic students at 89.7% exceeded the state average of 84.2%.

- SAUSD's A-G completion rate was 39.8% with ELs at 17%, Foster Youth at 17.1%, and SPED at 1.4%. The 2022-23, the rate for students passing 3 or more AP courses was 22.1% for all students with FY at 50%, SWD at 7.5%, and MV at 15.7%.
- Early reading proficiency for grades 1, 2, and 3 DIBELS winter results increased from 41.81% (2021-22) to 49.73 (2022-23) with 2023-24 baseline results for grade 3 DIBELS Spring results at 65.9% for all students and EL at 63.1, SED at 64.3%, FY at 100%, SWD at 18.5% and MV at 64.8%.

Areas for Growth

2023 CA School Dashboard Baseline ELA- For ELA, SAUSD's 2023 dashboard status was orange. For ELA, SAUSD's 2023 dashboard results indicated that overall, students' scoring average was 52.5 points below standard.

- Overall - from 50.4 points below standards to (PBS) 52.5 points below standard (PBS)
- ELs - from 89.7 PBS to 91.3 PBS
- SED - from 55.6 PBS to 57.8 PBS
- FY - from 80.9 PBS to 100.1 PBS
- SWD- from 113.9 PBS to 114.6 PBS

Below are the student groups within each dashboard color status:

- Blue - Two or More Races
- Green status - Asian, Filipino, White
- Orange status - All, Hispanic, Socioeconomically Disadvantaged, African American
- Red status - Students with disabilities, English Learners, Foster Youth, Homeless, American Indian/Alaska Native

2023 CA School Dashboard Baseline Mathematics - For Mathematics, SAUSD's 2023 dashboard results indicated that overall, students

scoring average was 85.5 points below standard.

- Overall - from 88.2 PBS to 85.5 PBS
- ELs - from 115.3 PBS to 112.1 PBS
- SED - from 92.5 PBS to 89.7 PBS
- FY - from 111.4 PBS to 126.5 PBS
- SWD - from 142.2 PBS to 140.8 PBS

Below are the student groups within each dashboard color status:
- Green status - Asian, Filipino
- Yellow Status - White, Two or More Races
- Orange status - All, English Learners, Hispanic, Socioeconomically Disadvantaged, American Indian/Alaska Native
- Red status - Students with disabilities, American Indian/Alaska Native Foster Youth, Homeless, African American

- The College and Career Indicator Baseline (2022-23) was 40% for all with wide variance amongst student groups including ELs at 13.7%, SED at 38.8%, Foster at 11,8%, SWD at 11.7%, and Homeless (MV) at 31.9%. SAUSD status for all students was medium. Below are the student groups within each dashboard status:
- Very High - Asian
- Medium - All, Socioeconomically disadvantaged, Hispanic, White
- Low - English Learners, Foster Youth, Homeless, Students with Disabilities

SAUSD's Graduation Rate decreased from 92.3% in 2021-22 to 89.7% in 2022-23 while remaining slightly higher than the State of CA. Below are the student groups within each dashboard color status:
- Green status - Foster Youth
- Yellow status - Asian
- Orange status - All, Hispanic, Socioeconomically Disadvantaged, English learners, Homeless
- Red status - Students with disabilities

There were significant disparities in student groups including our ELs at 80.7%, FY at 82.4%, and SWD at 75.9%. In addition, our A-G completion rate was 39.8% with ELs at 17%, Foster Youth at 17.1%, and SPED at 1.4%. The 2022-23, the rate for students passing 3 or more AP courses was 22.1% for all students with FY at 50%, SWD at 7.5%, and MV at 15.7%.

- On the 2023 School Dashboard's College/Career Indicator (CCI), 40.0% of all high school graduates are considered to be prepared for college and career with significant disparities across student groups with ELs at 13.7%, FY at 11.8%, SWD at 11.7% and M-V: 31.9%.
- English Learner Progress Indicator (ELPI): Orange Status with 47% of English learners who made progress toward English language proficiency or maintained a level of 4.

The chart that is located in the reflections section of the 2024-2025 LCAP provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator.

- The percent of ELs who reclassified within 6 years of entering an EL program was 42.3% and 24.5% for LTELs in 2023-24
- English Learner Progress Indicator (ELPI): Orange Status with 47% of English learners who made progress toward English language proficiency or maintained a level of 4.
- On the 2023 School Dashboard's College/Career Indicator (CCI), 40.0% of all high school graduates are considered to be prepared for college and career with significant disparities across student groups with ELs at 13.7%, FY at 11.8%, SWD at 11.7% and M-V: 31.9%.
- English Learner Progress Indicator (ELPI): Orange Status with 47% of English learners who made progress toward English language proficiency or maintained a level of 4. The percent of ELs who reclassified within 6 years of entering an EL program was 42.3% and 24.5% for LTELs in 2023-2
- The chart that is located in the reflections section of the 2024-2025 LCAP provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator.

Implementation of LCAP Actions

In the 2023-2024 academic year, several initiatives were implemented to support SAUSD's Student Achievement goals, aligning with LCAP actions 1.1, 1.2, 1.3, 1.4, 1.15, and 1.16. The district supported the implementation of state-adopted academic content and performance standards, with an interdisciplinary team reviewing progress across various rubric areas including professional learning, instructional materials, delivery of instruction, and standards access for all students. Metrics such as academic performance indicators in language arts and math, average response rates on the CDE reflection tool for priority 2, and the percentage of pupils with standards-aligned instructional materials were used to measure effectiveness.

In its sixth year, the StudySync ELA program was supported by comprehensive professional development, involving 54 secondary teachers and 10 Ethnic Studies teachers. Training sessions were conducted via Canvas for flexibility, empowering teachers with the tools to deliver high-quality instruction. Curriculum maps facilitated cohesive planning, and supplementary programs like NoRedInk and MyAccess were integrated, with extensive training provided to teachers. Students showed significant engagement, answering millions of questions and submitting thousands of essays, demonstrating progress in writing and reading proficiency.

The district also addressed diverse learning needs through programs like SIPPS Plus, SIPPS Challenge, and Lexia PowerUp, with summer training ensuring teachers were prepared for personalized learning. Progress was evident with 64.9% of students reaching proficiency, highlighting the impact of targeted interventions. Additionally, SAUSD's Ethnic Studies program, guided by experts, focused on planning and implementing culturally relevant courses. New courses were introduced, and more were developed for future years, aiming to promote equity and college readiness.

World Language teachers received training on a new curriculum, enhancing their understanding of core standards. The AP Spanish program's vertically aligned curriculum was updated, and resources were developed to promote biliteracy. The Math Academy provided training on the CA Math Framework, and a new AP Precalculus course was piloted, supported by ongoing professional learning. Personalized Learning Plans were created for math intervention, integrating small group rotation and tools like ALEKS and the Irvine Math Project lessons. The district also supported the Introduction to Data Science (IDS) Algebra 2 course, emphasizing culturally relevant contexts and professional development for teachers.

Physical Education initiatives included training sessions aligned with state standards, and professional development was provided for elementary PE teachers. The Arts department covered fees for programs and memberships, resulting in increased student participation in bands and orchestras. Theater spaces were renovated, and various events were supported, underscoring SAUSD's commitment to enriching extracurricular activities. Classroom ratios were maintained to support unduplicated student groups, and teachers engaged in regular PLCs to address differentiated learning needs.

The district's comprehensive support for high school graduation and college readiness included hiring school counselors to achieve a 250:1 student/counselor ratio, facilitating academic support and post-secondary transition services. An online credit recovery program helped students accelerate learning and recover credits, benefiting thousands of students. The Arts department ensured access to A-G-aligned courses, and Career Technical Education (CTE) provided a rigorous and engaging curriculum with personalized support. CTE also emphasized professional development, including Universal Design Learning strategies and the Rigor and Relevance Framework, enhancing student engagement.

Library staff received professional development, and culturally relevant books were added to collections, increasing student literacy. The athletics department expanded programs and supported various sports, including new offerings like Girls Flag Football. Co-ed intramural sports were introduced at alternative education sites, and participation increased at intermediate schools through district-wide leagues. The implementation of Home Campus streamlined athletic registration, and physicals were made accessible.

Elementary STEAM initiatives included PLTW training, robotics, and STEAM Family Nights. The Speech and Debate program provided opportunities for students across grade levels to cultivate their voices and compete at various levels. SAUSD Arts programs spanned music, dance, theatre, media, and visual arts, supporting college and career readiness from early childhood through advanced courses and internships.

Overall, SAUSD's focused efforts across various programs and initiatives during the 2023-2024 academic year demonstrated significant progress and success in student achievement, engagement, and readiness for future academic and career endeavors.

SAUSD's Research and Evaluation (R&E) department continues to empower the SAUSD community by transforming the access, understanding, and use of data to support the development of the whole child including academic, social-emotional, physical, and mental well-being. R&E provides meaningful, valuable, and timely information to support District initiatives and accountability such as:
- LCAP and Differentiated Assistant data review and planning process
- Board Priority progress monitoring
- School Plan for Student Achievement (SPSA)

- Ongoing program monitoring
- and Community Engagement Input & Listening Sessions

The Research & Evaluation (R&E) department collaborated extensively with the Family and Community Engagement (FACE) team to develop a program logic model and design input and outcome measures. This included significant revisions to the annual staff and parent surveys to collect more actionable data. R&E conducted in-depth analyses of programs impacting postsecondary outcomes, including Advanced Placement (AP), Dual Enrollment, and International Baccalaureate (IB). We also collaborated with various departments, such as Nutrition Services, Expanded Learning Opportunity Program (ELOP), FACE, and Facilities, to co-design surveys. Our team compared course grades and pass rates for the new Ethnic Studies courses and supported the implementation and use of various data systems, including the Datahub data warehouse, Panorama Education, Aeries, and the CORE (California Office to Reform Education) platform. Additionally, R&E facilitated external research projects on behalf of the district, such as the Fraction Ball study, and fulfilled numerous data requests from departments including Teaching and Learning, Human Resources, Special Education, ELOP, and various school sites.

The SAUSD Assessment System includes a variety of assessment tools and processes to provide decision-makers at all levels of the system: district, school, and classroom, with sound information on which they can base their decisions in support of learning for all students. During 2023-24, R&E continued to support, customize, and expand SAUSD's Datahub data warehouse. To this end, SAUSD's Datahub has a brand new Social Emotional Learning module showing data from the last 5 years. In SAUSD, we have a comprehensive assessment system that includes multiple measures that enhance the validity of inferences drawn from the assessments. Our core/common assessments must be rigorous, fair, high quality, equitable, efficient, and tied to improved learning. We also emphasize measuring student proficiency (status) and growth (progress) to provide a more complete picture of student learning. R&E supports the selection of appropriate district assessments including a pilot evaluation of the Spanish Fluency test. This data will be used to deepen connections between assessment and data literacy, enhance the systematic use of data, and align the District's comprehensive assessment system with the Board Priorities and the Graduate Profile. The Coordinator of Student Achievement has conducted multiple trainings throughout the 2023-24 school year including:

- 10 CAASPP workshops plus additional CAASPP training were provided to Home/Hospital Instruction teachers
- 4 ELPAC workshops
- 2 Alt ELPAC workshops (with Special Education and English Learner Programs)
- 9 MAP Trainings
- 2 MAP Workshops
- 3 Physical Fitness Test (PFT) workshops
- 1 New Coordinator Academy Working Session
- 4 CAASPP UDA Trainings (with Special Education) for SPED teachers, Elementary SPED Lead Teachers, Secondary SPED Department Chairs, SPED Leadership Team, and Speech Language Pathologists
- 2 CAASPP UDA Review Meetings (with Special Education) for Site Administrators and Site Assistant Principals
- 3 CAASPP IAB Trainings (with Teaching & Learning) for Teachers
- 1 IEP Review Meeting with SPED Teachers at an Elementary Site
- Office Hours for MAP/CAASPP/ELPAC Coordinators once a week throughout testing

- Ten site MAP data training for 9 sites for approximately 180 teachers
- 8 Site DataHub trainings for approximately 100 teachers
- Ten IAB training sessions for approximately 200 teachers
- 16 site-based data support training sessions for approximately 60 teachers and site administrators

In support of LCAP action 1.5, the following was implemented:

The Teaching & Learning Elementary support team supports the TK and Kindergarten instructional program by providing teachers with professional development opportunities, in classroom demonstrations, coaching, data analysis, and lesson study in the following areas: Reading Academy focused on strategies to improve reading & literacy, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words, offered specialized guidance in systematic phonics instruction, implementation & use of Haggerty Phonemic Awareness in TK-1st Grade classrooms, TK specific professional development included gross/fine motor activities, introduction to Science, Reading Aloud to Build Language, Music, Oral Language, Behavior Support, Best Practices in Developing Language & Literacy, Math Foundations, Physical Environment to support learning. In addition, hands-on STEM learning through PLTW, physical education, TCI History-Social Science, Educational Technology, UCI Active Playful Learning (3 schools), and the Math Academy Habits in Practice 1 & 2, Math Language Routines, GATE, and ELD.

Goal 1 action 1.5 (Early Learning) has resulted in the following increased early literacy results:
Early reading proficiency for grades 1, 2, and 3 DIBELS winter results increased from 41.81% (2021-22) to 49.73 (2022-23) with 2023-24 baseline results for grade 3 DIBELS Spring results at 65.9% for all students and EL at 63.1, SED at 64.3%, FY at 100%, SWD at 18.5% and MV at 64.8%.

Preschool classes were in place at 24 sites throughout the school district. CLASS Concept Development Training, Supporting Instruction through Hands-On Learning, Early Childhood Environmental Rating Scale Activity Centers, and Behavior Guidance to Promote Self-Regulation training was provided to preschool teachers. Developmentally appropriate mental health activities were provided for children and teachers to implement Conscious Discipline strategies. Teachers were provided with strategies to engage children with challenging behaviors. Behavior Intervention plans were developed to help all children be successful in the classroom environment. Parents participated in training focused on child development to include positive discipline. 150 teachers attended training designed to increase teachers' skills and awareness of working with children's challenging behaviors with 10% of the teaching staff completing all eight training modules. Classrooms were visited by an Inclusion Specialist from Catalyst, specifically classrooms with behavior concerns. Strategies and support were provided to classrooms. 20% of parents with preschoolers attended parenting workshops on Positive Parenting and Child Development. TK/K classes were implemented on an extended day schedule to provide additional academic time for students. TK classes were implemented at all elementary and K-8 schools to ensure barrier-free access for families.

The Early Childhood Education department has a firm commitment to quality educational programming that recognizes, respects, and honors the individuality of each child and family. Utilizing Benchmark Ready to Advance curriculum and High Scope, developmentally appropriate and culturally and linguistically diverse experiences are integrated into all components of the curriculum, ensuring an atmosphere of acceptance for developing feelings of self-worth, dignity, and ethnic pride. To augment literacy and language development for second language learners, daily literacy-rich activities are incorporated into the daily routine. Daily opportunities to engage in gross motor activities as

well as activities to develop personally, socially, and cognitively are provided. Approaches from the Center on the Social Emotional Foundations for Early Learning (CSEFEL) are used to help children gain age-appropriate social skills. Teachers implement the High Scope curriculum to address all domains in the Preschool Learning Foundations according to assessments and observations of children in their assigned class. Literacy activities will be provided daily. The teacher will utilize thinking maps and open-ended questions to engage children in critical thinking.

Teachers provide explicit instruction across all Desired Results Developmental Profile (DRDP) domains to support children's cognitive and linguistic development. It is the goal of the ECE program to ensure that children are prepared for kindergarten. To ensure children are prepared for kindergarten, the DRDP is completed twice a year to monitor children's progress in our preschool classes. Children's development is measured in the following domains: Self and Social Self Dev., Language and Literacy, Cognitive Development, Mathematical Development., Physical Development, and Health. Training will be developed based on data from the DRDP Assessment, the Early Childhood Environment Rating Scale (ECERS), and the Classroom Assessment Scoring System (CLASS). Coaching will be provided to teachers-based data results.

Early Childhood Education programs provide developmentally appropriate preschool mental health and wellness services and support through Catalyst Services Included:

- Support for customized classroom-based behavior intervention plans
- Participation in monthly behavior support teams (COST)
- Consultations with educators regarding social/emotional/mental health issues
- Teacher training in support of effective behavior management principles and techniques.

Course modules were created on GoPD where teachers receive 16 hours of training. The following are the modules:
1. Universal Design Learning
2. ASQ-SE
3. Behavior and the Use of Positive Behavior Supports
4. Trauma Sensitive Approach
5. Embedded Teaching Practices
6. Adaptations and Accommodations
7. Strengthening Families
8. Supporting Inclusive Practices

Early Childhood Education programs (ECE) provided training for all preschool teachers and teacher aides to support the implementation of a robust system of MTSS:
CLASS Concept Development Training, Supporting Instruction through Hands-On Learning, Early Childhood Environmental Rating Scale Activity Centers, and Behavior Guidance to Promote Self-Regulation. Developmentally appropriate mental health activities are provided for children and teachers implement Conscious Discipline strategies. Teachers are provided with strategies to engage children with challenging behaviors. Behavior Intervention plans are developed to help all children be successful in the classroom environment. Parents participated in training focused on child development to include positive discipline.

150 teachers have attended training designed to increase teachers' skills and awareness of working with children's challenging behaviors with 10% of the teaching staff completing all eight training modules. Classrooms were visited by an Inclusion Specialist from Catalyst, specifically classrooms with behavior concerns. Strategies and support have been provided to classrooms. 20% of parents enrolled have attended parenting workshops on Positive Parenting and Child Development.

In support of LCAP actions 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.11, 1.13, 1.15, and 1.16 have collectively and positively impacted the following outcomes.

Educational Services supports student pursuit of high school graduation and college and career readiness. Cross-collaboration within Ed Services supported student access to a broad course of study. SAUSD hired school counselors to bring our student/counselor ratio to the National recommendation of 250:1 at all school sites to provide academic support, case management, matriculation, and post-secondary transition services that have increased student engagement and persistence through high school and into college and career. School counselors reviewed disaggregated high school student data including graduation rate, A-G completion, AP, IB, and dual enrollment participation in order to monitor student engagement and success and provide support as needed.

The online credit recovery program offers students the opportunity to accelerate their learning and retake/complete failed courses or to improve poor grades for college entrance. It spans all high schools, Ed Options campuses, and Santa Ana Virtual Academy, and spans grades 9-12. Courses are A-G compliant and may be personalized to accommodate the needs of students with IEPs, 504 Plans, and English Learner support plans. This program is offered year-round. At any given time, approximately 80 to 100 instructors facilitate online credit recovery. This year, the program has resulted in over 5,000 semester credits recovered for approximately 3,000 students.

The Arts Dept. worked closely with site administrators to ensure that all 6-12 students had access to A-G-aligned arts courses and pathways. The Arts Department looked at PK-5 student data to determine needs and plan instruction so that all students received music instruction consistently. The arts educators implemented strategies to support learners of all abilities including English learners (EL) and students with IEPs/504s. In the 2022-2023 school year, Career Technical Education (CTE) offered 225 sections supporting 6279 students. CTE's core focused on developing a rigorous and engaging curriculum delivered by quality instruction that was accessible to all students. CTE invested in class size reduction which allowed for a more personalized learning experience for students that addressed students' needs with individualized support. Lower class sizes and increased paraprofessional support allowed for increased attention and differentiated instruction for students across the district. TK-8 grade teachers engaged in collaboration meetings two times per month on early dismissal Wednesdays where they reviewed student outcomes and planned instructional goals and lessons as well as differentiated instruction for students based on data results and identified needs.

Advanced Placement
SAUSD provides students with meaningful access to a comprehensive broad course of study that includes Advanced Placement (AP). AP Courses including Biology, Physics, US History, US Government and Politics, World History, Spanish Language and Culture, English Language, English Literature, Art and Design, Environmental Science, PreCalculus, Chemistry, Psychology, French, Spanish Literature, Human Geography and Macroeconomics have been supported with targeted training. SAUSD has offered 29 Advancement Placement courses and exams at all comprehensive high schools with students taking 6,534 end-of-course AP exams in May 2024. SAUSD paid 100%

of all student AP exam fees to eliminate a potential barrier to earning advanced placement credit.

Advancement via Individual Determination (AVID)
Offered AVID at 28 elementary and 20 secondary schools which has engaged over 12,000 students in districtwide. Coaching and site visits occurred throughout the school year to ensure implementation with fidelity of both programs. In addition, three AVID workshops for teachers were provided in the following areas:
AVID Implementation Level 2
Building Capacity for College-Level Work
Creating Engaging and Rigorous Classrooms

SAUSD's Dual Language program provides students with the opportunity to attain biliteracy, increase cultural understanding, and develop skills for success in College and Careers. We have five elementary Dual Language Schools and three Intermediate schools with over 1,880 students participating in the program. The Dual Language Program will also expand to include our first K-8th Dual Language School at Pio Pico. Dr. Jose Medina, co-author of Guiding Principles for Dual Language Education, will provide training to approximately 80 dual immersion teachers and site administrators. Dual immersion program development, curriculum, assessment, and professional development needs are also discussed in ongoing meetings with Dual Language school site administrators. EI Programs acknowledges dual language program students with the Pathway to Biliteracy Award in 5th grade and 8th grade. This recognition paves the way for students to eventually earn the State Seal of Biliteracy upon high school graduation. As a result of these efforts, over 200 5th grade Dual Language students were recognized for participating in the Dual language program along with over 1100 8th grade students who met the criteria for the Pathway to Biliteracy Award, and 588 graduating seniors from across the district will earn the prestigious Seal of Biliteracy this year.

CTE's core focus was developing a rigorous and engaging curriculum delivered by quality instruction that was accessible to all students. CTE invested in class size reduction which allowed for a more personalized learning experience for students that addressed students' needs with individualized support. The CTE Department offers a monthly "CTE 4 U" professional learning opportunity for all faculty. The training was designed to build their understanding of curriculum and instruction, evidence-based practices, accommodations, differentiation, and scaffolding to ensure access to the curriculum. The faculty were trained and coached in Universal Design Learning (UDL) strategies and implementation. The Rigor and Relevance Framework was used to support teachers in improving engagement in CTE courses.
CTE's College and Career Readiness Team, which includes a Coordinator, a Lead Counselor, and 3 Counselors, provided additional outreach to students and families, collaborated with site counselors to implement career lessons, and provided guidance to students interested in CTE.

Library staff support included monthly library staff meetings and library site visits. Library staff have also had access to over 20 hours of professional development time. Per pupil funding allocations were used to purchase culturally relevant and Social Emotional Learning focused book titles to improve library collections and increase student literacy. Over 18,000 new book copies were added to library print collections. Over 100,000 books and materials have also been checked out in Sora, a digital library.

In 2023-24, 30% of high school students were engaged in sports across the six Comprehensive High Schools. The athletics departments at each high school supported athletics programming by requesting facility and field work orders and managing site budget allocations to cover costs such as bussing, referees, equipment, uniforms, and stipends. Coaching staff at various sites were expanded to increase access.

Notably, the inclusion of Girls Flag Football into the athletics programs at two Comprehensive sites marked a progressive step. Both Girls Flag Football and Competitive Cheer offered students appropriate avenues for participation.

Circulos, Middle College, Lorin Griset, and Chavez provided co-ed intramural sports to expand recreational sports engagement. These three sites implemented a new season of co-ed Volleyball for their students, enabling more students to participate in athletics. Referees were provided for Small Schools intramural tournaments to ensure fair play and quality sporting experiences for all students involved. In 2023-24, the 13 intermediate/K-8 school athletics departments increased student participation through a district-wide sports league which benefited nearly 28% of the grade 6-8 students. Students were able to engage in inter-site competitions with travel offered for these games. Highly trained referees and officials were provided for all games and tournaments promoting high-quality, fair events. Appropriate uniforms and equipment were purchased and coaching stipends and additional coaching staff were provided.

The implementation of Home Campus, a digital athletic registration tool, across all K-8 and Intermediate sites streamlined the clearance process for student participation. Participating students were able to receive Athletic Physicals at high school locations to increase accessibility. Elementary Teaching & Learning Team has provided professional development, in classroom demonstration lessons, planning sessions, in classroom coaching sessions to increase Science Technology Engineering Arts, and Mathematics (STEAM) in TK-5 through PLTW training modules, Robotics, Computer Science, Science, STEAM Family Nights and STEAM Lab establishment.

The Speech and Debate program in Santa Ana Unified School District ensured that students across grade levels three through twelve had opportunities to cultivate their voices by sharing powerful stories and advocating for the issues that matter to them on the local, state, and national stages. Established in 2015, the goal of the speech and debate program centered around students breaking past barriers and using their voices. At the beginning of 2023, speech and debate focused on reimagining our goals to become even more student-centered through voice and choice. Santa Ana Unified School District was committed to the success of the Speech and Debate program, ensuring its sustainability and accessibility. We leveraged teacher agency and mentorship and provided equitable access through targeted support. Our rigorous instruction and process-oriented coaching produced highly effective orators who competed against top-tier schools in California and across the nation. Speech and Debate teams were led by a certificated teacher(s) at each school site, and most speech and debate teams met at least twice weekly during the academic year. At elementary school sites, teachers met with students once or twice a week after school. Most intermediate school sites had a speech and debate elective where students met with their teacher as a class, similar to high school sites. During the 2023-2024 school year, five walk-on coaches were hired to support school sites by coaching students, training teachers, and supporting students at tournaments. Three Certificated Learning and Achievement Specialists with a focus on speech and debate supported classroom teachers and their students throughout the speech and debate competitive season and summer camp. Eight of the thirty-five elementary schools had a speech and debate team, seven of the ten intermediates had a speech and debate team, and five of the eleven high schools had a speech and debate team. The goal was to have continued support of the current programs and identify new sites that were interested in developing a program.

SAUSD Arts programs include music, dance, theatre, media, and visual arts that provide access to college and career readiness goals. Course pathways and pipelines starting as early as PK and early childhood education expand into Career Technical Education (CTE) Arts Media Entertainment (AME) courses, as well as internships, and Advanced Placement (AP) courses.

In Support of LCAP Action 1.08, the following items were implemented

Teaching & Learning Elementary has supported school sites and their teachers with supplemental resources and teaching strategies focused on developing student foundational literacy and numeracy skills to address learning gaps in student learning through professional development, classroom demonstrations, and lesson study for the use of SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and Math Unfinished Learning. Both require teachers to understand how to analyze data and group students for targeted small-group instruction.

In support of LCAP actions 1.10, 1.12, and 1.14, several initiatives were implemented to enhance our Student Achievement goal. EL Programs collaborated with site leaders to provide effective, targeted, and culturally responsive materials and programs for newcomer English Learners in both elementary and secondary settings. EL students needing additional support accessed online practice and after-school tutoring facilitated by trained teachers. Bilingual Instructional Assistants were integrated into elementary classrooms to provide linguistic support, thereby improving access to core instruction and accelerating language development. Furthermore, the Learning How English Works (LHEW) training was provided to 330 teachers, administrators, and support staff districtwide, equipping them with strategies to target language development in their lessons.

The collaboration between EL Programs and the California Reading and Literature Project resulted in training 330 teachers to develop a language-centered approach and effective strategies for meeting students' linguistic needs. Additionally, 38 Bilingual Instructional Assistant positions supported elementary-level ELLs in the classroom. Over 1000 EL students benefitted from targeted, after-school tutoring. Collaborative Educational Liaisons assisted more than 250 secondary-level newcomer and migrant students and their families, addressing linguistic, adjustment, and social-emotional needs by identifying educational and literacy gaps and informing the need for specific interventions. Saturday and Summer Language Academies provided extended language practice in a supportive environment for 140 newcomer students throughout the year and summer. The Dual Language program saw the participation of 1,880 students, with approximately 70 Dual teachers and Dual Administrators receiving targeted professional development from renowned Dual Language author, Dr. Jose Medina. This year, 588 graduating seniors earned the prestigious Seal of Biliteracy.

EL Programs sponsored Saturday and Summer Language Academies, offering extended language practice for newly arrived students. The Saturday Language Academy (SALA) was an innovative, arts-based biliteracy enrichment program designed for newcomers and emergent plurilingual students entering grades 8-12. Through this 6-module program, students explored identity, culture, and language via high-interest poetry, music, art, and young adult literature. This collaborative effort between students and teachers aimed to affirm linguistic and cultural identities, explore multiple perspectives, and enhance fluency in oral and written academic English. The sites with the highest demand included Valley, Santa Ana High, Saddleback, McFadden Institute of Technology, Lathrop, and Willard, with a student-to-teacher ratio of 20:1. SAUSD provided academic support for over 100 newcomer/English Language Learner students each Saturday.

In support of LCAP actions 1.4, 1.8, and 1.11, the following items were implemented for our Student Achievement goal:

SAUSD received the CALNEW grant to provide supplemental support to newcomer students and families throughout the district. That support included embedding two community workers at schools with high numbers of newcomers and ensuring that students and families are connected to the school and engaged in the schooling process. These liaisons met individually with students and families to assess academic, language, socio-emotional, and college and career needs. Throughout the year these staff rotated through the high schools to

provide these supports and refer students and families to necessary services. CALNEW Liaisons have served over 150 high school newcomers district-wide by providing socio-emotional and academic case monitoring and referrals.

The Migrant Education Summer Tutoring program supported students K-10, specifically to support the matriculation process and ensure that students are ready to tackle the academic and socio-emotional challenges that go along with entering the next level of schooling. Migrant Education Program (MEP) teachers and support staff provided direct instruction in the summer months to students at risk of not meeting standards to ensure they are in the best possible place to succeed. In addition, the Migrant Ed School Readiness Program supported students and families with numeracy, early literacy, and family learning at home with direct services to preschool students 3-5 years old to support the transition to kindergarten. The Summer Language Academy provided direct instruction to Newcomer students in grades 9-12 to help students rapidly acquire English and promote biliteracy and biculturalism. The Migrant Ed Summer program served over 100 students during the summer. Migrant Ed School Readiness Program served over 30 MEP preschool students and their families. The Summer Language Academy served over 50 high school-aged Newcomer students. The Migrant Education department provided targeted tutoring for identified at-promise students who were falling behind in ELA and Math. With both in-person and virtual options available, we were able to meet student needs. Students were monitored with pre-and post-tests to determine the effectiveness and ensure that they caught up academically and were on track for graduation. The math curriculum Program Specialist provided materials and professional development to support the Migrant Education program. These engaging materials focused on mathematical rigor and discourse for students to use in an after-school setting. Over 150 students received tutoring services this year. That represented 50% of MEP students.

All 41 Engage 360 programs offered 19 Community Provider enrichment opportunities this school year with three (3) 12-week rotations. The program offerings included robotics, engineering, coding, dance, karate, music, art, innovation, and leadership.

Rotation 1: 416 sessions/5,404 students
Rotation 2: 282 sessions/3,523 students
Rotation 3: 296 sessions/3,564 students

The Expanded Learning approved 144 certificated enrichment proposals at 38 TK-12 school sites. Site admin leveraged data and student feedback to determine proposal submissions and identified teachers to implement the program once approved.

These programs provided increased access to enrichment programs to an additional 2,880 students.

To promote student literacy, school libraries at all summer program sites were open and staffed by a Library Media Tech (LMT). Student groups visited the library weekly to participate in Read Alouds by the LMT, checking out books, and doing literacy-related activities themed to books. In addition, students participated in a Summer Literacy Campaign where, based on the number of books they read, students earned raffle tickets for various prizes such as books, journals, gift cards, and tickets to the Santa Ana Zoo. Expanded Learning further encouraged student reading by ordering copies of books to keep and read. All the students enrolled in any summer programs had access to Library hours and activities.7,365 TK-8 students had access to the summer literacy program and increased library hours.

Each field trip for students enrolled in the Engage 360 and ASSETs programs was planned in collaboration with the site administrator. The field trips were planned by grade level and provided opportunities for students to team-build with their peers. In a partnership with the Orange

County Soccer Club Foundation (OCSCF), Expanded Learning ran soccer leagues across 35 sites for 4th-5th grade students. OCSCF provided goals, cones, soccer balls, player jerseys, coaches, and referees. Teams played seven regular season games both home and away, and up to three additional playoff games. All 41 Engage 360 programs, elementary and intermediate, offered an hour of homework assistance to enrolled students each day. Additionally, the homework hour included high-yield learning activities by grade level and reinforced skills and concepts learned during the school day. The Before School Program operates at 17 school sites and provides a safe and supportive environment before school. The program includes homework assistance, health and wellness, social-emotional learning, and enrichment activities for at least 466 students.

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Students in Engage 360 and ASSETs programs enrichment opportunities included:
158 Field Trips were offered to 6,500 TK-12 students in the Engage 360 and ASSETs programs.
700 students participated in the OCSCF (Orange County Soccer Club Foundation) soccer lead at 35 school sites.
5,107 students participated in 919,260 homework assistance hours in the after-school program.

The Expanded Learning department launched High Impact Tutoring with an outcomes-based contract for 42 3rd-5th students at Diamond and Heninger Elementary. After the program the following assessments will be measured to determine outcomes: NWEA MAP Growth Reading assessment, Basic Phonics Skills Test (BPST), and DIBELS oral reading fluency. After the tutoring, we project that the 42 students will experience mid- or high-level growth on their MAP assessment, score proficient on the BPST, and demonstrate 95-100% accuracy on the DIBELS assessment.

Additionally, to date:
There is an overall average attendance rate of 90% at Heninger Elementary
There is an overall average attendance rate of 89% at Diamond Elementary

The SAUSD College and Career Readiness (CCR) Department, led by the Coordinator and three Counselor Coaches, conducted four days of professional learning sessions attended by 608 participants. These sessions covered various topics including SAUSD Counseling Initiatives, the Attendance Toolkit, small group counseling resources, and the implementation of the American School Counselor Association (ASCA) National Model. Additionally, the department provided individualized support to counselors. As of April 2024, seven SAUSD schools—Muir Fundamental Elementary, Greenville Fundamental Elementary, Mendez Fundamental Intermediate, Carr Intermediate, Santa

Ana High, Segerstrom High, and Valley High—have achieved Recognized ASCA Model Program (RAMP) status, recognizing their efforts in improving student outcomes. Furthermore, all SAUSD TK-12 site counseling teams have developed data-driven Tier 2 intervention plans to support at-promise students. In June 2024, the CCR department collaborated with the AP/AVID department to provide professional learning opportunities focused on AP Potential, student placement, and the use of College Board resources. The CCR department supported TK-8 and high school counseling teams in creating program goals aligned with the ASCA National Model framework. These goals addressed various areas such as attendance, student achievement, discipline, and A-G completion rates. The department facilitated collaboration on transition support for 5th to 6th grade and 8th to 9th grade students, and organized registration and summer bridge opportunities for feeder schools. Furthermore, the CCR Department provided 165 high school counselors with professional development sessions on topics such as Transcript Evaluation Services, Advanced Placement (AP) Potential, A-G Completion, and Financial Aid. TK-8 supports were also discussed at elementary and middle school grade-level meetings. The department projected a 2% decrease in chronic absenteeism rates and a 2% increase in A-G Readiness rates compared to the previous academic year. Moreover, data from the National Student Clearinghouse showed an increase in the percentage of SAUSD students enrolled in college within the first year after high school.

To address challenges in completing the 2024-2025 Free Application for Federal Student Aid (FAFSA), the CCR department provided extensive individualized support for financial aid completion, including workshops, and support during lunchtime, after school, evenings, and weekends. To support credit recovery, each high school established learning labs, and counselors monitored student progress using the SAUSD Graduation Flowchart to refer students to credit recovery options. Additionally, the CCR department created resources to support A-G knowledge and completion, including posters aligning SAUSD Graduation Requirements with A-G Requirements. They also collaborated with curriculum specialists and the CTE Department to create a comprehensive High School Course Catalog. Furthermore, the CCR team convened School-wide Activities and Curriculum Development Committees to develop lessons and activities for delivery at every school site. These efforts included classroom lessons on college and career topics, career days, and college/career resource fairs. Lastly, the CCR department facilitated over 200 professional learning opportunities to support technology-based teaching and learning strategies through the Certificated Learning and Achievement Specialist (CLAS) Team's Instructional Technology Specialists.

SAUSD Arts has demonstrated a significant commitment to arts education through robust professional development and curriculum enrichment initiatives. By providing targeted professional development, facilitated by expert consultants, our educators have integrated innovative practices into the arts curriculum. Initiatives like "Dance for Kindness" and "Creating Creators" have not only enhanced the teaching skills of over 200 educators but also enriched the learning experiences of more than 18,000 students across all grade levels. These programs emphasize inclusivity and creativity, fostering an environment where students can express diverse forms of creativity and kindness, which is pivotal for their development as empathetic and culturally aware citizens.

Summer Programming
The Secondary ELA and Math Departments developed a summer program. As part of this three-hour program, twice a day, students participate in math and/or ELA learning, exploring conceptual lessons and learning games, where 45 minutes are set aside for sports and recreation so that students were able to get outside and engage in physical activity. Lastly, the 17.5 hours of professional development offered to teachers in preparation for the program will help us to better. A version of the program described above will also be implemented again this coming summer. 33 teachers taught the Math Personalized Learning Camp this last summer with approximately 1 teacher per an average of 15 students per class

SAUSD provides multiple options to support students in their pursuit of high school graduation and college and career readiness. The online credit recovery program is offered at all high schools, including educational options sites and the Santa Ana Virtual Academy (SAVA) so that students are able to accelerate their learning and retake/complete failed courses to graduate or improve lower grades to meet college entrance requirements. These courses are offered year-round and are A-G compliant and may be personalized to accommodate the needs of students with IEPs, 504 Plans, and English Learner support plans. At any given time, approximately 80 to 100 instructors facilitate online credit recovery. As of spring 2024, the program has resulted in over 4,000 semester courses recovered with over 2,000 courses still in progress.

In addition, students participated in a Summer Literacy Campaign where, based on the number of books they read, students earned raffle tickets for various prizes such as books, journals, gift cards, and tickets to the Santa Ana Zoo. Expanded Learning further encouraged student reading by ordering copies of books to keep and read. All the students enrolled in any summer programs had access to Library hours and activities.

Transportation for field trips for the arts and community engagement support in grades 3 - 12. Students are engaged in authentic learning experiences that are relevant to culture, language, and community. Over 5,000 students were able to participate in more than 50 field trips to cultural institutions, art centers, and community engagements, marking a 30% increase in off-campus educational activities compared to the previous year.

Santa Ana Unified School District's Arts (SAUSD Arts) summer programs in music, visual arts, and performance have significantly enriched our educational offerings, aligning with LCAP goals such as student achievement and engagement. These programs, designed for students in grades 2 through 12, have not only increased attendance but have also enhanced participation in credit recovery courses. Through diverse activities ranging from music composition to theatrical production, these programs cater to a wide range of interests and skill levels, ensuring that every student can engage deeply with the arts. SAUSD Arts provides 2 musical opportunities for students and staff to engage in arts and literacy support. For grades 2-8 students participate in an elementary summer junior musical hosted by 5 staff members full of tech and stage training. SAUSD Arts also runs and supports a high school musical for students entering 9th grade to 12th grade with 6 staff members who engage students in music, dance, theatre, tech, and stage training. The summer musicals produced a total of 5 runs of their productions. SAUSD Arts summer programming also includes music camps for grades PK-5 where a group of expert music teachers engage students in general music concepts, literacy, and math. SAUSD Arts also has a team of teachers who support students in music production and modern band for grades 5 - 8. The intermediate Modern Band Camp culminated in a performance at the end of the session showcasing the skills learned in the short 4-week program. The success of these programs extends beyond artistic development, fostering essential life skills such as resilience, teamwork, and self-expression. This holistic approach supports students' academic and socio-emotional well-being, contributing to higher course completion rates and a more vibrant school community. As SAUSD continues to develop these offerings, we are committed to leveraging the transformative power of the arts to enhance student engagement and achievement, preparing them for success in the upcoming academic year and beyond.

In support of LCAP action 1.9 the following items were implemented for our Student Achievement goal:

The Special Education Department has monthly professional learning meetings with each of the specialist groups as well as teachers serving moderate to severe and mild to moderate students. The Special Education Department hosted a series of professional development this year

for certificated staff with five 3-day cohorts of 40 participants in the Special Education Leadership Academy (SELA) and for classified staff with four 1-day sessions with140 participants in the Special Educators Evolving and Developing (SEED.) This in-depth training focused on special education best practices and legal and ethical considerations for our important work with students with IEPs. This support has increased access to extended learning opportunities with highly trained staff, including sign-language interpreters. Our site-based special education staff worked with our four speech specialists and assistive technology and augmentative communication (ATAC) specialists to provide necessary technology and communication devices to students to allow communication access and increase student engagement. The special education department conducted ongoing training for staff in the areas of:

- Non-Violent Crisis Intervention (NCI)
- Positive Behavior Academy
- Woodcock-Johnson and Brigance Assessment

The Special Education Department has been providing a variety of highly engaging and standards-aligned resources for our students with IEPs. This includes 551 students using the Unique Learning System (ULS) software designed for students with moderate to severe disabilities, Let's Go Learn (LGL), software designed for students with mild to moderate disabilities, and currently. This included ELA and Math formative assessment as well as online learning modules customized for their present levels of learning. Touch Math has also been available to our 6,737 students in the district with IEPs. 20 teachers piloted the Let's Go Learn Software and received training every two months. The monthly ULS training was provided to our teachers of students with moderate to severe disabilities by our Special Education PD and curriculum specialists. The Special Education department is currently serving:

- 6737 students with IEPs
- 414 students are being assessed for special education eligibility.
- 3660 English Learners who receive special education services.
- 21 students in Foster Care
- 57 Migrant students in special education
- 551 students using the ULS software designed for students with moderate to severe disabilities
- 500 students including ELA and Math formative assessment as well as online learning modules customized for their present levels of learning with LGL software
- 200 certificated staff participated in SALA training
- 140 classified staff participated in SEED.
- 469 students with specialized technology for engagement and communication access by four different highly qualified specialists.

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

Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures

Action 1.1 High Quality Standards Based Core, was approximately 75% of what was expected. This is due in part because more because less consumable materials are being required with increased online access to student workbooks, worksheets, etc

Action 1.2 Highly Qualified Teachers was just under 21% higher due to the maintenance of decreased class sizes and the inclusion of itinerant teachers to support professional learning opportunities and instructional consistency.

1.4 Matriculation Support is approximately 24% of expected expenditures as matriculation services were supported by counselors which reduced the need funding in this area.

Action 1.8 Tiered Academic Supports expenditures were approximately 50% more than expected. This was due to more responsive MTSS systems which provided services more efficiently to students with academic support needs.

Action 1.15, Lower Class Size, with the retention of teachers for the 2022-23 school year, salaries and benefits expenditures from all revenue streams were approximately 30% less than expected. This was due to the need to increase class sizes incrementally and the reassignment of a number of classroom teachers to serve as itinerant teachers to support professional development and consistency of instruction.

Material Differences Between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services

Action 1.4 Matriculation Support LCFF expenditures were approximately $3,051,305 more than expected expenditures.

Action 1.5 Early learning LCFF expenditures were increased by $15,973,991.

Action 1.6 Broad Course of Study LCFF expenditures exceeded projections by $14,722,656 which allowed for increased opportunities for counseling supports and course offerings that for high school students to participate in a wide range of courses and programs including CTE, AP, IB, and dual enrollment.

Action 1.8 Tiered Academic Supports LCFF expenditures were $68,398,065 more than expected. This was due to more responsive MTSS systems which provided services more efficiently to students with academic support needs.

Action 1.15, Lower Class Size, with the retention of teachers for the 2022-23 school year, salaries and benefits expenditures from all revenue streams were approximately 4.5% more than expected. This occurred because SAUSD was able to reduce class sizes further than anticipated despite increased salary and benefits costs.

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

The implementation of various LCAP actions has significantly contributed to the observed outcomes in SAUSD. These actions include targeted professional development, comprehensive support programs, and specialized interventions that have collectively enhanced student achievement, engagement, and readiness for future academic and career endeavors.

Academic Improvement
The district's focused initiatives on professional development (Actions 1.1, 1.2) such as the StudySync ELA program and personalized learning plans for math intervention (Action 1.4), directly contributed to improvements in early reading proficiency and mathematics scores. For example, early reading proficiency for grades 1, 2, and 3 increased from 41.81% in 2021-22 to 49.73% in 2022-23, with third-grade DIBELS Spring results at 65.9% for all students, including ELs at 63.1%, SED students at 64.3%, FY at 100%, and SWD at 18.5%. In mathematics, the overall scoring average improved from 88.2 points below standard to 85.5 points below standard.

Graduation Rates and College Readiness

The hiring of school counselors to achieve a 250:1 student/counselor ratio (Action 1.11) provided crucial academic support, case management, and post-secondary transition services, which positively impacted graduation rates and college readiness indicators. Despite a slight decline in the overall graduation rate from 92.5% in 2021-22 to 89.7% in 2022-23, SAUSD continued to report higher rates compared to the state average (86.4%). Specific student groups also outperformed state averages, with Students with Disabilities (75.9% vs. 72.7%), English learners (80.8% vs. 73.5%), and Homeless students (85.1% vs. 73.7%).

Equity and Access

Programs like Ethnic Studies (Action 1.6), World Language curriculum enhancements (Action 1.9), and the Dual Language program (Actions 1.8, 1.10) promoted cultural relevance and equity, ensuring that students from diverse backgrounds had access to high-quality education and opportunities for biliteracy. The Dual Language program saw participation from 1880 students, with training provided to approximately 70 dual immersion teachers and administrators. The inclusion of bilingual instructional assistants and targeted tutoring for English learners supported improved access to core instruction and accelerated language development.

Extracurricular and Enrichment Programs

The expansion of extracurricular programs (Actions 1.7, 1.13, 1.15), including arts, athletics, and STEAM initiatives, provided students with varied opportunities to engage in meaningful activities that support academic and socio-emotional development. Notably, 30% of high school students participated in sports across the six comprehensive high schools. Engage 360 and ASSETs programs offered 158 field trips to 6500 TK-12 students, and the implementation of Home Campus streamlined athletic registration and increased accessibility for physicals.

Special Education and Inclusive Practices

The Special Education Department's extensive training programs (Actions 1.3, 1.12) and the provision of specialized resources and technology significantly improved the engagement and academic progress of students with disabilities (SWD). The graduation rate for SWD was 75.9%, higher than the state average of 72.7%. The use of software like the Unique Learning System (ULS), utilized by 551 students with moderate to severe disabilities, and Let's Go Learn (LGL), used by 500 students, tailored instruction to meet students' needs, leading to better learning outcomes. Monthly training sessions for ULS and bi-monthly training for LGL further supported educators in providing effective instruction. Additionally, the Special Education Department provided ongoing training in Non-Violent Crisis Intervention (NCI) and the Positive Behavior Academy, enhancing staff capacity to support SWD effectively.

Overall, the strategic implementation of these actions facilitated a supportive and enriching learning environment, driving positive outcomes across various performance indicators in the district.

Challenges in the implementation of the actions:

Staffing shortages impacted our ability to hire the staff needed to implement several actions in Goal 1:
1.5 Early Learning - Ongoing efforts have been continued to fill vacancies for classroom positions including preschool teachers and assistants.

1.9 Special Education - Ongoing efforts have been continued to fill vacancies for special education teachers, paraprofessionals, and other key certificated and classified positions. A staffing agency has been utilized to maintain services while vacancies were being filled.

1.11 Extended Learning - Due to the increase in funding for expanded learning staff, the number of positions has increased dramatically for site providers and other support classified staff members. The existing shortage in potential hires has made it difficult to fully build out this program. Ongoing recruitment efforts continue and, as a result, more students are able to participate in the programming.

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

Actions have been updated based on input from the community feedback process and a focus on aligning the LCAP actions and metrics more closely to the SAUSD Board Priorities. This had a significant impact on our LCAP metrics and desired outcomes. The Board Priority metrics generally provide progress monitoring data while the LCAP provides relevant summative data. The technology integration action has been modified to focus more heavily on best instructional practices and pedagogy rather than simply student access. Action 1.1, high-quality instructional program, has been designed to support the rollout of the new Framework for Learning. Action 1.5, Early Learning, has been refocused to focus on the Universal Preschool Kindergarten (UPK) continuum so that resources are more targeted to this age group and grade level span. A professional learning goal to specifically improve our capacity to implement the actions in the 2024-27 LCAP for goal 1 has been added to this goal.

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

Goals and Actions

Goal

Goal #	Description
2	The SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of parents who participate in the annual survey (add in # of enrolled students for reference)	2019-20: Parents: 11,086 Enrolled Students: 45,576	2021-22: Parents: 6,404 Enrolled Students: 41,504	2022-23 Parents: 4,289 Enrolled Students: 39,603	2023-24 Parents: 7,178 (Panorama Survey) Enrolled Students: 37,663	At least 12,000
% of parents that agree/strongly agree that school allows input and welcomes parents' contributions	2019-20: 93%	2021-22 95%	2022-23: 95%	This item has been revised to provide more actionable data. The results are not available. The 2023-2024 survey results (family efficacy, family engagement, and family support) are listed in the narrative section below.	Maintain 93% or above
% of parents that agree/strongly agree that they feel welcome to participate at school	2019-20: 94%	2021-22: 89%	2022-23: 91%	This item has been revised to provide more actionable data. The results are not available. The 2023-2024 survey results (family efficacy, family	Maintain 94% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				engagement, and family support) are listed in the narrative section below.	
% of parents that agree/strongly agree that the school actively seeks the input of parents before making important decisions	2019-20: 86%	2021-22: 87%	2022-23: 83%	This item has been revised to provide more actionable data. The results are not available. The 2023-2024 survey results (family efficacy, family engagement, and family support) are listed in the narrative section below.	90% or above
% of parents that agree/strongly agree that school staff responds to their needs in a timely manner	2019-20: 94%	2021-22: 95%	2022-23: 96%	This item has been revised to provide more actionable data. The results are not available. The 2023-2024 survey results (family efficacy, family engagement, and family support) are listed in the narrative section below.	Maintain 94% or above
% of parents that agree/strongly agree that schools regularly communicate with parents expectations and plans for student learning	The baseline for this metric will be set using 2021-22 data.	2021-22: 89%	2022-23: 88%	This item has been revised to provide more actionable data. The results are not available. The 2023-2024 survey results (family efficacy, family	Baseline +6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				engagement, and family support) are listed in the narrative section below.	
Monthly CAC, DAC (Title I-SSC), DELAC (ELAC), PAC (Migrant Ed), AIPAC (American Indian) meetings	2019-20: Monthly	2021-22: Monthly	2022-23: Monthly	To Date: Monthly	Monthly
% of parents that agree/strongly agree that school provides parents with advice and resources to support their child's social and emotional needs	2021-22: 87%	2021-22: 87%	2022-23: 87%	This item has been revised to provide more actionable data. The results are not available. The 2023-2024 survey results (family efficacy, family engagement, and family support) are listed in the narrative section below.	90% or above
% of parents that agree/strongly agree that school provides parents with advice and resources to support their child's learning	The baseline for this metric will be set using 2021-22 data. We will create a custom item for 2022-23 school year	Not available; Question removed from CSPS by WestEd	2022-23: 95%	This item has been revised to provide more actionable data. The results are not available. The 2023-2024 survey results (family efficacy, family engagement, and family support) are listed in the narrative section below.	90% or above

Goal Analysis

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

Successes

SAUSD continues to make family engagement a top priority. While are 2022-2023 results were quite favorable, we decided to take a closer look. To do this, we revised the survey to create a more comprehensive picture of the perspectives of our families which will enable us to make adjustments that will better meet their needs. For the current year, we selected new items, based on input from our community, that are more actionable and provide more substantive information related to the perspectives of educational partners. The following results are based on a new survey that utilizes multiple related items, rather than a single question. The following results from the new survey will be used as the baseline for the 2024-27 LCAP.

2023-2024 survey results (Revised Survey Items: family efficacy, family engagement, and family support)

- 19% of parents responded favorably to family engagement
- 68% of parents responded favorably to family efficacy
- 65% of parents responded favorably to family support

Areas of Growth

As we utilize these new survey items, it is clear that we must emphasize family engagement as an area for growth. SAUSD's FACE team will enhance efforts to reach out to families to provide focused support and resources to our families that improve their involvement at their schools.

Implementation

In support of LCAP actions 2.4, 2.3, 2.5, 2.6, 2.8, and 2.9, SAUSD's Family and Community Engagement (FACE) Director has continued to optimize engagement initiatives. A Community Schools Director was hired to provide support and oversight for SAUSD's community schools initiative. The goal is to expand FACE beyond the department, encouraging school sites to take ownership of family and community partnership development alongside the FACE team. The 12 community schools are focal points for expanding FACE and integrating community resources into these initiatives.

SAUSD's approach to family and community engagement centers around building relational trust with families. Each school site has a full-time FACE Liaison, ensuring families and the community have access to services and support in navigating internal and external resources. Most SAUSD school sites offer dedicated Wellness Centers where families, students, school staff, and the community collaborate to enhance students' academic and socio-emotional well-being. These centers serve as community hubs where families and students can connect, engage, and receive support, contributing to academic success.

FACE staff receive professional development during onboarding and throughout the year on topics such as recognizing and respecting families' knowledge and viewing them from an asset-based perspective. FACE Liaisons were trained on the cultural wealth model, highlighting community strengths such as aspirations, linguistic diversity, family support, navigational skills, and resilience. This model promotes empowerment and social justice, challenging negative stereotypes and fostering a more inclusive understanding of community strengths. FACE Liaisons reflect on their approach to family and community engagement to better partner with families throughout their students' academic journey.

FACE Specialists provide professional development, coaching, and support to all FACE Liaisons, which is crucial for establishing and sustaining programs and services for families. This year, the goal has been to increase FACE Liaisons' visibility and outreach, capacity building, alignment with school achievement, and accountability. By focusing on the eight Dimensions of Wellness (Academic, Financial, Physical, Emotional, Environmental, Spiritual, Occupational, and Social), FACE Liaisons conduct site-specific assessments to ensure programs and services are data-driven. They collaborate with both internal district and external community partners to provide opportunities for families to build networks of support, receive necessary resources, and access capacity-building opportunities.

FACE staff works closely with district departments and site staff, including school counselors, social workers, health and mental health providers, and community partners to maintain resources and programs for SAUSD families and students. FACE Liaisons develop programming, services, and parent education based on parent input and partner with social workers, counselors, and community partners to provide mental health support, services, workshops, and training. FACE Liaisons collaborate internally with various school staff and externally with community partners to provide parent education classes and support families in connecting to wellness resources.

Over the school year, FACE Liaisons engaged 1:1 with 36,948 families, offering in-person interactions and phone calls to connect families to resources and capacity-building opportunities. Volunteer opportunities have increased, with many school sites offering more inclusive options to families. Additionally, 21 schools developed Parent Leadership Network Groups, which participated in SAELI, highlighting the commitment to cultivating a diverse and inclusive community that supports students' academic and socio-emotional well-being. In the 2023-2024 school year, FACE Liaisons provided numerous points of contact for families to receive academic, technology, mental health, and health support, and conducted extensive outreach to school, district, and community resources.

The College and Career Department, in partnership with FACE, convened a Parent Education Committee to develop and deliver monthly Parent Education workshops. Topics included "Successful School Start," "Family Literacy Night," "Grade-Level Expectations," "Goal Setting," and "Understanding the Report Card and Grading System." High School Choice and Middle School Resource Fairs were organized to expose parents to various options available at the district. Lessons were created for school counselors to use in family workshops across TK-12.

The inaugural Partners in Advocacy, Teaching, and Hands-on Learning (P.A.T.H) conference built parents' and students' capacity to advocate for themselves and be architects of their learning through informative sessions. The conference included sessions for students on navigating their IEP, developing a student-led IEP, and more. Parent sessions covered a range of topics including IEP 101, accessing community resources, and self-care tools for parents.

The 12 community school sites have made significant strides in fostering a holistic educational environment following the California

Community Schools model. Each site established Community Schools Leadership Councils to engage families in meaningful dialogues, ensuring community aspirations shape the vision and values of the Community Schools strategy. Comprehensive asset mapping identified local resources and capabilities, fostering a sense of ownership and pride and facilitating targeted collaborations that enhanced the initiative's impact.

The CCR department partnered with institutions of higher education, community-based organizations, and district staff to support all students and unduplicated student groups. The 2nd annual College and Career Community Resource Fair at the Santa Ana Zoo had 149 exhibitors and over 4,000 attendees, offering students and families a glimpse into resources and multiple pathways available beyond high school. Financial aid workshops and individualized attention were provided to support students in navigating the FAFSA application process.

The LGBTQ+ Liaison supported school counselors and FACE Liaisons in providing accurate information about laws, policies, and support for LGBTQ+ students. A three-part training program for all 54 FACE Liaisons addressed LGBTQ+ students, parents, and families.

In support of LCAP actions 2.1 and 2.6, the District Advisory Committee/English Learner Advisory Committee (DAC/DELAC) met monthly, guided by federal requirements and parent input. The Migrant Education Parent Advisory Committee and the American Indian Parent Advisory Committee met regularly to inform the district on the best ways to support their respective student groups. The LCAP Parent Advisory Committee reviewed the LCAP and other key areas of interest, contributing to effective decision-making and promoting a collaborative culture with families.

The Special Education Community Advisory Committee (CAC) empowered and educated parents through monthly meetings on various themes, providing opportunities for feedback and professional development. Translation and interpretation services were provided for students and families needing language support, including Spanish, Vietnamese, and American Sign Language.

Math curriculum specialists provided materials and professional development to parents to support the Migrant Education program, while the Ethnic Studies program held its 3rd Annual Ethnic Studies Community Conference to educate and empower parents and community members. The district also developed a Land Acknowledgement in collaboration with local Indigenous community leaders, which will be included at the start of future Board meetings and other district events.

The district employs translators and interpreters to facilitate clear communication with families, utilizing ParentSquare for timely notifications. District meetings, such as Community town halls, LCAP listening sessions, and School Board Meetings, are used to gather input and share information with families, with necessary translation provided to ensure accessibility.

In support of LCAP actions 2.7, the SAUSD Research & Evaluation (R&E) department engaged with research partnerships to enhance data resources and support the Family and Community Engagement (FACE) team. Collaborations with organizations like the University of California, Irvine, and the CORE-PACE Research Partnership focused on studies and initiatives to promote college readiness and a college-going culture.

SAUSD has effectively engaged families and caregivers, as demonstrated through responses from the 2023 California School Parent Survey/Supplemental Survey. Progress was achieved through multi-tiered support across all SAUSD departments, prioritizing collaboration

between staff and families and valuing families as educational partners. FACE Liaisons at each school site created welcoming environments for families and staff, supporting students' academics and socio-emotional well-being.

SAUSD continued its commitment to assisting families with navigating district supports and working with community partners to improve student outcomes. FACE Liaisons and counselors provided additional family support, and fully functional School Site Councils and English Learner Advisory Committees were established at each site. District-level advisory committees, including the District Advisory Council, District English Learner Council, Special Education Community Advisory, Migrant Education, LCAP Parent Advisory, and American Indian Parent Advisory, served to empower and inform families.

SAUSD increased interdepartmental collaboration to evaluate the assets and needs of students and families, focusing on building capacity within historically marginalized communities. The DAC, DELAC, and CAC committees empowered families and provided valuable resources, while the AIPAC included the voices of Native American families. The LCAP PAC reviewed educational feedback and student outcomes, and the superintendent's advisory committee ensured all voices were heard when making important decisions affecting students and the community.

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

Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures
For Action 2.2, 523 803 was spent on school-based community wellness centers. Additional funds were needed to hire FACE Liaisons for school sites and provide technology resources for the wellness centers.

Material Differences Between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services

For Action 2.2, 893,268 more was spent from LCFF than projected on school-based community wellness centers. Additional funds were needed to hire FACE Liaisons for school sites and provide technology resources for the wellness centers.
For Action 2.3 4,329,798 893,268 more was spent from LCFF than projected on Family and Community Engagement.
For Action 2..5 $2,746,470 893,268 more was spent from LCFF than projected on parent and caregiver involvement
For Action 2.6 $1,204,016 893,268 more was spent from LCFF than projected on addressing language needs

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

In the pursuit of achieving Goal #2, various actions were implemented to enhance family and community engagement, which have significantly contributed to the positive outcomes observed.

Improved Family Engagement and Support (Actions 2.3, 2.4, 2.5, 2.6, 2.8, 2.9)
The Santa Ana Unified School District (SAUSD) emphasized building relational trust with families by ensuring each school site had a full-time Family and Community Engagement (FACE) Liaison. These liaisons facilitated access to services, provided support in navigating resources, and engaged families through various programs. Notably, 95% of parents agreed that the school allowed input and welcomed their contributions, 91% felt welcome to participate in school, and 96% felt that school staff responded to their needs in a timely manner. This high level of parental satisfaction contributed to a more welcoming and inclusive environment for families, enhancing overall community engagement.

Professional Development for FACE Staff (Actions 2.3, 2.4, 2.5, 2.6, 2.8, 2.9)
FACE staff received ongoing professional development focusing on recognizing and respecting family knowledge from an asset-based perspective. This training empowered FACE Liaisons to better partner with families and integrate community strengths into their engagement strategies. Training on the cultural wealth model promoted empowerment and social justice, contributing to the high levels of parental involvement and trust.

Community School Initiatives (Action 2.8)
The establishment of 12 community schools served as focal points for expanding FACE initiatives, integrating community resources, and fostering collaboration between families, students, and school staff. Each community school developed Community Schools Leadership Councils, ensuring that community aspirations shaped their vision and values. These initiatives were instrumental in creating a supportive environment that contributed to academic success and socio-emotional well-being. This success will be leveraged to support three additional community schools that have been awarded.

Enhanced Communication and Outreach (Actions 2.3, 2.4, 2.5, 2.6, 2.8, 2.9)
SAUSD enhanced its communication efforts through various channels, including ParentSquare, to ensure timely notifications and facilitate clear communication with families. The district also organized numerous family engagement events, workshops, and training sessions to build family capacity. This approach resulted in 19% of parents responding favorably to family engagement, 68% to family efficacy, and 65% to family support in the new survey, providing a baseline for future improvements.

Addressing Newcomers and Migrant Education (Actions 2.3, 2.4, 2.5, 2.6, 2.8, 2.9)
FACE liaisons conducted outreach to the families of newcomers and migrant students, providing them with essential services and support. Over 200 newcomers were connected to needed services, and Migrant Education served over 300 students. This targeted support helped integrate these students and their families into the school community, contributing to better educational outcomes and community cohesion.

Parent Education and Leadership Development (Actions 2.4, 2.5, 2.6, 2.8, 2.9)
The district convened a Parent Education Committee to deliver monthly workshops on various educational topics, enhancing parent knowledge and involvement. Additionally, 21 schools developed Parent Leadership Network Groups, which participated in leadership institutes, underscoring the district's commitment to building a diverse and inclusive community.

These actions collectively created a robust support system that empowered families, built community trust, and contributed to the positive outcomes observed in family engagement, student well-being, and academic success. The strategic implementation of these actions demonstrates SAUSD's dedication to fostering an inclusive and supportive educational environment for all students and their families.

Challenges

Hiring constraints and employee turnover have impacted the capacity to fully implement FACE. Further, as additional staff members have come on board, the Wellness Centers at school sites, in some cases, have been repurposed to provide appropriate offices and working space for new staff. There has also been a need for onboarding new FACE staff as they came on board which has delayed getting them to their assigned school sites.

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

The metrics for this action has been modified as described above to provide more actionable and comprehensive information from respondents related to family efficacy, engagement, and support. A professional development action has been added to this goal that encourages all staff to take an active role in FACE initiatives, extending beyond just the FACE department. Another key difference is that these actions as a whole, have been developed with the philosophy that our parents are valued partners who contribute positively to the school communities, as we embrace an asset-based model. Community schools has been moved to the Wellness goal as school climate is a key component in our approach.

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

Goals and Actions

Goal

Goal #	Description
3	The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Districtwide attendance rate	2018-19: 96.9%	2021-22: 87.1%	TBD Summer 2023	2022-23: All: 92.5% ELs: 92.0% LTELs: TBD Y1 SED: 92.4% Foster: 88.0% SpEd: 90.1% M-V: 90.6%	97.5% or above
Districtwide chronic absenteeism rate (K-8 only)*	2018-19: 5.4%	2021-22: 33.1%	TBD Winter 2023	2022-23: All: 22.6% ELs: 23.8% LTELs: TBD Y1 SED: 23.5% Foster: 36.9% SpEd: 32.7% M-V: 36.9%	5.0% or below
Districtwide Suspension Rate	2018-19:3.4%	2019-20: 2.4% 2020-21: 0%	2021-22: 3.7%	2022-23: All: 4.5% ELs: 4.8% LTELs: NA SED: 4.7% Foster: 9.9%	3.0% or below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				SpEd: 6.0% M-V: 5.7%	
# of instructional days lost due to suspensions	2018-19: 4,383 days	2020-21: 10 days	2021-22: 2,131 days	2022-23: 5,445	4,400 days or below
Districtwide Expulsion Rate	2018-19: 0.04%	2020-21: 0%	2021-22: 0%	2022-23: All: 0.0% ELs: 0.0% LTELs: 0.0% SED: 0.0% Foster: 0.0% SpEd: 0.0% M-V: 0.0%	Maintain at .1% or below
% of surveyed students who feel safe or very safe at school (grades 4-5, 6-12)	2019-20: Elementary (Grades 4-5): 74% Secondary (Grades 6-12): 64%	2021-22: Elementary (Grades 4-5): 76% Secondary (Grades 6-12): 68%	2022-23: Elementary (Grades 4-5): 67% Secondary (Grades 6-12): 57%	2023-24: Elementary (Grades 4-5): 66% Secondary (Grades 6-12): 72%	Baseline +6%
% of surveyed parents who agree/strongly agree that school is a safe place for their child	2019-20: 94%	2021-22: 94%	2022-23: 91%	2023-24: 66% (New Survey - Panorama)	Maintain 93% or above
% of surveyed staff indicating that the agree/strongly agree that school is a safe place for students	2019-20: 90%	2021-22: 94%	2022-23: 90%	2023-24: Teachers 60% (New Survey - Panorama School Climate)	Maintain 90% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Classified 63% (New Survey - Panorama School Climate)	

Goal Analysis

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

Successes

On the 2023 Dashboard, Santa Ana Unified School District (SAUSD) received five Orange performance level ratings for the academic indicators in English Language Arts and Mathematics, and the state indicators: Suspension Rate, English Learner Progress, and graduation rate. Additionally, SAUSD received one Yellow rating for Chronic Absenteeism. SAUSD received Standard Met for all local indicators. SAUSD received Medium for the College/Career indicator.

Santa Ana Unified School District (SAUSD) saw a substantial 12.2% reduction in Chronic Absenteeism rates for all students, with the rate dropping from 33.1% in 2021-22 to 20.9%. In comparison, our state experienced a 5.7% reduction, decreasing from 30.0% to 24.3% in the same period.
In the Santa Ana Unified School District (SAUSD), the Chronic Absenteeism rates for several student groups were notably lower than state percentages, indicating better attendance. For English learners, the absenteeism rate was 21.0%, lower than the state average of 26.3%. Socioeconomically Disadvantaged students showed a rate of 21.5%, compared to the state's 29.9%. Homeless students had an absenteeism rate of 24.6%, which was better than the state percentage of 38.7%. Additionally, Students with Disabilities in SAUSD have an absenteeism rate of 30.8%, lower than the state's 33.1%.SAUSD's Chronic Absenteeism rates for American Indian students (27.2%), Pacific Islander students (33.3%), and Hispanic students (21.0%) were lower than the state percentages, where the Chronic Absenteeism rates for these groups were higher: American Indian (36.1%), Pacific Islander (37.6%), and Hispanic (28.4%). On the CA Dashboard, the overall status is Yellow. Below are the student groups by color status.
- Green status - Asian
- Yellow status - All Students, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White

The overall Suspension Rate was lower for the following groups:
- Blue status - Asian

- Green status - Filipino
- Yellow status - African American

- SAUSD's expulsion rate continues to be 0%.

School climate survey data is favorable for the vast majority of respondents:
- 70% of parents/caregivers agreed or strongly agreed that school is a safe place for their child (2023-24)
- 60% of teachers responded favorably to School Climate (2023-24)
- % students responded favorably to safety
- All: Elementary (Grades 4-5): 66%,
- Secondary (Grades 6-12): 72%
- ELs: Elementary: 63%, Secondary: 67%
- SED: Elementary: 66%, Secondary:71%
- Foster: Elementary: 59%, Secondary: 68%
- SpEd: Elementary: 64%, Secondary: 69%
- M-V: Elementary: 65%, Secondary: 69%

Areas of Growth

The Chronic Absentieesim were higher than the district score:
- Orange status - African American, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, Filipino, Two or More Races

The Suspension Rate on the CA Dashboard status for the following student groups was aligned with or higher than the Districtwide rate.
- Orange status - All, English Learners, Hispanic, Socioeconomically Disadvantaged, Homeless, Students with Disabilities, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, White, Two or More Races
- Red status - Foster Youth

The chart that is located in the reflections section of the LCAP provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator.

- The High School 4-year cohort dropout rate increased from 3.6% (2021-22) to 8.6% in 2022-23 with ELs at 15.4%, SED at 8.9%, FY and SWD at 11.8%, and MV at 13.1%
- District-wide attendance rate has decreased from 96.9% (2018-19) to 87.1% (2021-22)

Implementation

Note that the outcome data is listed above and here is the output data that is relevant to the implementation of the goal. The Support Services team has supported sites across SAUSD with the implementation of SEL practices aligned with our MTSS framework. The district

adopted Second Step as the curriculum used as Tier 1 instruction from grades TK-8. Year-to-date, the district has 2,084 active users across the district. Of those, 254 users have created a total of 310 classes. A total of 1,924 lessons have been completed with another 212 currently in progress. This school year, 52 schools have implemented PBIS with above 80% fidelity in each of the three tiers.

In addition to Second Step, SAUSD has engaged several schools in integrating SEL Signature Practices into their classes with the implementation of Capturing Kids' Hearts (CKH). CKH provides teachers, administrators, and non-instructional staff with tools to connect SEL, PBIS, Restorative Practices, and Trauma-Informed Practices throughout the campus. This helps align initiatives in a comprehensive MTSS framework to create a positive school climate and meet students' individual social-emotional, mental health, and behavioral needs. This year, we had seven school sites, ranging from elementary to alternative education high schools, engaged in CKH. The full staff from those seven schools participated in 2 full days of professional development. The principals were provided support through monthly nationwide webinars designed for networking and troubleshooting. Each site also received 2 coaching visits from an assigned strategist to help support them with their school's unique implementation needs.

The sites participating in CKH are also utilizing the Devereux Student Strengths Assessment (DESSA) as a SEL assessment tool. This tool helps teachers measure their students' skill development related to SEL. Sites also receive school-wide data to help with planning support at all levels in their MTSS system. To date, school personnel have garnered information related to student SEL skills for 2,970 individuals. With the support stated above, 20% of students were observed with SEL skills in the "strength" range, while another 62% performed in the "typical" range through the DESSA. 18% of students were identified as needing instruction to which staff were able to respond.

Our CCR department convened a group of school counselors in Summer 2023 to create resources for all school counselors to use in implementing school-wide activities centered around monthly awareness campaigns. Five campaigns were implemented at all sites TK-12 including Attendance Matters, Suicide Prevention Awareness, National School Counseling Week, We Care Week, and Mental Health Awareness. In addition, at the K-8 level, monthly awareness also included Bullying Prevention Week, the Great Kindness Challenge, and College/Career Week. The high school level added monthly awareness around Drug and Vaping Prevention. These campaigns are integral components of the school counseling ASCA framework in the social-emotional domain to promote knowledge, awareness, inclusivity, and empathy among students. By prioritizing social-emotional wellness across tiers and all sites, our department hopes to support the creation of school environments where students feel valued, providing support to students who are newcomers to the country through newcomer programs.

One of the primary goals of SAUSD's Ethnic Studies program is to support students in fostering a positive self-image and a sense of pride in their identity. New Ethnic Studies teachers are trained in the importance of establishing a classroom community that is physically and emotionally safe, embraces diversity, and effectively addresses student social-emotional needs to create a classroom that is highly conducive to successful student learning SAUSD's Ethnic Studies program cultivates student well-being, cultural pride, and empowerment. New teachers learn to build safe, inclusive classrooms that celebrate diversity and address social-emotional needs. Courses integrate social-emotional learning (SEL) aligned with California's guidelines and SAUSD's framework. This includes access to mental health resources, anti-bullying programs, LGBTQ+ safety measures, and culturally responsive teaching. Additionally, students are encouraged to develop a sense of agency, fostering self-belief and the ability to advocate for themselves. Teachers worked to build safe and inclusive classrooms and students were able to engage in meaningful conversations. This allowed students to articulate their thoughts and feelings.

The College and Career Readiness Department SEL committee created Social Emotional Learning (SEL) lessons across all grade levels, from TK to 12th grade which were delivered by School Counselors and covered a range of age-appropriate topics including bullying prevention, conflict resolution, friendship, and self-awareness, suicide prevention, digital citizenship, and healthy habits and managing stress and anxiety, and self-advocacy. Pre and post-surveys were used to assess student growth and engagement with selected ASCA Mindsets and Behavior standards taught during each lesson. Students who needed additional support were identified using Panorama data, parent, staff, and student referrals, as well as referrals from the Coordination of Services Team (COST). School counselors provided support through SEL groups and individual counseling when necessary.

Gender and sexuality alliances (GSAs), formerly known as gay-straight alliances, are student-led clubs that provide a supportive and inclusive space for individuals of all gender identities and sexual orientations. Their primary purpose is to foster community, promote education, advocate for inclusivity, and create a safe and supportive environment for LGBTQ+ individuals and their allies. GSAs also offer extended learning opportunities for LGBTQ+ students and allies to engage in social-emotional learning (SEL), leadership development, and peer collaboration. Each GSA is led by a certificated advisor and typically meets weekly during the academic year. Advisors attend monthly meetings coordinated by SAUSD's LGBTQ+ Liaison to plan lessons and activities, as well as accompany students on two field trips annually. As of March 2024, all SAUSD high schools, including alternative high schools, have GSAs with certificated advisors. Additionally, five out of six comprehensive middle schools and five out of seven K-8 schools have GSAs, with efforts underway to establish GSAs at remaining eligible schools to ensure every secondary and K-8 school has one.

The California Healthy Kids Survey (CHKS) data highlights progress and areas for improvement in school connectedness. Notably, non-binary seventh-grade students in SAUSD reported lower feelings of school connectedness compared to their cisgender peers, while lesbian, gay, and bisexual students generally showed similar rates of academic motivation and connectedness to their peers. SAUSD has established memorandums of understanding (MOUs) with Kinder Future LLC, Radiant Health, and the LGBTQ Center OC. These partnerships provide health referrals for students and families, substance abuse prevention education, and monthly coordination meetings for services. Additionally, the LGBTQ+ Liaison collaborated with SAUSD Support Services and the LGBTQ Center OC to host the 2024 LGBTQ+ Youth Convening at Segerstrom High School, offering GSA students a leadership conference, networking opportunities, and access to resources.

In support of LCAP actions 3.3, 3.4, 3.6, and 3.7 the following items were implemented for our Wellness goal:

The We Care Task Force organized district-wide activities to promote youth mental and suicide prevention. Class lessons were developed for elementary, high school, and grades 6-8 each. These class lessons were delivered by counselors across the district. Additionally, staff presentations were developed and delivered to address suicide risk factors and warning signs, as well as policies and practices related to suicide prevention. The We Care campaign was also a central part of the district Wellness Fair, which welcomed over 850 attendees.

As of April 2024:
- 40 school counselors attended professional development to increase their capacity to complete Identity Support Plans
- 5 school counselors and one counselor coach participated in a community of practice to develop an Identity Support Plan Completion Tool
- All 57 TK-12 school counseling programs completed a Tier 2 Intervention Plan
- 152 school counselors received training on HipHop Counseling as a culturally sustaining counseling practice

- 7 school counselors completed Xinachtli training to become facilitators of the Xinachtli culturally sustaining group intervention at their schools
- 8 school counselors are currently undergoing Joven Noble training to become facilitators of the Joven Noble culturally sustaining group curriculum at their school
- The CCR department convened a group of school counselors in Summer 2023 to create resources for all school counselors to use in implementing school-wide activities centered around monthly awareness campaigns. Five campaigns were implemented at all sites TK-12 including Attendance Matters, Suicide Prevention Awareness, National School Counseling Week, We Care Week, and Mental Health Awareness.
- The K-8 level, monthly awareness also included Bullying Prevention Week, Great Kindness Challenge, and College/Career Week. The high school level added monthly awareness around Drug and Vaping Prevention. These campaigns are integral components of the school counseling ASCA framework in the social-emotional domain to promote knowledge, awareness, inclusivity, and empathy among students. By prioritizing social-emotional wellness across tiers and all sites, our department hopes to support the creation of school environments where students feel valued, supported, and empowered to thrive academically and personally.
- Each of our 172 school counselors is an integral part of the SAUSD Wellness Network of Support. This year, school counselors received training on the SAUSD Mental Health referral process, SAUSD Threat Assessment protocols to support the administration in identifying potential student threats, and the creation of Identity Support Plans. Our school counselors also received training on small group counseling topics and additional training was offered to school counselors who wanted to implement the Xinachtli Female Empowerment and Joven Noble small group curriculum.

The CCR department also prioritized providing our SAUSD families with support including providing referrals and resources to external agencies. The CCR department hosted a CCR table at the district We Care Resource Fair, Middle School and High School Resource Fair, and at Open House events. At the elementary level, school counselors also created calming spaces in their office locations as a way to support student emotional regulation. In addition, our elementary school counseling teams presented Tier 1 lessons using the Know Go curriculum. As of April, the following tiered interventions have been provided:

Tier 1
- SEL/Mental Health/Behavior Classroom Lessons & School-Wide Activities - 120,079

Tier 2
SEL/Behavior Small Group - 9,401
- Check-In/Check-Out - 2,604
- Mentoring - 423
- Restorative Practices Mediation/Check-In - 7,664
- Restorative Circles - 3.980

Tier 3
- SEL/Mental Health/Grief Individual Counseling - 15,704
- Safety Assessments/Plan - 949
- Re-Entry Meetings - 300

- Outside Referrals/Resources Provided - 2,079
- School-Based Mental Health Referral - 1,049
- Threat Assessments - 90

Each school counseling team created a site plan for targeted Tier 2 interventions to support students. High school counselors referred students to credit recovery options via Request for Action (RFA) to our Educational Options sites, giving priority to Seniors in need of recovering credits toward graduation requirements. All school counselors utilized our SAUSD school-based mental health referral process for Tier 3 students determined to need mental health services. In addition, our school counseling teams conducted safety assessments and created safety plans using the SAUSD Support Services protocols to support students with self-injurious thoughts and behaviors. An Identity Support Plan training was offered to school counselors to increase capacity for supporting LGBTQ+ students. A team that included school counselors, a counselor coach, Support Services staff, SAUSD LGBTQ+ Liaison, Kinder Future, and OC Center staff, in a Community of Practice to develop a tool to support school counselors in completing Identity Support Plans. The mental health team participated in training in:
- Oaklander Institute Child and Adolescent Play Therapy
- Crisis Prevention Institute Certification Training
- Building a System of Equity, Access and Inclusion
- Special Education Law, Practices with focus on Educationally Based Mental Health Services

The mental health team hired approximately twenty-one School-Based Mental Health Specialists I and II social throughout the year and oversaw ten student interns. Between August 14, 2023, and April 15, 2024, the mental health team received 1,590 referrals for Tier 3 mental health services. A total of approximately 2,379 pertinent meetings occurred between school staff, contract partners, or community providers with 2,398 family meetings to support student screening for access to mental health and 1,851 case management meetings to ensure coordination of care of students and families to services and resources. The team provided on-demand digital Risk Assessment and Reentry training courses to school Counseling staff, Psychologists, Educationally Related Mental Health Services (ERMHS) providers, school police, and contract providers. Through our SAUSD mental health team, we provided over 18 varied mental health training courses for students, parents, and staff. The Mental Health Collaborative continued to meet to further expand the SAUSD network and partnerships with community-based mental health agencies.

Youth in Foster Care: The Foster Program has worked with school teams, the Orange County Department of Education, and the Social Service Agency to implement essential support for the needs of students in foster care at each SAUSD school site. This support encompassed proper educational placement, enrollment, social-emotional support, and school-to-school transition. Academic progress was closely monitored to ensure foster students were on track toward academic success. All identified seniors in foster care received one-on-one assistance with FAFSA/CHAFEE along with Orangewood Foundation grant applications through partnership with OCDE. More than 84% have completed their applications to date. District foster care funds were utilized to remove barriers for Century foster students to participate in a New York field trip. Cap and gown packages were purchased for all seniors and to be distributed for their graduation ceremonies. 32 students were invited to participate in the Irvine Outdoor Education Center field trip. The Foster Youth Services program has connected with the Guardian Scholars programs at CSUF, SAC, and several other institutions. This program facilitates a successful transition for foster students to college from high school. On May 11th, students visited Santa Ana College to give prospective students the chance to connect with EOPS and Guardian Scholars. During this time, students were able to sign up and ask questions on their schedules. Approximately 173

JanSport backpacks were distributed to middle school and high school students. On 04/29/2023 Approximately 4 Senior students participated in the College and Career Resource fair in partnership with OCDE and Samueli Academy. An MOU has been created this year with Olive Crest Kinship to incorporate kinship support groups for our families. Target and Walmart gift cards in the amounts of 50 dollars have been provided to families to help remove barriers. Particularly when students are initially placed with their foster parents. 4 out of 13 seniors have graduated so far. Expecting a graduation rate of 92 percent. Transportation continues to be provided to students while they are at Orangewood. YOLO (Youth Outreach Leadership Opportunities) groups have been initiated targeting our foster youth. The groups encourage school connections and students can connect with other students in foster care. Guest speakers including Guardian Scholars from Golden West College and Cal State Fullerton provided our students with connections and resources.

Trained support services staff assessed students' needs to provide supports. Insecurely housed students and their families often experience difficulties accessing community resources. Support Services staff are well versed in local community resources and providing warm hand-offs for referrals, immediately removing barriers and addressing the need. Housing support, physical, mental, and behavioral health needs are provided through partnerships rendering supports in areas of need. Targeted supports for insecurely housed (Mckinney-Vento) students and their families include addressing basic needs by providing school uniforms, hygiene items, laundry service, public transportation bus passes, and school supplies. Families who are identified as Mckinney-Vento are automatically eligible for a childcare subsidy. A bicycle program is available for unaccompanied minors to address barriers of transportation. Students identified under special populations that meet the eligibility to graduation under state minimum requirements are informed and provided with additional school site support and resources such as College and Career readiness and financial supports that they qualify for. School site supports such as Restorative Practices, PBIS, Costs, Behavioral Interventionist, and mental health support are also available for students.

School and survival items and wrap-around services included:
- Bus passes/transportation assistance via OCTA bus passes serving over 60 families/students.
- School supplies and backpacks were provided to over 300 students.
- Warm weather and inclement weather supplies provided to 200 students.
- Hygiene supplies (shampoo, deodorant, feminine pads) for McKinney Vento families were provided to over 300 students.
- Clothing cleanliness supplies were provided to over 500 families.

McKinney-Vento Partners include:
- Families Forward
- Housing/Homeless prevention
- Families Together was able to support families in need. Housing was provided to families permanently housed, placed in a shelter, provided rental assistance, provided motel assistance, received affordable housing application assistance, received utility assistance, immigration referrals, domestic violence advocacy, work
placement, and job training referrals.
- Family wrap-around services including therapy, and job support assistance for parents.
- Food pantry- 250 families served.
- Shelter support for homeless families- 180 families served.

SAUSD Students served by the Families Together Clinic:

- Medical Clinic Visits: 48
- Food Pantry Visits: 8
- Therapy Visits: 28
- Dental Visits: 31
- Vision Visits: 4
- Nutritionist Visits: 2
- Wellness Visits: 22
- Diaper Bank Visits: 6
- Gym Trainer Visits: 2
- Medi-Cal Support Visits: 6
- 48 households serviced (211 Individuals)
- 70 referrals received through McKinney-Vento district referrals (294 individuals)

Social Wise provided Social Work Interns who provide mental health services and targeted case management to McKinney Vento clients. This includes the development of a safety plan for clients presenting with suicidal ideations, home visits to engage clients with treatment and provide necessary resources, and case consults with school counselors. They have provided the following:
- 36 Clinical Counseling clients.
- 23 with regular consultations
- 12 Risk Assessments
- 3 Family Meetings
- 4 Resource Linkages

SAUSD schools implemented PBIS with strong fidelity this year, as well as in years past. During the 2022-23 school year, 46 schools received Platinum state recognition for their implementation of PBIS. One school received Gold recognition, two schools received Silver recognition, and another received Bronze recognition. This school year, 52 schools have implemented PBIS with above 80% fidelity in each of the three tiers. The Restorative Practices team worked with community partners to implement 1,253 small circles with 6,012 participants. They also provided 1,267 classroom circles with 21,833 participants. Other restorative practices support 2,473 mediations and 18,093 check-ins. The Restorative Practices team has also provided 155 presentations to a total of 508 participants throughout the district.

The district attendance team delivered one training to a group of 13 staff members and 32 presentations to a total of 774 parents. The team attended 2 outreach events and connected with 90 individuals. Additionally, the team supported 454 individuals through other activities, such as Kindergarten support, attending school meetings, and following up on interventions. Other supports included supporting enrollment verification and providing overview training to staff. The attendance team also responded to 190 tier 3 referrals from schools across the district. Their support with these referrals included home visits, and connecting students to school district- school- or community resources.

Nutrition Services
Community Eligibility Provision (CEP) Meals Program - SAUSD has proudly served free breakfast and lunch to all students for nine years through the Community Eligibility Provision (CEP), ensuring access to nutritious meals regardless of household income. This initiative, initiated before the California mandate, extends beyond regular school days, covering summers, intersessions, and after-school programs.

Additionally, meal services are available on Saturdays through the District's credit recovery program and other academic/enrichment activities.

- Meal Service Accomplishments - From July 2023 to February 2024, SAUSD has provided nearly 5 million meals to students and community children, including 3,059,060 lunches, 1,268,873 breakfasts, 27,434 snacks, and 537,863 suppers during the summer. These meals have been continuously improved for taste, healthiness, and eco-friendliness.
- Farm-to-SAUSD Initiative - SAUSD expanded its Farm-to-SAUSD program by partnering with five new family farms, totaling over 630 acres of farmland. This initiative promotes direct produce purchases, supporting local agriculture while providing fresh, healthy options for students.
- Infrastructure and Facility Upgrades - Significant investments have been made in infrastructure and facilities to enhance meal preparation and service. The completion of a state-of-the-art kitchen and service area at Washington Elementary School exemplifies SAUSD's commitment to providing high-quality meals.
- Nutrition Education and Cooking Classes - To further support healthy eating habits, SAUSD offered a nutrition education series for parents at multiple elementary schools. Additionally, over 35 nutrition education classes were conducted for parents across 17 schools. These initiatives are funded by the District's Health Benefit Authority, emphasizing the importance of holistic health and wellness.

This year, Support Services Developed an integrated framework to connect mental health, behavioral health, and substance use. District and site-based staff were also trained to deliver Brief interventions to students who are experimenting, regularly using, or are in the early stages of drug abuse. Support Services also delivered an overview training to administrators. A multidisciplinary substance use advisory group was established to inform district practices and policies. Sites administered Tier 1 prevention curriculum to students in grades 6,7, & 9. SAUSD has a memorandum of understanding (MOU) with Orange County Department of Education (OCDE) Alcohol and Other Drugs (AOD) to provide presentations to students in grades 4 & 5.

The mental health department developed a comprehensive policies and procedures manual to ensure all services and programs are provided in accordance with California State and Federal Laws, and the California Board of Behavioral Sciences regulations. The mental health team participated in training in:
- Department policies and procedures
- Cultural Competency for Behavioral Health Professionals
- Dialectical Behavioral Therapy
- Child and Adolescent Self Injury: Practical Assessment and Treatment Approaches
- Beyond Behaviors: Effective Neuroscience-based Tools to Transform Childhood Behaviors.

The team developed a new digital referral process that leveraged SAUSD's Multi-Tiered System of Support (MTSS) and Coordination of Services Team (COST) meeting processes to streamline mental health referrals. The process utilized evidence-based screening tools and practices to ensure that students were provided with mental health support using a district-wide integrated system of support at an appropriate level of care support to meet their identified needs. This was done in collaboration with eight contracted providers to ensure that all sites received equitable access to mental health services and highest-level service needs provided by appropriately trained providers. The mental health team hired approximately four social workers throughout the year and oversaw eleven student interns. The team provided six

Risk Assessment and Re-Entry training courses to school counseling staff, psychologists, Educationally Related Mental Health Services (ERMHS) providers, school police, and contract providers. Through our OCDE/SAUSD collaborative teams, we provided over 13 varied mental health training courses for students and parents. The Mental Health Collaborative continued to meet to further expand the SAUSD network and partnerships with community-based mental health agencies.

Health Services serves all SAUSD students by reinforcing safety protocols, maintaining compliance, attending to students with illness symptoms, and supporting the identification of physical, mental, and behavioral health needs through vision and hearing screening, suicide assessment, home/hospital instruction, multi-dimensional health assessments, and administration of medication. Health Services continues to monitor the CDC (Centers for Disease Control), CDPH (California Department of Public Health), and OCHCA (Orange County Health Care Agency) for the most up-to-date safety information on communicable disease protocols and practices. The CRN/LVNs monitor students' physical and mental health, provide a supportive and welcoming environment, reinforce positive behaviors, and provide effective interventions and supervision. To encourage a supportive environment, posters were developed to reinforce health office expectations and classroom posters were designed with self-help options. These were supplied to every school site in August. Health staff have attended to 106,553 students in the health office and administered 10,025 doses of medication, as of March 31, 2023. CRNs assess students for 504's, and IEPs (Individualized Education Programs), and conduct mandated screenings, which support the identification of physical, mental, and behavioral health needs. All health service staff members were updated on current communicable disease protocols and mandatory safety-related training modules. Professional development was provided at the start of the school year on communicable disease mitigation strategies, PPE (Personal Protective Equipment), protocols, and practices, updating documentation practices, and annual procedural training. Throughout the school year, professional development was provided including:
- Special Education and the School Nurse
- Assessment to IEP
- Substance abuse assessment and protocols
- CERT training

The Diversion Program is available through a SAUSD School Police referral process and is offered once a group of students is identified as needing the support. The program is taught collaboratively with SAUSD School Police. Each group of students completes a total of 8 hours. Completion of the program moves students away from the juvenile justice system.

The Expanded Learning Program's Engage 360 Social Emotional Wellness Program is supported by one (1) Senior Social Worker and two (2) Social Workers who provide social-emotional support to students in the expanded learning program that include coordinating services with the regular school day, small group counseling, crisis intervention, expanded learning referral process, and professional development training to program staff. The department also has one (1) Licensed Vocational Nurse (LVN) to provide health services and support for students in the expanded learning program that includes coordinating health services with the regular school day, individual student health plans, protocols and procedures, and professional development for program staff. The Second Step Out-of-School Time Social Emotional (SEL) Curriculum was launched at six (6) elementary school sites that were experiencing the most behavioral challenges by the students. Expanded Learning collaborated with two school sites to offer restorative practices and all Engage 360 site leadership were trained. Expanded Learning offered the Recess 360 structured recess program to support two schools where staff provided structured activities and games during recess and reinforced PBIS to keep students active and engaged. All Transition Kindergarten through 5th-grade students participated in 30 lessons, 3 lessons per week, that focused on developing social-emotional skills like community-building, empathy and

kindness, and a growth mindset. 15,105 students were served through restorative practice efforts. 1,344 students were served through Recess 360 efforts.

Early Childhood Education programs provide developmentally appropriate preschool mental health and wellness services and support through Catalyst. Services Included:
- Development and implementation of customized classroom-based behavior intervention plans
- Participation in monthly behavior support COST teams
- Consultations with educators regarding social-emotional/mental health issues presented in the classroom.
- Development & delivery of teacher training services in support of effective behavior management principles and techniques
- Course modules were created on GoPD where teachers receive 16 hours of training. The following are the modules:
- Universal Design Learning
- ASQ-SE (Ages & Stages Questionnaires®: Social-Emotional)
- Behavior and the Use of Positive Behavior Supports
- Trauma Sensitive Approach
- Embedded Teaching Practices
- Adaptations and Accommodations
- Strengthening Families
- Supporting Inclusive Practices

150 staff have attended training to increase teachers' skills and awareness of working with children's challenging behaviors. 10% of the teaching staff have completed all eight training modules. Classrooms were visited by an Inclusion Specialist from Catalyst, specifically classrooms with behavior concerns. Strategies and support have been provided to classrooms. Delivery of school-based group social skills services in support of social/emotional development & self-regulation skills for children were provided. Early Childhood Education programs (ECE) provided training for all preschool teachers and teacher aides to support the implementation of a robust system of MTSS including:
- CLASS Concept Development Training
- Supporting Instruction through Hands-On Learning
- Early Childhood Environmental Rating Scale Activity Centers
- Behavior Guidance to Promote Self-Regulation. Activities for Younger Children: Challenging Behaviors.

Developmentally appropriate mental health activities are provided for children and teachers implement Conscious Discipline strategies. Teachers are provided with strategies to engage children with challenging behaviors. Behavior Intervention plans are developed to help all children be successful in the classroom environment. Parents participated in training focused on child development to include positive discipline. Families will practice good oral health habits as part of an overall healthy lifestyle. All children enrolled in the preschool program are expected to practice good oral health habits in the classroom and at home and 90% of the children received dental screenings with follow-up as needed. Parent Education workshops will be provided on Oral Health. Healthy Smiles visited all ECE classrooms and conducted dental screenings. Classrooms were provided with activities to promote oral health and given toothbrushes to practice good oral hygiene. An Oral health workshop was provided to the parents. 20% of parents enrolled have attended parenting workshops on Positive Parenting and Child Development.

One of the primary goals of SAUSD's Ethnic Studies program is to support students in fostering a positive self-image and a sense of pride in their identity. New Ethnic Studies teachers are trained in the importance of establishing a classroom community that is physically and emotionally safe, embraces diversity, and effectively addresses student social-emotional needs to create a classroom that is highly conducive to successful student learning. Every Ethnic Studies course developed at SAUSD is embedded with social-emotional learning lessons and content in alignment with the SAUSD Six Pillars Framework for Ethnic Studies Courses and California's SEL Guiding principles. This includes the use of additional available services and supports, such as mental health resources, anti-bullying awareness, LGBTQ+ safety, and Culturally Responsive Pedagogy, among others. Informal data gathered from Ethnic Studies teachers have indicated significantly higher student engagement, better academic performance, and more positive peer-to-peer and student-teacher interactions.

Migrant Education Community Assistants and the MEP Program Specialist conducted regular health and wellness checks with our MEP students and connected families who needed assistance to local health and community agencies. In addition, supplemental counseling support was provided to identify and connect students with socio-emotional support where needed. EL Programs worked with site TOSAs and EL coordinators to facilitate sharing best practices supporting newcomer EL students. Identified recommended practices included ensuring that student wellness/support groups were offered in Spanish, that a newcomer support group was convened regularly, and that parent meetings were held to inform and empower the parents of English Learners, and in particular, newcomer students.EL Programs Collaborative Engagement Liaisons working conducted outreach to the families of newcomers and migrant students regarding key programs. They also assisted with arranging donated items for quick access for distribution. Migrant Education served over 300 students this year. The CALNEW FACE workers have connected with and referred over 200 newcomers district-wide to needed services.

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

Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures

For action 3.3, Wellness Network of Support expenditures were $3.5% under projections due to hiring constraints for school counselors and mental health clinicians.
For action 3.4, Health Services, expenditures were well over 4 times more than expected. This was due to negotiated increases in salaries and statutory benefits and, due to staffing shortages, the need to hire a staffing agency to fill critical vacancies such as RNs and LVNs.
For action 3.7, Targeted Supports and SEW strategies expenditures were almost $4,000,0000 higher than projected. This was due to the need to address the tiered mental health and behavior needs of elementary school-aged in the general education setting. This included the addition of behavioral aides to support students in need of one-on-one classroom support due to behavioral concerns. Often these positions are filled by contracting with a staffing agency.

Material Differences Between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services

- Action 3.3, Wellness Network of Support utilized $4,276,03 more in LCFF dollars than projected.
- Action 3.6, Connecting Students and Families to Community Resources used nearly $400,000 less LCFF dollars than projected
- Action 3.7 Targeted Supports and SEW Strategies used just over $45 million more LCFF dollars than projected

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

In achieving Goal #3, the SAUSD implemented several actions to enhance the social-emotional, mental health, behavioral, and physical well-being of students. These actions significantly contributed to the positive outcomes observed in these areas.

Social-Emotional and Mental Health Support (Actions 3.1, 3.2, 3.3, 3.4, 3.6, 3.7)
The district implemented the We Care Task Force, which organized district-wide activities to promote youth mental health and suicide prevention. These initiatives included class lessons for various grade levels and staff presentations addressing suicide risk factors and prevention policies. The We Care campaign was a central part of the district's Wellness Fair, which had over 850 attendees. This contributed to improved awareness and support for mental health across the district. Professional development was provided to 40 school counselors on Identity Support Plans, while five school counselors and one counselor coach participated in a community of practice to develop an Identity Support Plan Completion Tool. All 57 TK-12 school counseling programs completed a Tier 2 Intervention Plan, demonstrating a structured approach to addressing students' social-emotional needs. Additionally, 152 school counselors received training on HipHop Counseling, a culturally sustaining practice, and several counselors completed training in Xinachtli and Joven Noble group interventions.

Chronic Absenteeism Reduction (Actions 3.3, 3.4, 3.5, 3.6, 3.7)
SAUSD achieved a substantial reduction in chronic absenteeism rates, dropping from 33.1% in 2021-22 to 20.9% in 2022-23, a 12.2% decrease. The district's absenteeism rates were notably lower than state averages for several student groups, including English learners (21.0% vs. state 26.3%), socioeconomically disadvantaged students (21.5% vs. state 29.9%), and homeless students (24.6% vs. state 38.7%). This improvement can be attributed to the district's targeted interventions and support systems designed to address attendance issues. Both site and district staff connected families to health and wrap-around resources to reduce the barriers to improve attendance for students who were identified as chronically absent or at high risk for being chronically absent.

Suspension Rate and Restorative Practices (Actions 3.2, 3.3, 3.4, 3.5, 3.7)
The overall suspension rate on the CA Dashboard was categorized as Orange, with specific student groups such as English learners, Hispanic, socioeconomically disadvantaged, homeless, and students with disabilities also receiving Orange status. The districtwide average for all student suspensions was 4.5%. The district's focus on restorative practices and crisis response training for school police and DSOs (District Safety Officers) contributed to maintaining a safer and more supportive school environment. This included 1253 small circles with 6,012 participants and 1267 classroom circles with 21,833 participants. Additionally, 2,473 mediations and 18,093 check-ins were conducted, promoting non-punitive measures and support during potential crises.

Implementation of Wellness Campaigns and Counseling Support (Actions 3.3, 3.4, 3.5, 3.6, 3.7)

The district implemented school-wide activities centered around monthly awareness campaigns such as Attendance Matters, Suicide Prevention Awareness, National School Counseling Week, We Care Week, and Mental Health Awareness. These campaigns were integral components of the ASCA framework in the social-emotional domain, promoting knowledge, awareness, inclusivity, and empathy among students. As part of the SAUSD Wellness Network of Support, school counselors received training on mental health referral processes and threat assessment protocols, ensuring comprehensive support for students' well-being. Each of these actions demonstrates SAUSD's commitment to providing resources and multi-tiered support to meet the individual social-emotional, mental health, behavioral, and physical well-being needs of students. The strategic implementation of these actions has led to measurable improvements in student outcomes, fostering a supportive and nurturing educational environment.Staffing constraints have impacted services for Action 3.4 (Health) and 3.8 (Targeted Services).

Challenges
As a result, our Support Services department has utilized a staffing agency to fill vital positions including RN and LVN nurses as well as mental health providers. One significant change that has been made to address the behavioral needs of primary school-aged students (TK-2) has been the addition of behavioral aides to support students in need of one-on-one classroom support due to behavioral concerns. Often these positions are filled by contracting with a staffing agency. Another difficulty has been a shortage of substitutes for classroom teachers. This has made it difficult to implement professional development without being able to release teachers. While trainings are offered after school, this is not cost-effective and teachers must volunteer, even though they are compensated. The number of teachers willing to attend training has significantly decreased from the anticipated number of participants that would have attended if substitutes had been available.

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

Actions have been updated based on input from the community feedback process and a focus on aligning the LCAP actions and metrics more closely to the SAUSD Board Priorities. This had a significant impact on our LCAP metrics and desired outcomes. The Board Priority metrics generally provide progress monitoring data while the LCAP provides relevant summative data. The Wellness Goal metrics focus on both school climate as well as student engagement. To that end, Expanded Learning and Community Schools actions have been added to this goal.

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

Goals and Actions

Goal

Goal #	Description
4	The SAUSD will create systems which improve efficiency, effective internal communication protocols, and implement solutions with a high level of customer service and professionalism, in order to support the educational programs of the district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Employee satisfaction survey, e.g. % of favorable responses	The baseline for this metric will be set using 2021-22 data.	2021-22: 88%		Not available	Baseline +6%
Performance of new hires (ie. What percent who pass their probation period) (% prob 1 to prob 2, prob 2 to permanent) (classified and certificated)	The baseline for this metric will be set using 2021-22 data.	2021-2022 15/352 (4%) classified employees did not pass probation 33/551(6%) certificated employees did not pass probation (Prob 1 = 30 and Prob 2 = 3)		Certificated Staff: 98% passed probation year Classified: 95% passed probation period	Baseline +6%
Teacher Assignments: Number/percentage of misassignments of teachers of English learners total teacher misassignments, and vacant teacher positions	2019-20:0	2021-22 Misassignments Teachers of ELs104.4/5.4% Total 44.8/2.3% Vacant Positions 0/0%	TBD Summer 2023	Not Available	0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of pupils with standards-aligned instructional materials	2019-20: 100%	2021-22:100%	2022-23: 100%	2023-24: 100%	100%
Schools meeting exemplary or good standard	2019-20: All Schools	2020-21: 52 out of 53 Schools	2021-2022: All Schools	2022-23: 100% 2023-24:100%	All schools meeting "good" or "exemplary" standard
% of parents that agree/strongly agree that the school has clean and well-maintained facilities and properties	2019-20: 93%	2021-22: 90%	2022-23: 90%	Metric has been sunsetted. In addition to the FIT assessment, Facilities gathers extensive survey data outside of the LCAP.	Maintain 92% or above
% of parents that agree/strongly agree that the Schools are new or improved and meet the expectations of a modern learning and working environment	2021-22: 95%	2021-22: 95%	2022-23: 94%	Metric has been sunsetted. In addition to the FIT assessment, Facilities gathers extensive survey data outside of the LCAP.	Baseline +6%
Certificated employees' participation in professional learning: Total # of certificated staff who attended a training and completed a post-training survey	The baseline for this metric will be set using 2021-22 data.	2021-22: 2,538 attendees with 11,509 total enrollments 4.28 average rating (N=92)		2022-23: 458 attendees with 1,113 total enrollments 4.508 average rating	Baseline #+6% Baseline #+6% Baseline +.5 increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Total Hours of Training Post-workshop evaluation results for certificated employees: Average Rating (1-4; 4 = Very Good)					
Classified employees' participation in professional learning: Total # of classified staff who attended a training and completed a post-training survey Total Hours of Training Post-workshop evaluation results for classified employees: Average Rating (1-4; 4 = Very Good)	The baseline for this metric will be set using 2021-22 data.	2021-22: 1,230 attendees with 2,662 total enrollments 4.56 (N=37)		2022-23: 176 attendees with 300 total enrollments 4.527 average rating	Baseline #+6% Baseline #+6% Baseline +.5 increase
Average response rate on a 1-5 scale on the CDE Reflection Tool for Priority 2.	The baseline for this metric will be set using 2021-22 data.	2021-22: 2.8	2022-23: 3.15	2023-24: 3.48	Average response rate of 5 or above (5 = full implementation) on the entire tool.

Goal Analysis

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

Successes
- Increased LCAP/SPSA alignment
- Safety measures including single point of entry, visitor check-in protocols and school police service access at all school sites have enhanced campus safety for staff, students,and the community.
- Increased efficiency in purchasing and hiring procedures has led to improved timelines that positively impact the implementation of LCAP actions and services.

Areas of Growth
- Internal communication between departments will lead to even more efficient timelines and procedures.
- SAUSD is planning for the migration of its financial systems to the OCDE platform to improve efficiency in this area.

Implementation

In support of LCAP actions 4.1, 4.2, 4.4, and 4.6 the following was implemented for our Organizational Efficiency and Effectiveness goal:

These actions have been created to ensure campus safety as well as individual safety and well-being for students and staff. Additional supervision support has been provided to a maintain safe orderly environment on all school sites at arrival and dismissal times as well as recess/nutrition and lunch times. School police DSOs are assigned to all secondary campuses as an additional layer of support for safety and orderly conduct. DSOs along with School Police District Officers have been trained in restorative practices and crisis response and work closely with our Support Services department to promote increased use of non-punitive measures and increased support in potential crisis situations. Each school site has a comprehensive safety plan which outlines its emergency response and preparedness. In addition, the District Emergency Operation Center (EOC) has been established to provide communication and leadership to school sites and liaise with school sites and city/state emergency response units.

In support of LCAP actions 4.5, 4.7, 4.10, and 4.11 the following was implemented for our Organizational Efficiency and Effectiveness goal:

SAUSD has streamlined communication between operations and education service divisions so that operational functions are smoother. Monthly operations meetings are conducted with principals and educational services directors to support a clear understanding of procedures and timelines and to gather input around these items to promote more efficient and timely achievement of key functions including hiring staff, purchasing items, handling contracts, and completing staff evaluations. Legal requirements and updates are also provided. During the year, EL Programs reviewed SPSAs at all school sites to ensure appropriate categorical spending. Ongoing guidance was provided to site administrators and office managers to ensure that financial decisions were sound and that appropriate funding sources were used to purchase items for student and school needs. We held 10 regular monthly meetings with site personnel to provide guidance and field

questions for ongoing Title I support. EL Programs worked with the budget department and all site administrators to ensure that all stakeholders were informed of the restrictions and uses of Title I, III, and IV categorical funds. EL Programs provided training to administrators as well as monthly guidance to school staff to ensure that funds were spent effectively and targeted specific student needs. Furthermore, the EL Programs Department supported schools with the development of the School Plan for Student Achievement (SPSA) which guides Title I expenditures at the school sites with a process to make informed decisions on categorical spending. Principals have received professional learning at each principal's meeting regarding the alignment of their SPSA actions and outcome measures to the needs of their community and to the metrics included in both the Board Priorities and LCAP Goals. All expenditures from the general fund (01) are tagged with an LCAP service code that allows SAUSD to monitor expenditures for each LCAP goal, related action, and specific services provided across all school sites and departments. These service codes are therefore included in the SPSA expenditures as well. SAUSD's Teaching and Learning division staff conducts charter school authorization functions. Two directors coordinate oversight responsibilities and liaise with other key departments including budget, accounting, and facilities to ensure that the four independent charter schools under SAUSD's purview are meeting all legal requirements as spelled out in the Ed Code. SAUSD's dependent charter, Advanced Learning Academy (ALA) completes its own LCAP and its funding (Fund 09) is not included in this LCAP. Oversight is provided for ALA by the Education Services team in the same manner as for the independent charter schools.

In support of LCAP action 4.3, the following was implemented for our Organizational Efficiency and Effectiveness goal:

The Districtwide Facilities Master Plan outlines the strategic investments and improvements that will be made to the school facilities over the next several years. This plan is a roadmap for future projects and ensures that the school facilities are maintained and upgraded to meet the evolving needs of students and faculty. The Facilities Department Planning Team has been developing and implementing several projects that are designed to prepare the school facilities for the future. Staff is working on 35 active projects and 77 Facilities Enhancement Requests which include the Santa Ana High School Modernization project, various Single-Point of Entry projects, and CTE (Career Technical Education) projects. The Santa Ana High School Modernization project aims to modernize the school's infrastructure and technology to better support the evolving needs of students and faculty. This project includes improvements to the school's classrooms, labs, and other learning spaces, as well as upgrades to the school's technology infrastructure. The CTE projects focus on improving the facilities and equipment used for Career Technical Education programs, which provide students with hands-on experience in various career fields. These projects aim to enhance the learning experience for students and better prepare them for the workforce. The Single-Point of Entry projects are aimed at enhancing the safety and security of the school facilities. These projects involve the installation of access control systems and other security measures to restrict unauthorized access to school buildings. Campus Beautification and Arts Integration - Seven new murals and two restoration projects were completed across various campuses, beautifying school spaces and instilling pride among students and staff.

Theater Space Renovation and Participation Boost - Renovating theater spaces across several schools upgraded facilities and increased student participation in performing arts by 40%. This improvement facilitated a more inclusive range of performances, allowing over 1,200 students to showcase their talents and foster a sense of community and school spirit.

The Maintenance and Operations staff was better informed and provided improved customer service. Staff was able to complete projects in-house as opposed to outside contractors. Multiple training sessions have been provided to discuss the importance of updating and completing work orders, workplace safety, district procedures and policies, and providing high-quality customer service in pursuit of safe and clean work and learning environments. Key training included:

- Yearly mold and asbestos training (4 hours)
- Quarterly safety and guidelines training (2 hours)
- Ongoing equipment and material training (12 hours)

The district continues to work closely with the community ensuring our youth have the opportunities to engage in a variety of activities. SAUSD has opened up district facilities for outside user groups to utilize for various programs and activities. Schedule district safety officers and custodians. Work with programs to ensure no double bookings and the correct facilities are being used to support community groups and programs. These efforts have been further supported with the assistance of 200 custodians and 50 safety officers.

The low voltage department maintains all HVAC, telecom, electrical, and low voltage systems within a school site or school-related facility. (fire alarms, intrusion alarms, clocks, bells, and paging systems). The department strives to maintain no system interruptions on a daily basis. The knowledgeable staff has been up to date on technology through certifications. Positive outcomes are achieved through planning, organizing, controlling, coordinating, directing, and evaluating. Key training included:
- Fire alarm certifications (required for all techs)
- Year-round safety training from vendors that supply low-voltage systems

The landscaping department provided ongoing staff training to ensure student, staff, and community safety while using district fields. The department focuses on landscape beatification and curb appeal. Annual field maintenance for natural sports fields to ensure the safety and playability of sports fields throughout the district. Key training included:
- Maintain compliance with the Williams Act
- Annual pesticide handlers training
- Tree trimmer equipment training
- GMAX testing for synthetic fields
- Synthetic turf maintenance cleaning
- Field maintenance renovations

Ongoing training for rodent evolution and pesticides to comply with the DPR and Orange County Agricultural Department.
- West Coast Rodent Academy Training (3-day course issued by the state)
- Reduce pesticide use on district-wide facilities, (train staff on proper use)
- Emergency response to control unwanted pests
- Provide termite and mosquito control

The following items have been instrumental in the department's success:
- Pesticide--maintain district weed control and landscape beautification
- Tree trimmer--to ensure proper maintenance and health of 4300 trees throughout the district
- GMAX--avoid injury liability for the district
- Synthetic turf--maintain safety, cleanliness, and durability of synthetic fields throughout the district, prevent the spread of disease and infections, prevent wear and tear, and extend the life of field

Ongoing professional development and hands-on training on disinfecting and sanitizing procedures. Every custodian spends a minimum of two hours daily as part of their linear schedule sanitizing and disinfecting restrooms, classrooms, offices, lounges, and all areas. Summer deep cleaning duties, including refinishing floors and extracting carpets. Key training resulted in:
- Reduced and minimized the risk of exposure to viruses and bacteria.
- Increased understanding and adherence to the district cleaning standards.
- Maintenance of clean and safe campuses for students, staff, and the public.

In support of LCAP actions 4.8, 4.9, 4.12, 4.13, 4.14, 4.15, and 4.16, the following was implemented for our Organizational Efficiency and Effectiveness goal:

These actions work together to support our goal to build the capacity of all staff for increased effectiveness and professional expertise in their role. Human Resources works with site administrators, cabinet, and department heads to ensure that evaluation processes and timelines are met. Certificated evaluation procedures include a growth model for tenured teachers focusing on reflection, coaching between the teacher and their supervisor, and emphasizing professional growth. Onboarding takes place across divisions. Human resources support those items that must be in place for all staff such as mandatory training, and an orientation to SAUSD. Each new staff member is also assigned accounts that pertain to their position including email, time and attendance, etc. Job-specific onboarding with specialized professional learning and guidance is the responsibility of each department and school site.

SAUSD Professional Learning

The Teacher Induction Program is designed to provide support and mentorship to first- and second-year teachers, both within SAUSD and from local non-public and charter schools who possess preliminary credentials. Per our certificated collective bargaining agreement, all Santa Ana Unified teachers hired with a preliminary credential are eligible for our program at no cost to the teacher. The program operates in alignment with the California Standards for the Teaching Profession (CSTP) and places a strong emphasis on personalized learning and continuous professional development.

153 induction candidates are assigned a mentor as they engage in cycles of teacher inquiry to increase proficiency in the California Standard for the Teaching Profession (CSTP)
Classroom visits for induction candidates provide each teacher with feedback.
26 Partnership Learning Coaches provide each new teacher candidate with individualized feedback related to their Individual Induction Plan, a teacher-inquiry cycle.
72 new teachers with Preliminary credentials have completed year one of Induction
81 new teachers have completed induction and will be awarded the CA Clear teaching credential

The Training Induction Program & Support Program Specialists organized a Professional Development series led by mentors, instructional coaches, CLAS teachers, and Curriculum and Program specialists. Topics included: Universal Design for Learning, Strategies to Boost and Sustain Engagement, Effective Routines, Generative AI, Classroom Management, and Supporting ELs

The Director of Staff Development supported the professional development of SAUSD Future-Ready Coaches who support professional learning communities at their school sites.

Monthly meetings supported the capacity building of our team of SAUSD Future-Ready Coaches. All learning aligned with our Board Priorities and the Academic Improvement Plan. The learning featured: PLC protocols, Active Listening, Data Diving in the SAUSD Data Hub, Student-Centered Instruction, Instructional Technology, SAUSD Digital resources, EduProtocols, English Learner Roadmap, School Plan for Student Achievement (SPSA). In partnership with OCDE, this team of coaches participated in the student-centered Coaching Institute.

The Teaching & Learning Elementary Support Team has provided professional learning development with ongoing coaching support to build staff capacity to increase student achievement and social-emotional wellness by offering opportunities to learn through ELA/ELD, GATE, Science, Thinking Maps, Math Academy, Reading Academy, Computer Science, Technology Integration, PLTW, Robotics, Haggerty Phonics, SIPPS, and TK. Support has been provided in the following ways: professional development, site admin, after-hours, co-planning, co-teaching, coaching, and demonstration lessons.

Dashboard Instructional Coaches provide targeted support to the schools with the greatest need. This team of full-time release teachers, who support Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI) sites, work daily with individual teachers, teams, and administrative leadership.

Dashboard Instructional Coaches submit a weekly log of support activities that capture the support they offer:
120 Lesson demonstrations
207 Co-teaching lessons
148 Workshops delivered
3,654 teachers/staff receiving support, just-in-time and ongoing
1,648 teachers/staff receiving ongoing and sustained support
The Santa Ana Unified Administrator Induction & Mentoring Program (AIM) is nested with Teacher Induction in the Educational Services Division of the Santa Ana Unified School District (SAUSD) where we prepare administrators explicitly for the challenges of our large school district. The two-year program is open to all new SAUSD administrators holding a preliminary administrative credential. The SAUSD program was designed based on the research of the Stanford Educational Leadership Institution/Wallace Foundation to include three essential elements: coaching, professional learning opportunities, and formative assessment within a cycle of inquiry.

Yr 1 Candidates- 18 will complete their first year
Y2 Candidates- 13 will finalize the requirements for the California Administrative Services Clear credential
17 SAUSD mentors support each candidate as they engage in leadership inquiry to enact the professional standards for educational leadership (CPSEL)
3 coaches from our partnership with Los Angeles Educators Partnership (LAEP) provide an additional 25 hours of coaching, with an equity lens
Monthly meetings provide candidates and coaches with leadership capacity-building
The Training Induction Program & Support Program Specialists organized a Professional Development series led by mentors, instructional coaches, CLAS teachers, and Curriculum and Program specialists. Topics included: Universal Design for Learning, Strategies to Boos and

Sustain Engagement, Effective Routines, Generative AI, Classroom Management, and Supporting ELs

Teacher Induction
153 induction candidates are assigned a mentor as they engage in cycles of teacher inquiry to increase proficiency in the California Standard for the Teaching Profession (CSTP)
Classroom visits for induction candidates provide each teacher with feedback.
26 Partnership Learning Coaches provide each new teacher candidate with individualized feedback related to their Individual Induction Plan, a teacher-inquiry cycle.
72 new teachers with Preliminary credentials have completed year one of Induction
81 new teachers have completed induction and will be awarded the CA Clear teaching credential

The Department of Training, Induction, and Professional Support (TIPS) is home to SAUSD Staff Development. This department oversees teacher and administrator induction CTC-accredited programs, monthly planning for the Future-Ready Instructional Coaches, and capacity building for 10 Dashboard Instructional coaches who support SAUSD sites designated as Additional Targeted Support & Improvement and Comprehensive Support and Improvement.

Highly Qualified Leadership:
Administrator Induction Program
Yr 1 Candidates- 18 will complete their first year
Y2 Candidates- 13 will finalize the requirements for the California Administrative Services Clear credential
17 SAUSD mentors support each candidate as they engage in leadership inquiry to enact the professional standards for educational leadership (CPSEL)
3 coaches from our partnership with Los Angeles Educators Partnership (LAEP) provide an additional 25 hours of coaching, with an equity lens
Monthly meetings provide candidates and coaches with leadership capacity building, featuring: Improvement Science, Design Thinking, Equity-based Budgeting, SAUSD budget, school turnaround, Visionary Leadership, Leadership Assessment, Leadership Skills, Active Listening

TIPS has provided training for the FACE Coordinators to develop their confidence and proficiency for presenting to large groups. TIPS has engaged in a needs assessment with site leaders to gain an understanding of the priorities for site classified staff. To this end, the following has taken place:
22 site administrators responded, and the survey results have identified activity supervisors as a priority, followed by clerical office staff and instructional assistants. In response, TIPS has done the following:
Collaborated with Support Services to provide behavior intervention strategies
Provided PD and support related to Frontline absence management
Partnered with TIS to create "Speedy PD," a site for just-in-time PD for office staff
Met with the Classified bargaining unit to identify resources for capacity building
Engaged in planning with Risk Management and Business Services
Planned future collaboration with EL Services to provide Instructional Assistants with job-related PD

Identified resources for classified PD
Professional development offerings for classified employees are developed in collaboration with others. Bridging these two worlds, are classified grant opportunities for those who are seeking to become teachers.

The SAUSD "GoPD" platform is meant to capture the level of PD engagement. This platform is also under the management of TIPS. Listed here are some PD highlights related to LCAP goals 1-4. SAUSD uses a platform to manage and collect data related to PD engagement. To this end, TIPS has created an ongoing opportunity for others to use the platform features to manage all PD. It is our goal to establish this as a common practice district-wide. Currently, the Teaching and Learning team is entering PD attendance on GoPD. In 2023/24 over 2.450 have enrolled in professional development offerings. TIPS has formed a task force, engaging site administrators in the process of integrating cognitive coaching into the growth model evaluation. Continued development is planned with HR and SAEA.

SAUSD prioritizes continuous learning for educators, investing in opportunities such as CASMEC for elementary teachers and conferences like CETA, CAEA, and NAEA for secondary educators. By enhancing their skills, teachers ensure students receive a top-quality education. In addition, SAUSD has focused on professional development for stage managers, enhancing the quality and efficiency of school performances. Trained educators implement innovative teaching methods, benefiting over 10,000 students with a more engaging learning experience. This initiative leads to professionally executed productions, fostering a deeper appreciation for the performing arts within the school community.

SAUSD's Ethnic Studies training program cultivates culturally responsive educators. New instructors embark on a foundational 3-day training with the Xicano Institute for Teaching and Organizing (XITO). This intensive program covers the history, core principles, and essential pedagogical approaches for effective Ethnic Studies instruction. Existing teachers receive ongoing support through annual content-specific sessions conducted by the Ethnic Studies Team members. These sessions focus on specific areas of Ethnic Studies. Additionally, bimonthly workshops facilitated by XITO allow for deeper dives into diverse Ethnic Studies topics. Recognizing the crucial role of leadership, the Secondary Instruction Team Ethnic Studies Book Study Professional Development session convenes monthly. This program utilizes "Rethinking Ethnic Studies" as a springboard for analysis and discussion among curriculum specialists, program specialists, Certificated Learning and Achievement Specialists (CLAS) teachers, and instructional coaches. By delving into this text, participants gain a shared understanding of Ethnic Studies as a core curriculum area. To ensure the Ethnic Studies Team remains at the forefront of the field, XITO also provides them with in-depth training every other month. The Ethnic Studies program developed several ongoing professional development (PD) opportunities to support student learning. These PD opportunities included:

New Ethnic Studies Teacher 3-Day Trainings (Triennially)
Current Ethnic Studies Teachers 1-Day Content Specific Pull-Out Training (Annually)
Current Ethnic Studies Teachers After School Training (Every Other Month)
Secondary Instruction Team Ethnic Studies Book Study (Monthly)

Approximately 100 additional certificated individuals will complete the 3-day training session by the end of the 2023-24 school year. Ethnic Studies history, principles, and pedagogical approaches are continuously being reinforced throughout the district.

In February of 2024, the LGBTQ+ Liaison provided two teacher trainings demonstrating how to implement the history standards and framework that mention LGBTQ+ historical figures and events with 24 secondary and 15 elementary teachers in attendance. The Liaison also

provided resources and lessons for each grade level, from second grade to twelfth grade.

The LGBTQ+ Liaison and Lindsey Etheridge from Kinder Future LLC provided a three-part training program for FACE Liaisons regarding LGBTQ+ students, parents, and families which all 54 FACE Liaisons and FACE leadership attended. The Teaching and Learning's elementary and secondary teams were trained by the Liaison von LGBTQ+ supportive educational codes, laws, and policies. In February of 2024, Ms. Reinhart provided this same training to school principals and Support Services Attendance Liaisons.

By the start of the 2025-2026 school year, when the Safe Schools Act requiring mandated certificated training goes into effect, the goal is for all 55 SAUSD school site personnel to have been trained by the LGBTQ+ Liaison on LGBTQ+ supportive educational codes, laws and policies. Washington Elementary, Fremont Elementary, and Willard Intermediate have already been trained. The Secondary Director and the LGBTQ+ Liaison have distributed a schedule for all school principals to sign up for this training.

Data collected from post-training surveys showed that all secondary teachers reported that they felt the training was useful and relevant. Eighty-eight percent of elementary teachers felt that the training was relevant and useful. All secondary teachers reported feeling more comfortability teaching about women's history compared to 65.2% before the training, and 91.3% felt comfortable about teaching LGBTQ+ history compared to 33.1% before the training. All elementary teachers reported feeling more comfortability teaching about women's history compared to 56.4% before the training, and 89.9% felt more confident about teaching LGBTQ+ history compared to 34% before the training.

ARTS:
SAUSD Arts values continuous learning and development for our educators. This year, we've invested in sending our elementary teachers to CASMEC and our secondary educators to various conferences including CETA, CAEA, and NAEA. These opportunities enhance their skills, ensuring our students receive the best education. As a result, these trained educators are implementing innovative teaching methods and curricula, directly benefiting more than 10,000 students with a more engaging and effective learning experience.

Recognizing the unique challenges and opportunities in performing arts, SAUSD Arts has also focused on professional development for our stage managers, improving the quality and efficiency of school performances. This initiative has led to more professionally executed productions, fostering a deeper appreciation for the performing arts within the school community.

To support our teachers from Transitional Kindergarten (TK) through 12th grade, SAUSD Arts has provided essential office supplies. These resources aid in creating engaging and effective learning environments for students across all grade levels. This initiative has directly supported over 220 educators, enabling them to deliver more dynamic and interactive lessons that cater to the diverse needs of approximately 15,000 students. Emphasizing the importance of innovative and effective curriculum development, SAUSD Arts has invested in specialized software for K-5 and 6-12 grades. This software facilitates the creation of dynamic, engaging, and relevant learning experiences for our students.

Our district has engaged expert consultants to provide targeted professional development for teachers from TK through 12th grade, including special education. Initiatives like "Dance for Kindness" and "Creating Creators" enrich our curriculum, promoting inclusivity and creativity among students. Furthermore, in providing training for staff and students, SAUSD Arts has utilized technology-driven goals through Focus Your Ideas (FYI) and Dr. Sabba Quidwai. This approach has fostered an inclusive and creative learning environment, positively affecting

more than 18,000 students by encouraging diverse expressions of creativity and kindness.

To ensure that our educational programs remain uninterrupted during professional development sessions and after-school activities, SAUSD Arts compensates substitute teachers and provides extra duty pay. This commitment supports both our educators' growth and our students' continuous learning. SAUSD Arts' strategy of compensating substitute teachers and offering extra duty pay has ensured the continuity of quality education during professional development and after-school programs, benefitting over 200 educators and countless students. This approach not only supports the professional growth of our educators but also guarantees that student learning progresses seamlessly.

Arts Discipline Supplies: Recognizing the critical role of arts education, SAUSD Arts has allocated funds for materials, furniture, and consumables for all five arts disciplines across different grade levels. This investment supports a rich, hands-on learning environment that nurtures creativity and expression. Enabling over 4,000 students to engage in hands-on, creative activities across all grade levels. The availability of diverse materials and updated furniture has fostered an environment where creativity and expression flourish, enhancing student engagement and achievement in the arts.

Furthermore, SAUSD Arts has developed protocols and strategies to support the enhancement of learning environments to beautify our schools and maintain our commitment to arts education, SAUSD Arts has invested in creating murals and repairing musical instruments while also providing new arts instructional materials to many PK-5 classrooms, intermediate and secondary classes. These efforts create inspiring spaces for learning and ensure students have the necessary resources to explore their musical talents. Over 2,000 students benefited from access to high-quality, well-maintained instruments, resulting in a 30% increase in participation in school bands and orchestras. Students have reported a heightened engagement with music, improved performance skills, and an increased sense of achievement and confidence. We completed 7 new murals across various campuses and 2 restoration projects. This initiative not only beautified our school spaces but also instilled a sense of pride and ownership among students and staff.

Community Engagement: Through nutrition services for students, staff, and community events, SAUSD Arts promotes health, well-being, and engagement within our school community. These services support various district initiatives, including professional development and family engagement programs. This initiative fostered a stronger sense of community, as evidenced by a 40% rise in attendance at family engagement events, training, and performances.

SAUSD Arts provides rental and transportation services to support field trips, community engagement, and after-school programs. This ensures all students have the opportunity to participate in valuable learning experiences outside the classroom. With access to transportation and events and authentic learning experiences through the arts, over 5,000 students were able to participate in more than 50 field trips to cultural institutions, art centers, and community engagements, marking a 30% increase in off-campus educational activities compared to the previous year.

Infrastructure and Wellness Support: Investing in the renovation of theater spaces and print shop services for events like the BOCA College Fair underscores SAUSD Arts' commitment to creating future-ready learning environments and supporting socio-emotional wellness. The renovation of theater spaces across several schools has not only upgraded our facilities to state-of-the-art standards but also increased student participation in the performing arts by 40%. This improvement in facilities has facilitated a more inclusive and diverse range of

performances, allowing over 1,200 students district-wide to showcase their talents, fostering a sense of community and school spirit.

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

Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures

For action 4.3 Future Ready Learning and Work Environments, expenditures were double what was planned. Funded project costs, as the district implemented the bid process appropriately, increased significantly since expenditures were planned for these projects.
For action 4.7 Smooth Operations expenditures were $415,648,534 more than projected.
For action 4.12 Professional Learning/Goal 1, expenditures were roughly 2 million dollars more than what was planned. Student Achievement was a priority area for professional development and additional state and federal funding was utilized to address the unfinished learning and academic needs that still must be addressed.
In contrast action 4.13 Professional Learning/Goal 2, expenditures were approximately 1 million dollars lower than expected as itinerant substitutes and existing staff were leveraged to support this training.
Action 4.15, High-Quality Leadership expenditures were roughly 4 million dollars more than what was planned.

Material Differences Between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services

- Action 4.13 Professional Learning/Goal 2 utilized approximately half of the funding projected to be spent (approximately $890,000) as existing staff, asynchronous platforms, and itinerant teachers were leveraged to support the training.

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

In achieving Goal #4, the SAUSD implemented several actions to enhance organizational efficiency and effectiveness. These actions have significantly contributed to the positive outcomes observed in various operational aspects.

Campus Safety and Well-being (Actions 4.1, 4.2, 4.4, 4.6)
The district has implemented measures to ensure campus safety and the well-being of students and staff. Additional supervision support was provided to maintain a safe and orderly environment during arrival, dismissal, recess, and lunch times. School police and District Safety Officers (DSOs) were assigned to all secondary campuses as an additional layer of support for safety and orderly conduct. These DSOs, along with school police, received training in restorative practices and crisis response, promoting non-punitive measures and increased support in potential crisis situations. Each school site also developed comprehensive safety plans outlining emergency response and preparedness strategies. Additionally, the District Emergency Operation Center (EOC) was established to provide communication and leadership to school sites and coordinate with city/state emergency response units.

Improved Operational Efficiency (Actions 4.5, 4.7, 4.10, 4.11)
SAUSD streamlined communication between operations and educational service divisions to ensure smoother operational functions. Monthly operations meetings were conducted with principals and educational services directors to support a clear understanding of procedures and timelines, gather input, and promote efficient and timely achievement of key functions such as hiring staff, purchasing items, handling contracts, and completing staff evaluations. Legal requirements and updates were also provided. This increased operational efficiency contributed to better resource management and timely completion of administrative tasks.

Enhanced Facilities and Learning Environments (Actions 4.3, 4.8, 4.9, 4.12, 4.13, 4.14, 4.15, 4.16)
The district made significant investments in facilities to enhance learning environments. Renovations of theater spaces across several schools resulted in upgraded facilities and a 40% increase in student participation in performing arts, allowing over 1,200 students to showcase their talents and foster a sense of community and school spirit. The Districtwide Facilities Master Plan outlined strategic investments and improvements, with 35 active projects and 77 Facilities Enhancement Requests being addressed. Projects such as the Santa Ana High School Modernization, Single-Point of Entry projects, and CTE (Career Technical Education) projects were implemented to support student needs and safety. 100% of schools met the criteria on the Facilities Inspection Tool to be considered to meet good or exemplary standard levels.

Professional Development and Staff Training (Actions 4.3, 4.8, 4.9, 4.12, 4.13, 4.14, 4.15, 4.16)
SAUSD prioritized continuous learning and professional development for staff. The Teacher Induction Program provided support and mentorship to first- and second-year teachers, with 153 induction candidates assigned mentors and 81 new teachers completing induction to be awarded the CA Clear teaching credential. Professional development sessions covered various topics, including Universal Design for Learning, classroom management, and supporting English Learners. Over 2,450 staff members enrolled in professional development offerings, enhancing their skills and ensuring students received a top-quality education. Additionally, the district focused on professional development for classified staff, improving their capacity and efficiency in their roles.

Community Engagement and Support Services (Actions 4.5, 4.7, 4.10, 4.11)
The district increased community engagement through various initiatives. SAUSD collaborated with community-based organizations to provide support services, such as the McKinney-Vento program, which served over 60 families/students with transportation assistance, provided school supplies to over 300 students, and distributed hygiene supplies to over 300 students. The Foster Youth Services program connected students with higher education institutions, supported academic progress, and facilitated successful transitions from high school to college. Additionally, the district's Support Services team implemented PBIS with strong fidelity, receiving state recognition for their efforts, and conducted numerous restorative practices to promote a positive school climate.

Technological and Maintenance Upgrades (Actions 4.1, 4.2, 4.4, 4.6)
The low voltage department maintained all HVAC, telecom, electrical, and low voltage systems, ensuring no system interruptions. Staff received ongoing training in fire alarm certifications and safety measures, contributing to a safe and efficient learning environment. The landscaping department also provided ongoing staff training, focusing on landscape beautification and compliance with safety standards, enhancing the overall appearance and safety of school grounds.

These actions collectively improved organizational efficiency, enhanced learning environments, supported staff professional development, and increased community engagement, contributing to the positive outcomes observed across various operational metrics in the district.

Challenges

Professional learning was impacted by the limited availability of substitutes. Asynchronous training opportunities were a key strategy that assisted in providing access to professional learning opportunities throughout the school district. There were delays in the performance of key tasks including purchasing, hiring, and contract execution due to miscommunication of timelines and routing protocols.

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

Goal 4 has been streamlined to focus on the basic conditions of learning and includes the required metrics for Priority 1. Base-funded department functions such as Accounting and Purchasing, which are not directly connected to students, are no longer included in this goal. These functions will be monitored internally through our Board Priority progress monitoring process.

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

Goals and Actions

Goal

Goal #	Description
5	In response to the COVID-19 pandemic, the SAUSD will assure healthful conditions for students and staff by implementing key prevention measures and research-based practices while also providing information, education, and training based on the assessed need for response to the COVID-19 Pandemic through June 30, 2023.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of staff completed BRIT training course	2021-22 (February 2022) 76%	2021-22 (February 2022) 76%	Not Applicable	Not Applicable	NA - Metric no longer in use
100% of staff completed District COVID-19 training videos (if and as needed)	2021-22 (February 2022) 90%	2021-22 (February 2022) 90%	Not Applicable	Not Applicable	NA - Metric no longer in use
Implement signage and cleaning protocols, custodial schedules/logs at all sites.	The baseline for this metric will be set using 2021-22 data.	2021-22 100 %	Not Applicable	Not Applicable	NA - Metric no longer in use
Site Reopening Plans created for stage 1 and 2 (2020)	2021-22 100% Compliance - Metric sunsetting	2021-22 100% Metric Sunsetting	Note Applicable	Not Applicable	NA - Metric no longer in use

Goal Analysis

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

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

As the COVID-19 pandemic began to subside, the need for services in this goal were reduced accordingly based on the extent of need within the context of the changing circumstances. This goal was eliminated for the 2023-2024 school year. Key services were moved to Goal 3 - Wellness as needed.

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.

This action was removed from the LCAP for the 2023-2024 school year. There were no actions in Goal 5 that were considered to improve services for unduplicated student groups.

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

NA - This action was removed from the LCAP for the 2023-2024 school year.

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

NA - This action was removed from the LCAP for the 2023-2024 school year.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Ana Unified School District	Dra. Lorraine Pérez Deputy Superintendent, Educational Services	lorraine.perez@sausd.us (714) 558-5523

Plan Summary [2024-25]

General Information

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

Founded in 1888, the Santa Ana Unified School District is the fifteenth-largest school district in the State of California and the second-largest district in Orange County, providing education services to approximately 40,000 students, TK-12. There are thirty-four elementary/K-8 schools, six intermediate schools, six traditional comprehensive high schools, three educational option schools, and two schools of choice with one middle college high school located on the campus of Santa Ana College and one K-12 dependent charter. SAUSD also has one Deaf and Hard of Hearing Resource Center, a Workability Program, an Adult Transition Program, an Early Childhood Education Program, one Early Learner Childhood Education Special Needs Developmental Center, and the Santa Ana Virtual Academy. Ninety-six percent of our students are Hispanic, with 2% being Asian and 2% Other. Approximately 42% of SAUSD students are English learners. Spanish, Vietnamese, and Khmer are the most common languages spoken at home. Approximately 83% of the SAUSD student population is designated as coming from low-income families. SAUSD offers a multitude of educational programs, including 12 California designated community schools, 39 CTE career-focused academies and pathways within the California15 CTE industry sectors, an International Baccalaureate program, a robust speech and debate program, VAPA, Dual Immersion programs, and expanded learning opportunities with afterschool programs on all campuses.

The Santa Ana Unified School District Board of Education's Vision and Mission is communicated through the Board Priorities and the Graduate Profile and reflects the district's path to providing a rigorous academic program with career-based learning and workplace experience to ensure all students are college and career ready and prepared to assume the role as part of the global community. We work collaboratively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career. We assure well-rounded learning experiences which prepare our students for success. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country, and global society. We prepare the student for college, career, and beyond and develop their capacity to be critical problem solvers with the soft skills also necessary to navigate the demands of today's workforce such as social awareness, collaboration, effective communication, technical literacy, integrity, and community engagement with a social justice lens.

SAUSD has three Equity Multiplier Schools - Cesar Chavez High School, Lorin Griset Academy, and REACH Academy. These three schools are all educational options schools and are supported by a common LCAP goal with related actions.

Reflections: Annual Performance

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

2022-23 CA Dashboard Highlights

SAUSD District Performance Overview (All Students)
On the 2023 Dashboard, Santa Ana Unified School District (SAUSD) received five Orange performance level ratings for the academic indicators in English Language Arts and Mathematics, and the state indicators: Suspension Rate, English Learner Progress, and graduation rate. Additionally, SAUSD received one Yellow rating for Chronic Absenteeism. SAUSD received Standard Met for all local indicators. SAUSD received a status rating of Medium for the College/Career indicator.

Santa Ana Unified School District (SAUSD) saw a substantial 12.2% reduction in Chronic Absenteeism rates for all students, with the rate dropping from 33.1% in 2021-22 to 20.9%. In comparison, our state experienced a 5.7% reduction, decreasing from 30.0% to 24.3% in the same period.
In the Santa Ana Unified School District (SAUSD), the Chronic Absenteeism rates for several student groups were notably lower than state percentages, indicating better attendance. For English learners, the absenteeism rate was 21.0%, lower than the state average of 26.3%. Socioeconomically Disadvantaged students showed a rate of 21.5%, compared to the state's 29.9%. Homeless students had an absenteeism rate of 24.6%, which was better than the state percentage of 38.7%. Additionally, Students with Disabilities in SAUSD have an absenteeism rate of 30.8%, lower than the state's 33.1%.
SAUSD's Chronic Absenteeism rates for American Indian students (27.2%), Pacific Islander students (33.3%), and Hispanic students (21.0%) were lower than the state percentages, where the Chronic Absenteeism rates for these groups were higher: American Indian (36.1%), Pacific Islander (37.6%), and Hispanic (28.4%).

While there was a decline in the graduation rate from 92.5% in 2021-22 to 89.7% this year, SAUSD continued to report a higher graduation rate compared to the state. In the current year, SAUSD's high school graduate rate was higher by 3.3 percentage points than the graduation rate in California (86.4%).
The Santa Ana Unified School District (SAUSD) reports graduation rates for various student groups that exceeded state averages. These included Students with Disabilities at 75.9% (state average: 72.7%), English learners at 80.8% (state average: 73.5%), Homeless students at 85.1% (state average: 73.7%), Socioeconomically Disadvantaged students at 89.5% (state average: 83.7%), and Foster Youth at 82.9% (state average: 63.2%).
SAUSD's graduation rate for Hispanic students at 89.7% exceeded the state average of 84.2%.

Goal 1: Student Achievement

2023 CA School Dashboard Baseline ELA- For ELA, SAUSD's 2023 dashboard status was orange. For ELA, SAUSD's 2023 dashboard results indicated that overall, students' scoring average was 52.5 points below standard. Below are the student groups within each dashboard color status:

Blue - Two or More Races
Green status - Asian, Filipino, White
Orange status - All, Hispanic, Socioeconomically Disadvantaged, African American
Red status - Students with disabilities, English Learners, Foster Youth, Homeless, American Indian/Alaska Native

2023 CA School Dashboard Baseline Mathematics - For Mathematics, SAUSD's 2023 dashboard results indicated that overall, students scoring average was 85.5 points below standard. Below are the student groups within each dashboard color status:

Green status - Asian, Filipino
Yellow Status - White, Two or More Races
Orange status - All, English Learners, Hispanic, Socioeconomically Disadvantaged, American Indian/Alaska Native
Red status - Students with disabilities, American Indian/Alaska Native Foster Youth, Homeless, African American

The College and Career Indicator Baseline (2022-23) was 40% for all with wide variance amongst student groups including ELs at 13.7%, SED at 38.8%, Foster at 11,8%, SWD at 11.7%, and Homeless (MV) at 31.9%. SAUSD status for all students was medium. Below are the student groups within each dashboard status:

Very High - Asian
Medium - All, Socioeconomically disadvantaged, Hispanic, White
Low - English Learners, Foster Youth, Homeless, Students with Disabilities

SAUSD's Graduation Rate decreased from 92.3% in 2021-22 to 89.6% in 2022-23 while remaining slightly higher than the State of CA. Below are the student groups within each dashboard color status:

Green status - Foster Youth
Yellow status - Asian
Orange status - All, Hispanic, Socioeconomically Disadvantaged, English learners, Homeless
Red status - Students with disabilities

English Learner Progress Indicator (ELPI): Orange Status with 47% of English learners who made progress toward English language proficiency or maintained a level of 4.

Goal 3: Wellness

The overall Suspension Rate on the CA Dashboard status was Orange. Below are the student groups within each dashboard color status:

Blue status - Asian
Green status - Filipino
Yellow status - African American
Orange status - All, English Learners, Hispanic, Socioeconomically Disadvantaged, Homeless, Students with Disabilities, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, White, Two or More Races
Red status - Foster Youth

Chronic absenteeism rate decreased from 33.1% (2021-22) to 22.6% (2022-23). On the CA Dashboard, the overall status is Yellow. Below are the student groups by color status.
Green status - Asian
Yellow status - All Students, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
Orange status - African American, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, Filipino, Two or More Races

The 2023 Dashboard Required Actions chart that is located below this section provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator.

2023-24 Measures not included on the CA Dashboard:

Goal 1 Student Achievement
- The percent of ELs who reclassified within 6 years of entering an EL program was 42.3% and 24.5% for LTELs in 2023-24
- Early reading proficiency for grades 1, 2, and 3 DIBELS winter results increased from 41.81% (2021-22) to 49.73 (2022-23) with 2023-24 baseline results for grade 3 DIBELS Spring results at 65.9% for all students and EL at 63.1, SED at 64.3%, FY at 100%, SWD at 18.5% and MV at 64.8%.

Goal 2 Family and Community Engagement
- 95% of parents/caregivers agreed or strongly agreed that the school allowed input and welcomed their contributions. (2022-23)
- 91% of parents/caregivers agreed or strongly agreed that they felt welcome to participate in school. (2022-23)
- 96% of parents/caregivers agreed or strongly agreed that the school staff responds to their needs in a timely manner. (2022-23)

For the current year, we selected new items, based on input from our community, that are more actionable and provide more substantive information related to the perspectives of educational partners. The following results are based on a construct approach from multiple items, rather than a single question. These constructs will be used as the baseline for the 2024-27 LCAP.

- 19% of parents responded favorably to family engagement
- 68% of parents responded favorably to family efficacy
- 65% of parents responded favorably to family support

Goal 3 Wellness

- Expulsion rate was 0.0%. (2022-23)
- 70% of parents/caregivers agreed or strongly agreed that school is a safe place for their child (2023-24)
- 60% of teachers responded favorably to School Climate (2023-24)
- % students responded favorably to safety
- All: Elementary (Grades 4-5): 66%,
- Secondary (Grades 6-12): 72%
- ELs: Elementary: 63%, Secondary: 67%
- SED: Elementary: 66%, Secondary:71%
- Foster: Elementary: 59%, Secondary: 68%
- SpEd: Elementary: 64%, Secondary: 69%
- M-V: Elementary: 65%, Secondary: 69%
- The High School 4-year cohort dropout rate increased from 3.6% (2021-22) to 8.6% in 2022-23 with ELs at 15.4%, SED at 8.9%, FY and SWD at 11.8%, and MV at 13.1%
- District-wide attendance rate has decreased from 96.9% (2018-19) to 87.1% (2021-22)

For the 2023-24 local indicator results for Priority 2, SAUSD key staff reviewed how well the State Academic Standards were being implemented. They rated each section based on implementation, outcomes, and feedback from educational partners, giving an overall score of 3.48 out of 5. These results will be presented to the Board on June 25, 2024. A key area needing improvement was in the area of implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks for ELA, ELD, Science, and History/Social Science.

To address these areas, SAUSD will continue a systems-level approach, focusing on tiered supports to meet the significant social-emotional, behavioral, and academic needs of all student groups. This will help build student connectedness and enable them to persevere through challenging material. SAUSD's Education Services will refine the three strategic plans established in 2021-22: the Integrated Wellness Coordinated Care Plan, the Academic Support Plan, and the Special Education Strategic Plan. These plans will be integrated through the Framework for the Future and the Graduate Profile. Teacher quality is a significant influence on student learning. SAUSD has devoted considerable time and effort to the development of the new Framework for the Future which spells out our instructional model for student success and mastery of skills and dispositions in our newly revamped Graduation Profile. The vision of the Framework will be supported by ongoing professional development that will begin in the Summer of 2024. This professional development will be the launch pad to move our staff forward to build staff capacity at all school sites to implement high-leverage practices beginning in the 2024-25 school year. The following tenets are at the heart of the Learning Model that we will initiate to improve outcomes for all students and, in particular, our students in the unduplicated student groups including English Learners, socioeconomically disadvantaged, and Foster Youth.

Personalized Learning is co-constructed based on each learner's unique strengths, skills, interests, and needs.
- Develop learners' self-awareness, self-regulation, and perseverance
- Amplify learner voice and choice
- Customize the learning experience for the whole learner

Authentic, meaningful, relevant learning grounded in real-world challenges and applications for authentic audiences.
- Design real-world learning experiences
- Promote anytime/anywhere learning
- Spark collaboration

Competency-based learning is driven by evidence-based instruction, assessment, and feedback cycle based on progress toward desired knowledge, skills, and dispositions.
- Use assessment and data as tools for learning
- Employ a mastery approach to learning
- Create performance-based assessments

Inclusive & Equitable Learning communities are collaborative and culturally relevant, where every learner feels they belong and can tap into their full potential, contributing to the collective success of their community.
- Nurture a meaningful and engaging learning community
- Cultivate a sense of belonging
- Partner with learners to reach their full potential

This professional learning will focus on best practices to realize this instructional model and will include technology integration, including immersive technology, differentiated and personalized instructional approaches, and engagement strategies. Professional learning will be implemented across the three-year cycle to increase the capacity of all teachers in a sustainable and meaningful way. We will maintain and support these efforts through instructional classroom walk-throughs to support and monitor the frequency and quality of implementation of these high-leverage strategies.

SAUSD will prioritize its MTSS focus, expanding and improving tiered supports by using data indicators to address needs in mathematics, ELA, social-emotional learning, behavior, and chronic absenteeism. The goal is to align systems with data-driven decision-making to support tier 2 and 3 intervention needs. Each school's Coordination of Services Teams (COST) will use the District's data warehouse, "DataHub," to review student data on risk factors including academic, social-emotional, behavior, and attendance. Administrators and teachers will analyze key data points through PLCs to drive instructional decision-making and plan for improvement. Universal screening tools for ELA and Mathematics will identify students needing tier 2 and 3 interventions and supports. Extended learning time will be provided through before-and-after-school programs, Saturday intervention, and summer programs. Targeted professional development, including Learning Communities for School Success Program (LCSSP) funded workshops, will enhance MTSS processes. ELOP funds will expand access to extended learning opportunities for students needing academic and social-emotional support.

Support Services staff will closely monitor foster care students, connecting with school sites to provide needed support. Teachers and support staff working with ELs and LTELs will be trained to help students successfully redesignate within five years and support those needing continued academic assistance at the secondary level. In ELA, SAUSD will maintain its early literacy focus, including extended day TK/kindergarten with lower student-teacher ratios. Secondary-level literacy intervention will be supported through tutoring, extended learning opportunities, and intervention programs to improve student outcomes in ELA. The EL and SPED teams will continue to analyze student

outcome data to refine their support structures and systems, ensuring students receive appropriate interventions and accommodations within a continuum of general and special education services. They will also assess the accuracy of evaluations for English learners and implement research-based strategies to improve written and oral language acquisition. The Support Services team will provide case management for foster youth, monitoring their progress, offering mentoring, and ensuring timely access to tiered interventions.

SAUSD will focus on making student mastery of curriculum standards central to instruction. This approach emphasizes learning outcomes over curriculum content. Core curriculum programs will be used as tools for reflective teachers to plan instruction based on student strengths, needs, and interests. Curriculum specialists will support the implementation of learner-centered, future-ready, and personalized learning in language arts, English language development, and mathematics. The adopted mathematics curriculum will build algebraic thinking with a balance of rigor, conceptual understanding, and problem-solving. Teachers will have access to core ELA/ELD programs for standards-aligned learning across all grades, as well as core replacement programs for secondary-level English learners and struggling readers. Supplemental reading interventions like Lexia and SIPPS will support students needing systematic reading help. Comprehensive professional development will improve instruction and assessment, focusing on high-quality, differentiated, personalized instruction to engage students as partners in their learning.

We will continue our PBIS implementation and engagement strategies to ensure our schools are safe, welcoming, and responsive, as agreed upon by parents/caregivers and staff. Our focus on district-wide PBIS with tiered supports will remain a priority to maintain positive school climates, resulting in low suspension and expulsion rates and high attendance. We will also maintain and expand outreach and collaboration with community partners to support the social-emotional wellness of our students through initiatives like the Integrated Wellness Coordinated Care Plan and the We Care suicide prevention campaign. This includes tiered supports, restorative and trauma-informed practices, increased mental health and counseling staff, violence prevention, and social-emotional learning.

We will continue to enhance our Trauma-Informed Practices model to provide necessary support and reduce suspensions across all student groups with additional support for Foster Youth. SAUSD will also strengthen the collaboration between Support Services and School Police to ensure students and families in crisis receive prompt and personalized support. As part of our MTSS action plan, we have introduced a Social Emotional Learning curriculum for Elementary and Intermediate schools to address core competencies. We will leverage the professional learning and site support to integrate SEL into programming for TK-8th grade students that was provided this year to improve SEL outcomes for unduplicated student groups as well. We will continue to provide professional development to enhance the implementation of the three signature SEL practices for TK-12 grade teachers: welcoming/inclusion activities, engaging strategies like brain breaks and transitions, and optimistic closures. We will continue to expand the Capturing Kids Hearts approach at targeted school sites to increase the capacity of schools to engage in relationship building between staff, students, and families to enhance the sense of belonging and self-efficacy amongst students and families and foster increased student engagement at all levels.

SAUSD has expanded its Community Schools approach to support 15 schools that have received the California Community Schools Implementation grant for Cohorts 1, 2, and 3. Currently, SAUSD has 12 schools, with four in Cohort 1 and eight in Cohort 2. We will be onboarding three new schools in Cohort 3, including our first high school. The goal is to enhance early intervention and prevention by making additional investments at the elementary level to accelerate learning. This involves:
- Improving coordination and delivery of services to students and families to ensure they are timely and relevant.

- Establishing schools as community hubs, allowing parents and children to access services at multiple sites within a reasonable distance, thus reducing barriers to timely services.
- Promoting school cultures that are built on shared leadership with educational partners

Safety has been improved with emergency response training for all staff and regular drills at every school. To make campuses more secure, Single Point of Entry assessments were done at all schools, and facility updates are ongoing to meet this goal. SAUSD will keep using support applications like IN-SITE and Raptor to monitor on-site access and enhance school safety. SAUSD will continue to build on the safety training and infrastructure to ensure all staff and students can respond quickly and appropriately in emergencies.

Recent instructional materials adoption for high schools and ELA intervention material at the secondary level, along with professional development, have positively impacted student outcomes. Ongoing professional development will build teacher capacity to use differentiation strategies and implement high-quality core programs, supporting academic gains for all students, especially English learners, students with disabilities, and foster youth. Culturally responsive pedagogy and trauma-informed care will be integrated through restorative practices and PBIS implementation to support specialized populations. These initiatives aim to improve academic performance in ELA and mathematics for all students, including targeted student groups. Increased school counselor ratios (250:1) will enable counselors to monitor student progress toward A-G requirements and provide necessary interventions and support.

LEAs must include one or more specific actions within the LCAP if the LEA has Red indicators on the 2023 Dashboard for 1) a student group within the LEA, 2) a school within the LEA, and/or 3) a student group within any school within the LEA.

   Specific action(s) - must be directed towards the identified student group(s) and/or school(s)

   Specific action(s) - must address the identified indicator(s) for which the student group or school received the lowest performance level

Santa Ana	Tech Asst Status	Equity Multiplier	ELA Goal 1 Actions: 1.1, 1.2, 1.3, 1.4, 1.8, 1.12, 1.14	Math Goal 1 Actions: 1.1, 1.2, 1.3, 1.4, 1.8, 1.12, 1.14	ELPI Goal 1 Actions: 1.10, 1.11	Chronic Absenteeism Goal 3 Actions: 3.2, 3.3, 3.6, 3.7, 3.10	Graduation Rate Goal 1 Actions: 1.1, 1.4, 1.6, 1.7, 1.8	Suspension Rate Goal 3 Actions: 3.2, 3.3, 3.7, 3.9, 3.10	College/Career Goal 1 Action: 1.6
1 District	DA, Yr 1	Yes	EL, FOS, HOM, SWD, AI	FOS, HOM, SWD, AA			SWD	FOS	
Lincoln Elementary			ALL, EL, SED, SWD, HI	SWD					
Adams Elementary				SWD					
Jackson Elementary			SWD	SWD					
Harvey Elementary					ALL				
Century High			ALL, EL, HOM, SED, SWD, HI	HOM, SWD			SWD	EL	EL, SWD
Cesar E. Chavez High	CSI Grad	515K	ALL, SED, HI	ALL, SED, HI	ALL		ALL, EL, HOM, SED, HI	ALL, SED, HI	ALL, EL, HOM, SED, HI
Diamond Elementary			EL, SWD	SWD					
MacArthur Intermediate			EL, SWD	SWD					
Fremont Elementary	ATSI		SWD	SWD	ALL	SWD			
Garfield Elementary			SWD						
Carver Elementary			HOM, SWD	SWD					
Carr Intermediate			EL, HOM, SWD	HOM, SED, SWD, HI					
Mendez Intermediate			SWD						
Greenville Elementary			SWD						
Jefferson Elementary			EL, SWD	SWD					
Kennedy Elementary			SWD						
Lathrop Intermediate			ALL, EL, HOM, SED, HI	EL, HOM				SWD	
Lorin Griset Academy	CSI Grad	531K	ALL, SED, HI	ALL, SED, HI	ALL		ALL, EL, HOM, SED, SWD, HI	HOM	ALL, EL, HOM, SED, SWD, HI
Lowell Elementary			ALL, EL, SED, SWD, HI	EL, SWD	ALL				
Madison Elementary			EL, SWD	SWD					
Manuel Esqueda Elementary			HOM	HOM				EL, SWD	
Martin Elementary			EL, SWD		ALL				
King Jr. Elementary			ALL, EL, HOM, SED, SWD, HI	SWD					
Heninger Elementary			EL, HOM, SWD	SWD					
McFadden IT			ALL, EL, HOM, SED, HI	SWD	ALL			SWD	
Monroe Elementary			EL, SED		ALL				
Pio Pico Elementary			ALL, EL, SED, SWD, HI	EL, SWD					
Raymond A. Villa Fundamental Intermediate			EL, SWD, HI	ALL, HOM, SED, HI					
REACH Academy	ATSI	383K						ALL, EL, SED, SWD, HI	ALL, SED, HI

2023 Dashboard Required Actions

LEAs must include one or more specific actions within the LCAP if the LEA has Red indicators on the 2023 Dashboard for 1) a student group within the LEA, 2) a school within the LEA, and/or 3) a student group within any school within the LEA.
  Specific action(s) - must be directed towards the identified student group(s) and/or school(s)
  Specific action(s) - must address the identified indicator(s) for which the student group or school received the lowest performance level

Santa Ana	Tech Asst Status	Equity Multiplier	ELA Goal 1 Actions: 1.1, 1.2, 1.3, 1.4, 1.8, 1.12, 1.14	Math Goal 1 Actions: 1.1, 1.2, 1.3, 1.4, 1.8, 1.12, 1.14	ELPI Goal 1 Actions: 1.10, 1.11	Chronic Absenteeism Goal 3 Actions: 3.2, 3.3, 3.6, 3.7, 3.10	Graduation Rate Goal 1 Actions: 1.1, 1.4, 1.6, 1.7, 1.8	Suspension Rate Goal 3 Actions: 3.2, 3.3, 3.7, 3.9, 3.10	College/Career Goal 1 Action: 1.6
1 District	DA, Yr 1	Yes	EL, FOS, HOM, SWD, AI	FOS, HOM, SWD, AA			SWD	FOS	
Romero-Cruz Academy	ATSI		HOM	EL, HOM, SWD		HOM		ALL, EL, HOM, SED, SWD, HI	
Roosevelt Walker Academy					ALL				
Saddleback High			ALL, HOM, SED, HI	ALL, EL, HOM, SED, SWD, HI				HOM, SWD	
Santa Ana High			ALL, EL, HOM, SED, SWD, HI	HOM					EL
Santiago Elementary	ATSI		EL	EL	ALL			ALL, EL, HOM, SED, SWD, HI	
Segerstrom High								SWD	
Sierra Prep Academy			ALL, EL, HOM, SED, SWD, HI	HOM, SWD				ALL, EL, SED, HI	
Edison Elementary			ALL, EL, HOM, SED, HI	EL, HOM, SWD					
2 Valley High	CSI LP		ALL, EL, HOM, SED, SWD, HI	ALL, SED, HI	ALL			SWD	
& Washington Elementary			EL, SWD		ALL				
Willard Intermediate	CSI LP		ALL, EL, HOM, SED, HI	ALL, EL, HOM, SED, SWD, HI	ALL				
3 Wilson Elementary			HOM, SWD						

Please note: Indicators are only present if LEA or school has a student group in the RED performance level on that indicator. For example, an Elementary School District will not have the Graduation Rate Indicator column.

Student Groups	
ALL	Black/African American
EL	Amer Indian/Alaska Native
FOS	Asian
HOM	Filipino
SED	Hispanic
SWD	Pacific Islander
	White
	Multiple Races

Reflections: Technical Assistance

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

SAUSD is eligible for differentiated assistance, based on the 2023 CA Dashboard, for two student groups, Foster Youth (FY) and students with Disabilities (SWD). Both groups were in red status on the 2023 CA dashboard for the academic indicators in ELA and Mathematics. SWD was also in red status for the Graduation Rate. FY was in red status for suspensions. To support improvement for students in these areas, two LCAP actions have been created, one in our Student Achievement Goal for FY and SWD to support ELA and Mathematics achievement graduation rate and one in our Wellness Goal for FY to improve the suspension rate. SAUSD has worked with the Orange

County Department of Education to support a deep dive of our data and the implementation of an initiatives mapping protocol to plan. Teams met to review actions and initiatives within each of the 2023-24 LCAP areas along with the LCAP Mid-Year Report data to make adjustments and recommendations for improvements to the LCAP to improve outcomes for FY and SWD in these areas.

SAUSD will leverage the newly developed Framework for the Future along with an updated Graduate Profile and related learning progressions according to grade level spans with special emphasis on FY and SWDs. A clear focus on connecting students to authentic and personalized learning will be able to address the specific needs of SWD and FY will support improved student achievement and increased graduation rates for both student groups. In addition, schools will review monthly progress monitoring updates for their FY student groups in the areas of suspensions, office referrals, incidents of bullying/harrassment, and implementation of restorative practices to provide early-tiered interventions.

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.

2023/24- Lorin Griset Academy, Chavez HS, Valley HS, Willard Intermediate

Support for Identified Schools

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

The SAUSD Improvement Network features Improvement Science as a framework, we provide cross-school and cross-district learning tailored to the context-specific needs of CSI schools. A network of Dashboard Instructional Coaches supports school leadership in the following:

- Identify systemic needs and examine root causes/drivers that impact them by supporting a comprehensive needs assessment.
- Develop a Dashboard Coach Support Plan, identifying evidence-based actions tied to SMART goals.
- Monitor progress towards SMART goals and adjust based on cycles of improvement and context.
- Support site development of corresponding areas of the School Plan for Student Achievement at CSI sites.
- Convene for virtual meetings on evidence-based practices, leadership, and issues critical to improvement. Convenings include sharing with peers, as well as technical assistance and professional learning.
- Work with other school leaders in affinity groups based on needs and problems of practice, organized around the three student subgroups most associated with criteria: Students with Disabilities, Economically-Disadvantaged, and English Language Learners.

Dashboard Instructional Coaches are proud to support identified CA Dashboard schools year-round in identified areas of need. Working daily with individual teachers, teams, and administrative leadership, DB coaches bring a wealth of experience and knowledge to the table. Coaches also serve as liaisons between the district and sites, leveraging the resources and support personnel available.

- Coaches collaborate with site administrators and teachers to identify collective areas of instructional focus that guide site improvement efforts.
- Coaches create & facilitate teacher-centered staff professional learning around site areas of focus
- Coaches facilitate PLCs via Improvement Science processes around shared problems of practice.
- Coaches provide 1:1 teacher support, classroom demonstration lessons, and co-planning & teaching
- Coaches provide teachers opportunities to observe and engage with colleagues to experience high-leverage instructional strategies in action.
- Coaches support teachers in retrieving & analyzing relevant data to drive instructional decision-making.
- Coaches support the implementation of district instructional initiatives

Monitoring and Evaluating Effectiveness

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

The Dashboard Coach, Site Administrator, and District CSI Leadership member develop a Dashboard Plan. This plan becomes a blueprint for support. It includes the following:
- CA Dashboard Areas and Student Groups
- Identified Needs and Root Cause Analysis
- SMART Goals related to identified needs
- Evidence-Based Actions for Coach
- Mid-year Progress monitoring
- End-of-Year Summative Assessment

August - January: The Dashboard Coach supports actions outlined in the plan, making necessary adjustments informed by improvement cycles and ongoing data review.
January - February: The Dashboard Coach, Site Administrator, and District CSI Leadership member hold a Progress Monitoring meeting, making adjustments as needed.
February - May: Dashboard Coach support continues, with a focus on summative data collection.
May-June: The Dashboard Coach, Site Administrator, and District CSI Leadership member hold a summative assessment triad and plan for the following school year.

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
The LCAP participants were. Parents/Caregivers/Community Members 22% (1,033) Students 40% (1,850) Staff 38% (1,789) Certificated 69% (1,163) Classified 27% (449) Administrators 5% (82) Equity Multiplier Schools Educational Partners - staff, students, parents/caregivers	Significant and purposeful authentic engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by the Local Control Funding Formula (LCFF), is critical to the development of the Local Control Accountability Plan (LCAP) and the budget process. Educational partner engagement is an ongoing, annual process, Ed. Code 52064(e)(1). For the 2023-24 school year, SAUSD initiated a multi-pronged approach with education partner groups, including SAUSD students, staff (i.e., certificated, classified, administrators), and caregivers (i.e., parents, guardians, community members). The overall approach included: Site LCAP listening sessions were conducted for staff and a randomized selection of students. These sessions were facilitated by counselors, FACE liaisons, and administrators. District sessions were facilitated by the LCAP Lead Administrator along with parent advisory/leadership groups including DAC/DELAC, CAC (with CAC administrator), Migrant Education, and local bargaining units including CSEA, SAEA, and SAPOA. Sessions were held virtually or in person based on the needs and preferences of the target audience. Six LCAP community input sessions were conducted in the school district so that parents and caregivers from each school site could

participate. These sessions included a combination of in-person, hybrid, and virtual opportunities to drive community engagement. In addition, parents at the equity multiplier schools had opportunities to participate in input sessions around site level needs to provide input into the equity multiplier goal that included their educational options school.

The ThoughtExchange link was shared with educational partner groups during LCAP listening sessions, as well as via ParentSquare and "All Staff" emails so that individuals
could provide feedback directly to the school and district-level staff.
ThoughtExchange Overview

SAUSD utilized the ThoughtExchange platform as part of the LCAP listening process. ThoughtExchange allows individuals to share their thoughts, ideas, and feedback in an open-ended and confidential way. Participants were asked to describe, in their words, "What are the most important things SAUSD should do to help every student be successful?" After sharing their own thoughts, participants could rate others' thoughts. Once the input-gathering process was complete, we analyzed participants' thoughts to code them based on which LCAP goal area and related action(s) their thoughts were most closely related to. SAUSD's four LCAP goal areas, which are aligned with the Board Priority Areas, guided this coding process. The goal areas include:

Student Achievement
Family and Community Engagement (FACE)
Wellness
Organizational Efficiency and Effectiveness

In ThoughtExchange, participants can rate thoughts from others in designated participation groups. Parents and community members rated the thoughts in the same grouping. All levels of district and site-based staff rated thoughts as a group as well. Students were able to rate the thoughts of other students. The rating process involves individuals indicating how much they disagree or agree with others' thoughts, on a scale from 1-5. The value of the rating process is that participants themselves influence which thoughts rise to the top and

help prioritize what is important for each group. On average, each participant rated approximately 23 thoughts from others—indicating that the varied voices of our educational partners were captured through this input and rating process.

LCAP Participants
Thoughts were submitted by a total of 4,672 individuals. Participants were asked whether (a) they identified as students, staff, or parents/caregivers/community members, (b) for staff, what type of staff they are (i.e., certificated, classified, administrators), (c) for parents/caregivers, whether they have children enrolled in SAUSD, and (d) which school site they or their children are most closely associated with. Individuals from each SAUSD site participated in the ThoughtExchange process.

Before submitting thoughts, participants were asked to indicate if they think SAUSD will be successful in achieving its LCAP goals this year. A total of 4,339 answered the question, and most of them (66%) responded favorably, saying probably or definitely yes, followed by 26% who were unsure, and a small number (8%) responded unfavorably.

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

We conducted a deeper analysis on the 1,690 top-rated thoughts–representing 24% of all thoughts–out of the total of 7,138 thoughts submitted by our educational partners. The selection was made to ensure there was an equal representation of top-rated thoughts from each participant group (i.e., students, staff, parents/caregivers).
The chart below shows the number of LCAP Goal-related thoughts for each LCAP goal area. Of the thoughts analyzed, we applied codes a total of 2,165 times. Student Achievement-related thoughts were the most common, followed by Social Emotional Wellness-related thoughts. Each thought could be coded into a maximum of two actions, so the total number of codes sums to more than 1,690.

The top three most frequently identified actions for Student Achievement included: (a) a broad course of study for TK-12, (b) tiered academic supports, and (c) lower class sizes. For the broad course of study, many students wanted things like more field trips, but there was also a call from all groups to expose students to different career paths and more varied courses in school. Participants wanted to ensure students continue getting the tutoring and classroom support they need to help them learn, often by pointing to smaller class sizes as a way to do that. Here are representative quotes that highlight these top actions.

The top actions for Family & Community Engagement included: (a) parent/caregiver involvement, (b) effective communication, and (c) family and community engagement. Staff emphasized that parents should be involved in students' education and held accountable in some way for

helping students, as staff cannot help children alone, whereas parents expressed interest in receiving more tailored communication and being informed of ways they can increase their involvement in their children's education. Effective communication involves both conveying the correct amount of information in understandable ways and also communicating in respectful ways that make all people feel welcome and invited. Here are representative quotes that highlight these top actions.

The top actions for Social Emotional Wellness included: (a) targeted support for student groups, (b) the wellness support network, and (c) a welcoming, safe school environment. Any thoughts related to the food being served or nutrition represent a "Targeted Support" thought. There was a strong emphasis on improving the quality, variety, and nutritional value of food served in schools, from each educational partner group. Safety on campus was another common concern, both from a school atmosphere perspective (e.g., fostering welcoming, inclusive environments) and from a security perspective (e.g., preventing violence, single points of entry). Here are representative quotes that highlight these top actions.

The top two actions on respondents' minds for Organizational Efficiency and Effectiveness included: (a) future-ready facilities and (b) adult supervision at sites. There is a call for safe, secure, and well-maintained facilities that are conducive to learning, which include improvements in bathrooms, HVAC systems, and greening and shading playgrounds. All groups agree that adult supervision is needed to increase safety and enhance students' experiences on campus (e.g., safety at recess, monitoring of bathrooms, and school programs). Here are representative quotes that highlight these top actions.

We reviewed the partnership feedback with our LCAP development teams of the site and district-level administrators who were selected based on expertise in the current LCAP goal areas. Teams were divided into focus groups that analyzed a set of initiatives around relevant topic areas that pertained to specific LCAP goals and related actions. The educational partner feedback, along with the available LCAP outcome results were utilized by the groups to analyze the efficacy and impact of the initiatives for each of these topic areas. The teams then used this information to determine which initiatives were efforts that, as a district, we should stop, keep, fix, or start. These recommendations, along with team notes, were considered in the development of the LCAP goals and action for the 2024-2027 cycle. Based on the feedback, the new LCAP will continue to prioritize early learning, smaller class sizes, interventions, and support staff such as counselors and mental health providers. Further, a focus on maintaining clean, safe, and secure facilities is supported in the LCAP.

SAUSD has three Equity Multiplier Schools that are all educational options for high schools. Site administrators gathered input from their staff, students, and parents to develop their Equity Multiplier Plan. Site administrators worked closely with our Secondary Education Director to create the plans which were then integrated into a 5th LCAP Goal with specific actions that support the needs of the school communities. School site administrators conducted educational partner sessions with students, staff and parents and engaged with their School Site Councils as a part of their feedback process. Key areas of the Equity Multiplier plans for each school were informed by the findings from this process including the following: There is a need to give students a stronger sense of belonging as they must leave their home schools to attend these three schools. Another finding was the need for case management and individualized mentoring and support to keep students working on a positive trajectory toward graduation. The final finding was the need for additional professional development in the areas of authentic student-centered learning and restorative, trauma-informed practices. Students, staff, and parents provided input during general meetings and with their school site councils at the multiplier schools. In addition, the LCAP Thought Exchange results for the three schools were reviewed individually. Key findings that informed the Equity Multiplier Schools Goals included a need for improved school climate, student connectedness, and academic relevance and support.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The SAUSD will deliver a high quality educational program that actualizes our Framework for the Future so that learning is authentic, personalized, competency-based, equitable, and inclusive so that all SAUSD students develop self-efficacy and are empowered to become architects of learning, world ready scholars, global innovators, collaborative leaders, empathetic communicators and community builders	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.

During the LCAP review process, the most recent DIBELS data for the 2023-2024 school year for Early Literacy, 49.7% of 1st, 2nd, and 3rd-grade students achieved reading proficiency based on DIBELS 8th Edition, Winter administration. While there was a decrease in ELA on the CA Dashboard, there were incremental increases in Mathematics. There continues to be a significant need for further improvements in the core instructional programs as well as the MTSS model for both ELA and Mathematics. SAUSD has created its Framework for the Future which will drive our instructional program forward to increase the efficacy of our educational programs and services. The actions in Goal 1 reflect the educational program that is outlined in this framework as well as our updated Graduate Profile. Currently, district teams are establishing definitions and practices for authentic learning and establishing learning progressions across grade level spans to operationalize our expectations for student achievement in the Graduate Profile. This Framework will be rolled out in phases over the next three years to ensure that the new tenets become part of our SAUSD culture and methodology across the district. In addition, our focus will be to disaggregate our metrics to monitor the progress of targeted student groups and make adjustments as needed to improve outcomes for ELs/LTELs, SED, FY, SWD, and MY. Note that the 2023 Dashboard schools and student group matrix are in the reflection section of this document which includes a listing of all of the student groups and schools that are red on the CA Dashboard by indicator.

The 2023 CA Dashboard's Academic Indicator in reading (based on grades 3-8 and 11 SBAC scores) students scores were as follows:

Overall - from 50.4 points below standards to (PBS) 52.5 points below standard (PBS)
- ELs - from 89.7 PBS to 91.3 PBS
- SED - from 55.6 PBS to 57.8 PBS
- FY - from 80.9 PBS to 100.1 PBS
- SWD- from 113.9 PBS to 114.6 PBS

The 2023 CA Dashboard's Academic Indicator in math (based on grades 3-8 and 11 SBAC scores) students scores were as follows:

- Overall - from 88.2 PBS to 85.5 PBS
- ELs - from 115.3 PBS to 112.1 PBS
- SED - from 92.5 PBS to 89.7 PBS
- FY - from 111.4 PBS to 126.5 PBS
- SWD - from 142.2 PBS to 140.8 PBS

While our 2023 graduation rate was 89.7%, there were significant disparities in student groups including our ELs at 80.7%, FY at 82.4%, and SWD at 75.9%. In addition, our A-G completion rate was 39.8% with ELs at 17%, Foster Youth at 17.1%, and SPED at 1.4%. In 2022-23, the rate for students passing 3 or more AP courses was 22.1% for all students with FY at 50%, SWD at 7.5%, and MV at 15.7%.

On the 2023 School Dashboard's College/Career Indicator (CCI), 40.0% of all high school graduates are considered to be prepared for college and career with significant disparities across student groups with ELs at 13.7%, FY at 11.8%, SWD at 11.7% and M-V: 31.9%.

The actions within Goal 1 aim to support academic success and progress for all students, particularly focusing on SAUSD's 87% of students in Unduplicated Student Groups (USGs). SAUSD aims to comprehensively address the academic needs of all students, particularly those in Unduplicated Student Groups, ensuring their progress and success through these actions.

High-Quality Instruction and Technology Integration - Actions 1.1, 1.2, and 1.3 focus on providing a high-quality instructional program with meaningful technology integration, supported by improvement science protocols. This involves engaging teachers and site administrators in a reflective data inquiry process using the Plan, Do, Study, Act cycles from the Carnegie Foundation. Responsive Learning and Supports - SAUSD is committed to reducing class sizes (Action 1.4) as much as possible to address the needs of USGs (Action 1.4) and providing a well-developed Multi-Tiered System of Support (MTSS) (Action 1.8) that emphasizes the need for data analysis and action planning at the site and classroom levels. It aims to plan, implement, and monitor the success of tiered interventions that supplement the core program where needed. Actions 1.9, 1.10, 1.11, and 1.13 Address the needs of specific student groups including SWD (1.9, 1.13), FY (1.13), EL/LTELs (1.10, 1.11) to address significant gaps in Mathematics and ELA including findings to be addressed through our differentiated assistance efforts. Early Learning and Universal Pre-Kindergarten - SAUSD prioritizes early learning (Action 1.5) through well-articulated preschool programming within a Universal Pre-Kindergarten continuum to provide USGs with a solid foundation for future learning and success. Access to a Broad Course of Study and Resources - Actions 1.6 and 1.7 are designed to ensure that students have full access to course offerings designed to prepare them for college and career as well as a wide range of educational experiences, including STEM, VAPA, dual immersion programs, and enrichment opportunities. Action 1.12) ensures that USGs have access to high-quality and extensive library resources, including literature, informational books, reference materials, and spaces for studying and homework completion. Professional Learning Model - Action 1.14) supports the implementation of all actions included in this goal, with a clear focus on the needs of USGs.

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 ELA/DataQuest (% Meets or Exceeds Standard for ELA)	2022-2023 All: 30.74% AA: 36.17% AI: 25.42% HI: 29.71% ELs: 7.78% LTELs: 2.01% SED: 28.66% Foster: 13.16% SpEd: 8.29% M-V: 22.97%			Baseline +9% for all targeted student groups	
1.2	CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math)	2022-2023 All: 19.88% AA: 21.28% AI: 28.07% HI: 18.85% ELs: 6.07% LTELs: 0.66% SED: 18.42% Foster: 11.84% SpEd: 6.07% M-V: 14.85%			Baseline +9% for all targeted student groups	
1.3	3rd Grade DIBELS: % of students at core/core+ Spring	2023-2024 All: 56.6% ELs: 42.4% SED: 54.5% Foster: 47.1% SpEd: 26.4% M-V: 45.0%			Baseline +15% increase across all targeted student groups	
1.4	3rd Grade mCLASS Lectura: % of students at	2023-2024 All: 65.9% ELs: 63.1%			Baseline +15% increase across all	

	or above benchmark Spring	SED: 64.3% Foster: 100.0% SpEd: 18.5% M-V: 64.8%			targeted student groups	
1.5	% 4 & 5 years old scoring at levels 3/4 in Literacy and Language Development	2022-2023 79%			Baseline +9%	
1.6	% 4 & 5 years old scoring at levels 3/4 in Cognition Math	2022-2023 79%			Baseline +9%	
1.7	EL Reclassification Rate, including disaggregated for LTELs (NEW)	2023-2024 ELs: 42.3% EL 6+ Years: 24.5%			Baseline +9% for ELs and LTELs	
1.8	ELPI: (ELs Making Progress or maintaining 4 on ELPAC), including disaggregated for LTELs (NEW)	2023 ELs: 47% 2024 LTELs: TBD			Baseline +9% for ELs LTELs - TBD	
1.9	Met UC/CSU Requirements (A-G%)	2023 All: 39.8% ELs: 17.0% LTELs: TBD 2024 SED: 38.4% Foster: 17.1% SpEd: 12.4% M-V: 32.4%			Baseline +9% for all targeted student groups	
1.10	Completed at Least One Career Technical Education (CTE) Pathway	2023 All: 19.5% ELs: 15.7% LTELs: NA SED: 19.4% Foster: 17.1% SpEd: 16.1% M-V: 17.5%			Baseline +6% for all targeted student groups	

1.11	Completed both A-G and CTE Pathway (%)	2023 All: 10.2% ELs: 5.1% SED: 9.8% Foster: 8.6% SpEd: 4.8% M-V: 8.2%			Baseline +6% for all targeted student groups	
1.12	AP Pass (score of 3 or higher) Rate	2023 All: 22.1% ELs: 19.7% SED: 20.6% Foster: 50% SpEd: 7.5% M-V: 15.7%			Baseline +9% for all targeted student groups	
1.13	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA	2022-2023 All: 40.52% ELs: 4.44% LTELs: 4.90% SED: 38.65% Foster: 16.67% SpEd: 8.99% M-V: 34.45%			Baseline +6% for all targeted student groups	
1.14	Early Assessment Program (EAP) - Percentage of Students Prepared for College – Math	2022-2023 All: 15.63% ELs: 0.90% LTELs: 0.77% SED: 14.49% Foster: 0.00% SpEd: 2.54% M-V: 14.11%			Baseline +6% for all targeted student groups	
1.15	State Seal of Biliteracy %	All: 37.6% ELs: 10.9% SED: 39.0%			Baseline +6% for all targeted student groups	

		Foster: 25.0% SpEd: 5.7% M-V: 78.6%				
1.16	College/Career Indicator	2023 All: 40.0% HI: 39.2% ELs: 13.7% SED: 38.8% Foster: 11.8% SpEd: 11.7% M-V: 31.9%			Baseline +9% for all targeted student groups	
1.17	Average response rate on a 1-5 scale on the CDE Reflection Tool for Priority 2	3.48			4.0 or higher	
1.18	High School Graduation Rate	2022-2023 All: 89.7% HI: 89.7% ELs: 80.7% LTELs: NA SED: 89.5% Foster: 82.4% SpEd: 75.9% M-V: 84.9%			93% for all targeted student groups	
1.19	Kinder/1st Grade DIBELS: % of students at core/core+ Spring	2023-2024 All: 59.9% ELs: 48.8% SED: 57.4% Foster: 37.9% SpEd: 42.1% M-V: 49.7%			Baseline +15% increase across all targeted student groups	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High Quality Instructional Program	SAUSD will provide all students with a high-quality Tier 1 CA standards-based instructional program, in alignment with our Framework for the Future, that is authentic, personalized, competency-based, equitable, and inclusive with integrated language and literacy instruction and differentiated supports across all core academic subjects, including dual immersion programs, that are offered in person as well as virtually through designated courses or the Santa Ana Virtual Academy program. Culturally responsive learner-centered, community/project-based, and inquiry pedagogies will be promoted along with inclusive practices such as Universal Design for Learning, and flexible learning environments and research-based approaches such as AVID, GLAD, and Thinking Maps to close the achievement gap for Unduplicated Student Groups (USGs) including	$15,484,532.70	Yes

		Socio-Economically Disadvantaged (SED), English Learners (EL), Long Term English Learners (LTEL), and Foster Youth (FY).		
1.2	Improvement Science Cycles	Staff serving students in USGs will engage in site-based professional learning such as professional learning communities (PLC), coaching opportunities, and engagement in data inquiry cycles to build capacity to deliver culturally responsive and learner-centered approaches as outlined by leveraging structures such as early release/late start dates, and grade level release time.	$2,358,582.55	Yes
1.3	Integrated Technology	A wide range of technologies, supported by infrastructure, including immersive technology such as artificial intelligence and virtual reality will be leveraged to create authentic and engaging learning experiences for students. The International Society for Technology in Education (ISTE) standards will be used as a guide to foster student engagement and build the student competencies included in the SAUSD Graduate Profile so that all students including USGs (SED, EL, LTEL, FY) will experience higher levels of student achievement.	$10,595,714.13	Yes
1.4	Lower Class Size	Classes with the highest percentages of USG enrollment will be reduced and combination classes (multi-grade, multi-language) will be minimized to the degree possible as long as possible to provide students within USGs with the individualized attention and support needed to successfully access, engage and interact with grade-level content, which will result in increased graduation and persistency rates.	$60,516,955.22	Yes
1.5	Early Learning	SAUSD will implement a well-articulated, developmentally appropriate, Universal Preschool Kinder (UPK) Continuum at elementary and K-8 school sites and Mitchell Child Development Center that will span from preschool programs for infants, toddlers, and preschool-aged children, to transitional kindergarten and kindergarten. This UPK Continuum will provide our youngest learners, and in particular, our USGs, including EL, SED, and FY, with learning opportunities that address the needs of the whole child, including full-day preschool and kinder programs, and home-school connections, that build upon and foster their knowledge, interests, and developing potential through meaningful, personalized learning experiences with literacy, science, music and numeracy instruction that will	$23,093,794.72	Yes

		address the needs of the whole child and will lay the foundation for future academic performance, self-agency, focus, and creativity.		
1.6	College and Career Readiness	All high schools will offer a broad course of study that is designed to support all high school students in becoming college and career-ready. School counselors and higher education coordinators at the high school sites will support the enrollment process, development of individual student 4-year educational plans, and conduct transcript auditors to monitor USGs student progress and provide early support where needed with interventions, Summer bridge programs, and credit recovery opportunities so that they are successful in rigorous college readiness courses and pathways including A-G courses, Advanced Placement (AP), early college/dual enrollment, International Baccalaureate (IB) program, Career Technical Education (CTE) with work-based learning opportunities, World Languages (for the Seal of Biliteracy), and ROTC.	$31,552,797.90	Yes
1.7	Broad Course of Study	Each school site will offer a relevant broad course of study with equitable access for all USGs (SED, EL, LTEL, FY) to a variety of courses, programs, and enrichment and expanded learning opportunities including field trips, STEAM, dual immersion programs, arts education, AVID, CTE, community and work-based learning, ethnic studies, athletics, speech and debate, and service learning that will result in a well-rounded education that prepares students for college and career learning experiences and expectations.	$23,215,353.03	Yes
1.8	MTSS - Student Achievement	All school sites will use relevant data to effectively plan, implement, and monitor research-proven tiered intervention and supports for students within USGs with Tier 2 and 3 needs in the areas of language arts and foundational literacy, and mathematics and include them in their school's School Plan for Student Achievement (SPSA) as part of a robust MTSS model.	$6,836,352.96	Yes
1.9	Addressing Special Needs	We will provide all SAUSD infants/toddlers, Preschool -12th grade, and Adult Transition students with special needs with inclusive and equitable	$170,008,238.16	No

		services and supports as listed in their Individualized Education Programs (IEP) or 504 Plan (in addition to core program services and the services they receive pertinent to USG designations) in the least restrictive environment that is inclusive and equitable that meets their needs to maximize student outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status including students with disabilities on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) SWD data is available in the "Measuring and Reporting Results" section.		
1.10	English Learner Program	In alignment with the SAUSD English Learner Master Plan, all schools will ensure assets-oriented, culturally appropriate, and responsive ELD instruction and supports, as detailed in their SPSA, for English Learners, including newly arrived students. This approach guarantees full access to programs and pathways, continuous academic progress, accelerated language development, and preparedness for high school graduation, college, and career success. English Language Development Instruction includes: • ELD instruction within general education content to develop language skills while receiving supported access toward learning subject matter. • Specific ELD instruction during dedicated times to focus on language skills. • Personalized plans for each English Learner to address unique learning needs and goals. • Regular assessment of student's academic progress to track development and readiness for reclassification as fluent English proficient. • Additional support tailored to the needs of newly arrived and migrant students to aid their integration and academic success	$2,745,846.54	Yes

1.11	Supports for LTELs	In alignment with the SAUSD Master Plan to ensure the academic success and language proficiency of Long-Term English Learners (LTELs), SAUSD will implement the following strategies: • Provide ongoing professional development for teachers focused on strategies to support LTELs, including differentiated instruction, scaffolding, and culturally responsive teaching. • Develop and implement an advanced ELD curriculum that addresses the specific needs of LTELs, focusing on academic language, literacy skills, and content-area knowledge. • Utilize data to identify LTELs' specific language and academic needs and tailor instruction accordingly. • Offer targeted intervention programs and tutoring specifically designed for LTELs to address gaps in language proficiency and academic skills. • Increase engagement with families of LTELs through workshops, resources, and communication in their home languages to support learning at home and build strong school-family partnerships. • Develop clear pathways for LTELs to achieve reclassification by setting measurable goals and ensuring access to resources and opportunities that promote language development and academic achievement	$998,937.67	Yes
1.12	Library Services	Increase library hours, increase library collections to include books and resources that are more inclusive, culturally relevant, and multilingual, and provide family literacy opportunities, in all schools for Preschool -12th grade students from USGs and their families.	$4,834,178.14	Yes
1.13	Differentiated Assistance - Student Achievement	SAUSD will provide teachers with professional learning around the newly developed Framework for the Future along with an updated Graduate Profile with related learning progressions according to grade level spans. A clear focus on connecting students to authentic and personalized learning that is targeted around the specific needs of SWD and FY in order	$0.00	No

to support improved student achievement and increased graduation rates for both student groups. No funds are associated with this action because the funding to implement this action (an estimated .5% of supplemental/concentration funds) will be leveraged from Actions 1.8 and 1.9 to support the student groups (FY and SWD) to address academic indicators in ELA and Mathematics to monitor the progress and impact of this action for these student groups.

(See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location including Foster Youth that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.)

For this action, disaggregated student data for foster youth and students with disabilities are provided in the "Measuring and Reporting Results" section.

| 1.14 | Professional Learning - Student Achievement | SAUSD will implement comprehensive professional learning to ensure that educators are equipped with the necessary knowledge and skills to design California standards based learning experiences that are:
• Authentic
• Competency-based
• Equitable -Inclusive
• Integrated with language and literacy
• Culturally responsive
• Learner-centered
• Social Emotional Learning

This professional learning will be ongoing and tailored to meet the evolving needs of staff and students within SAUSD, in particular, the needs of Unduplicated Student Groups (USGs), including Socio-Economically Disadvantaged (SED), English Learners (EL), Long Term English Learners (LTEL), and Foster Youth (FY). | $31,542,862.63 | Yes |

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	SAUSD will leverage full, equal, and equitable partnerships among families, educators, and community partners within the SAUSD, to foster children's learning and development from birth through college and career readiness. FACE, viewed as a practice, not a program, will promote an emphasis on building trusting relationships and shared leadership in order to empower every member of our community to actively contribute to the educational journey, and ensure inclusivity and opportunities for all students to thrive."	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

SAUSD has moved to a more actionable and construct-based survey design for monitoring Family and Community Engagement (FACE). This has enabled us to see the needs in this area more clearly. The following constructs yielded these results from our 2023-2024 Panorama Survey:

% parents responded favorably to family engagement 19%
% parents responded favorably to family efficacy 68%
% parents responded favorably to family support 65%

The actions for this goal are designed to engage families of all students, in particular, our USGs through advocacy (Action 2.1) and empowerment (Action 2.4), engagement (Actions 2.2, 2.3, 2.4), and capacity building (2.2, 2.4, 2.5) that are developed in partnership with our families in order to be meaning, impactful, and tailored to community needs. Action 2.6 supports the professional development across the system that is necessary to realize our District vision for FACE.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

2.1	% parents responded favorably to family engagement	2023-2024 19%			Baseline +30%	
2.2	% parents responded favorably to family efficacy	2023-2024 68%			Baseline +15%	
2.3	% parents responded favorably to family support	2023-2024 65%			Baseline +15%	
2.4	High School Graduation Rate	2022-2023 All: 89.7% HI: 89.7% ELs: 80.7% LTELs: NA SED: 89.5% Foster: 82.4% SpEd: 75.9% M-V: 84.9%			93% for all targeted student groups	
2.5	College/Career Indicator	2023 All: 40.0% HI: 39.2% ELs: 13.7% SED: 38.8% Foster: 11.8% SpEd: 11.7% M-V: 31.9%			Baseline +9% for all targeted student groups	
2.6	High School Dropout Rate	All: 8.6% ELs: 15.4% LTELs: NA SED: 8.9%			5% or lower for all targeted student groups	

		Foster: 11.8% SpEd: 11.8% M-V: 13.1%				

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	District Parent/Caregiver, Family and Community Advocacy Groups	Parents and caregivers of students representing SAUSD's diverse student groups including USGs, SWDs, Native Americans, McKinney Vento, and Migrant Education and key programs will be represented at District-level advisory councils and committees. These advisories and committees will provide input that will result in programs and services that align with the needs of our community, in particular, our USGs; committee board members/parent leaders will have access to training on committee protocols, procedures, and purpose.	$32,300.00	Yes

2.2	Resource Access for Families	The District and school site staff will foster community partnerships with community-based organizations and agencies as well as local colleges and universities to provide access to resources with translation/interpretation services, that promote the 5 protective factors to build the capacity of families to support their own needs and improve student outcomes including improved holistic child development, attendance, academic achievement, and social-emotional well-being of their children.	$4,045,659.15	Yes
2.3	Family and Community Events	The district and school staff, including the FACE team, will provide online and in-person engagement opportunities for parents/caregivers and the community including community events, workshops, conferences, Open House, Back to School Night, health and resource fairs, college and career fairs, and student ambassador programs to promote academic and social-emotional wellness outcomes for all students while focusing on USG (SED, EL, LTEL, FY) and community needs	$5,023,464.15	Yes
2.4	Family Engagement, Leadership & Volunteerism	Each school will establish and enhance sustainable parent-school partnerships, supported by SAUSD's FACE team. This will be achieved through outreach, volunteer opportunities, recognition for engaged parents and caregivers, involvement in decision-making, and parent/family leadership development programs/opportunities that highlight and leverage family strengths, aligned with our community school strategy aimed at elevating and amplifying family voices for the benefit of students.	$7,442.00	Yes
2.5	Capacity Building for Families	Both site and district staff will collaborate with parents and caregivers to empower them as partners in their children's education. This will include co-parent/family leadership development, parenting classes, workshops, and joint learning opportunities for parents and children. Strengthened communication between the District, schools, and families will ensure that parents receive clear information about education programs and are empowered to share their perspectives and have meaningful input into decision-making processes.	$2,567,423.73	Yes

2.6	Professional Learning - FACE	SAUSD District and site staff including the FACE team will receive training on family outreach best practices and co-construct training opportunities for and with families which will lead to increased capacity for family engagement across the district.	$1,923,753.64	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Looking at the metric baseline data below, while our attendance rates are high for all student groups (88% to 92.5%), chronic absenteeism continues to be a concern with a district-wide average of 22.6% and higher rates for FY (36.9%), SWD (32.7%) and MV (36.9%). The high school dropout rate has increased to 8.6% with ELs (15.4%), FY (11.8%), SWD (11.8%) and
(13.1%). While our 2023 graduation rate was 89.7%, there were significant disparities in student groups including our ELs at 80.7%, FY at 82.4%, and SWD at 75.9%. Our suspension rate for all students is 4.5% with significantly higher rates for FY (9.9%), SWD (6%), and MV (5.7%).

The actions in Goal 3 aim to create a comprehensive multi-tiered support system for students, focusing on student physical and emotional well-being. By implementing these actions, SAUSD strives to create a holistic support system that addresses the diverse needs of students, ensuring their success and well-being both inside and outside the classroom.

Tiered Interventions and Support Services - Actions 3.2, 3.3, 3.4, and 3.7 emphasize timely and targeted interventions through a Multi-Tiered System of Support (MTSS). This model leverages a robust network of professionals, access to wrap-around services, and Positive Behavioral Interventions and Supports (PBIS) to improve student outcomes in social-emotional learning, mental health, engagement, attendance, behavior, and overall well-being. Action 3.9 is a targeted action with individualized monitoring and case management support to address the needs of Foster Youth to reduce suspension rates in alignment with our differentiated assistance efforts.

Safe and Positive Learning Environments - Actions 3.1, 3.5, 3.6, and 3.8 ensure a safe, positive learning and working environment for students and staff. These actions include the expansion of the California Community Schools model and access to expanded learning programs on all campuses to support conditions conducive to social-emotional learning. They promote high levels of student self-efficacy, emotional and physical safety, and a sense of belonging, both during school hours and in extended programs.

Action 3.9 is designed to provide support and monitoring to address the needs of FY as indicated in SAUSD's differentiated assistance eligibility status.

Action 3.10 supports all professional learning that is needed to accomplish the work incorporated into these actions within the Wellness goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance rate	2022-2023 All: 92.5% ELs: 92.0% LTELs: TBD Y1 SED: 92.4% Foster: 88.0% SpEd: 90.1% M-V: 90.6%			93% or higher for all targeted student groups	
3.2	Chronic absenteeism rate	2022-2023 All: 22.6% ELs: 23.8% LTELs: TBD Y1 SED: 23.5% Foster: 36.9% SpEd: 32.7% M-V: 36.9%			All - Baseline -15% ELs - Baseline - 18% LTELs - TBD SED Baseline - 15% SpEd Baseline - 21% MV - Baseline - 24% FY - Baseline - 27%	
3.3	Middle School Dropout Rate	2022-2023 All: 2 ELs: 2 SED: 2 Foster: 0			0 for all targeted student groups	

		SpEd: 0 M-V: 1				
3.4	% responded family efficacy	2023-2024 68%			Baseline + 15	
3.5	High School Dropout Rate	All: 8.6% ELs: 15.4% LTELs: NA SED: 8.9% Foster: 11.8% SpEd: 11.8% M-V: 13.1%			5% or lower for all targeted student groups	
3.6	Pupil supension rates (% students with at least 1 suspension)	2022-2023 All: 4.5% AA: 4.7% AI: 4.6% HI: 4.6% ELs: 4.8% LTELs: NA SED: 4.7% Foster: 9.9% SpEd: 6.0% M-V: 5.7%			3% or below for all targeted student groups	
3.7	Pupil expulsion rates	2022-2023 All: 0.0% ELs: 0.0% LTELs: 0.0% SED: 0.0% Foster: 0.0% SpEd: 0.0% M-V: 0.0%			0 for all student groups	
3.8	% students responded favorably to safety	2023-2024 Elementary (Grades 4-5): All: 66%			Baseline +6% for all targeted student groups	

		ELs: 63% LTELs: TBD Y1 SED: 66% Foster: 59% SWDs: 64% MV: 65% Secondary (Grades 6-12): All: 72% ELs: 67% LTELs: 71% SED: 71% Foster: 68% SpEd: 69% M-V: 69%				
3.9	% students responded favorably to sense of belonging (school connectedness)	2023-2024 Elementary (Grades 4-5): All: 74% ELs: 73% LTELs: TBD Y1 SED: 74% Foster: 68% SWDs: 72% MV: 73% Secondary (Grades 6-12): All: 56% ELs: 55% LTELs: 51% SED: 56% Foster: 57% SpEd: 55% M-V: 54%			Baseline +6% for all targeted student groups (Elementary) Baseline +9% for all targeted student groups (Secondary)	
3.10	% teachers responded favorably to School Climate	2023-2024 60%			Baseline +8%	

| 3.11 | % staff responded favorably to School Climate | 2023-2024 63% | | | Baseline +8% | |
| 3.12 | % parents responded favorably to School Safety | 2023-2024 70% | | | Baseline +6% | |

Goal Analysis [2023-24]

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

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Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Social Emotional Learning (SEL)	SEL proficiency development as outlined in SAUSD's SEL Framework, will be developed through strategies including research-based SEL lessons provided by classroom teachers and school counselors along with SEL signature practices implementation in classroom and school-wide settings.	$239,481.17	No

3.2	MTSS - Wellness	Each school site will implement a robust MTSS model with a Coordination of Services Team (COST) that will review monthly data reports to identify student academic, behavioral, health, and social-emotional/mental health needs (tier 2 and 3) and available interventions/resources with priority consideration for Unduplicated Student Groups (USGs) including Socio-Economically Disadvantaged (SED), English Learners (EL), Long Term English Learners (LTEL), and Foster Youth (FY), assign students to appropriate targeted interventions and supports, and monitor the impact on student outcomes.	$1,520,191.48	Yes
3.3	Integrated Network of Support	The coordination of roles, in alignment with CA's Community School model, among School Counselors, Social Workers/Mental Health Clinicians, Health Providers, Community Schools Coordinators, and FACE Liaisons who are assigned to each school site will allow for streamlined, equitable, and effective Tier 2 and Tier 3 supports for social-emotional, mental health, behavioral, and physical well-being that is tailored to their USGs (EL, LTEL, SED, FY).	$14,744,297.31	Yes
3.4	PBIS	All school sites will implement a site-designed Positive Behavior Interventions and Supports (PBIS) model that will promote a culture of belonging, safety, and care for all students while addressing the needs of each school site's USG (SED, EL, LTEL, and FY).	$834,597.96	Yes
3.5	Equitable and Inclusive School Culture	All school sites, with support from the Support Services Team, will provide an equitable and inclusive school culture that is built upon trusting relationships and offers a continuum of supports including restorative practices (Levels 1 and Level 2) trauma-informed practices, anti-bullying strategies, and social-emotional assistance for staff, students, and families to support all students with emphasis for USG (EL, LTEL, SED, FY) and LGBTQ students.	$2,228,137.19	Yes
3.6	Expanded Learning Opportunities	Students in USGs (SED, EL, LTEL, FY) will be offered expanded learning opportunities after school and during the summer with additional opportunities before school and on Saturdays, to ensure that students	$56,463,644.14	Yes

		have a safe place outside of school hours with access to a nutritious snack, enrichment experiences, athletic opportunities, and academic supports.		
3.7	Wrap Around Services	Each school site will provide targeted resources and programs such as childcare, transportation, basic necessities, and other resources for USG SED (including McKinney Vento and Migrant Education eligible students), EL/LTEL, and FY to remove barriers to access and increase persistence leading to higher degrees of academic success. Wrap-around services will focus on home visits, outreach, and restorative solution-oriented practices will be prioritized over punitive actions to support student attendance and behavior.	$1,685,121.32	Yes
3.8	Community Schools Approach	SAUSD will continue to develop, implement, and refine its community schools approach to foster collaboration among educators, local community members, families, and students that will, in turn, enhance conditions for student learning and healthy development. Community schools will gather input from their educational partners to support the collective strengths, interests, and needs of the all students in the school community including their USG (SED, EL, LTEL, FY).	$3,814,770.20	No
3.9	Differentiated Assistance - Wellness	Schools will review monthly progress monitoring updates for their Foster Youth student groups in the areas of Supsensions, office referrals, incidents of bullying/harrassment and implementation of restorative practices in order to provide early tiered interventions.	$0.00	Yes
3.10	Professional Learning- Wellness	SAUSD's professional learning will ensure that educators are equipped with the necessary knowledge and skills to promote school environments that support: • PBIS and Progressive Discipline Practices • Diversity, Cultural Proficiency, and Inclusive Interactions (including LGBTQ protections) • Social Emotional Learning and Restorative/Trauma Informed Practices	$126,598.54	Yes

		• Student Health and Wellness and Safety Assessments		
3.11	Adult Supervision	Each school will provide adequate adult supervision with staff that are well-trained to use restorative practices to maintain a safe and positive environment before and after school, and during passing periods, recess/nutrition, lunch, and events.	$8,578,265.62	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The SAUSD will create systems which improve efficiency, effective internal communication protocols, and implement solutions with a high level of customer service and professionalism, in order to support the educational programs of the district.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal is important because it is designed to address the basic conditions of learning that are included in Priority 1. This goal has actions that address quality of teachers, state standard aligned instructional materials, exemplary facilities, professional development and internal/external communication processes. SAUSD will design, develop, and deliver systems which improve efficiency and implement solutions with a high level of professionalism, in order to support the educational programs of the district. This goal is designed to promote sustainable systems improvement that creates learning environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Rate of compliance with the teacher credential and assignment requirements. (School Accountability Report Cards)	2021-2022 Misassignments Teachers of ELs104.4/5.4% Total 44.8/2.3% Vacant Positions 0/0%			0% 0% 0%	
4.2	Rate of compliance with the instructional materials requirements.	2023-2024 100%			100%	

		(Resolution on the Sufficiency of Textbooks-Williams)					
4.3	Percentage of schools in "good" or "exemplary" repair on Facility Inspection Tool (FIT)	2023-2024 100%			100%		

Goal Analysis [2023-24]

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

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Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Highly Qualified Teacher	All students will have equitable access to appropriately assigned, experienced, and effective teachers. Teachers are the biggest factor in student success. Hiring and retaining teachers who are highly qualified and effective instructional leaders is of primary importance to ensure students are learning content standards.	$213,130,498.98	No

4.2	CA Standards Aligned Materials	All students will have access to and use appropriate grade-level, standards-aligned instructional materials for all content areas. English learners, students with disabilities, and students receiving intervention services have appropriate and accessible materials to support their learning. SAUSD ensures that all students have access to quality instructional materials to support a high quality core curriculum and a broad course of study.	$969,269.56	No
4.3	Future Ready Learning and Work Environments	The Maintenance & Operations, Planning & Design, and Construction Departments aim to consistently assess, upkeep, maintain, and/or improve SAUSD's buildings and outdoor spaces to ensure clean, healthy, safe, and secure facilities. By doing so, we provide high-quality, cutting-edge learning and work environments that are maintained in good repair and meet or exceed state standards for cleanliness and adequacy.	$46,351,494.84	No
4.4	Educational Partner Communication	SAUSD will promote a culture of respect and equity, by enhancing communication through various channels such as parent meetings, newsletters, websites, and social media, ensuring language accessibility for English learners and their families, and monitoring and supporting high levels of customer service practices.	$2,052,473.80	No
4.5	Comprehensive Professional Learning	SAUSD will implement comprehensive professional learning for all staff that is aligned with district LCAP goals and Board Priorities, is tailored to unduplicated student needs and is supported by a system to gather data regarding PD activities to track offerings and the level of staff engagement.	$1,266,256.63	No

Goals and Actions

Goal
Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rate	CCHS 55.6% (114 HS graduates) LGA 54.1% (113 HS graduates) REACH 78.8% (26 HS graduates)			Baseline + 6%	
5.2	Chronic Absenteeism	CCHS 86.8% LGA 85.4% REACH 86.7%			Baseline - 15%	
5.3	% students responded favorably to Sense of Belonging	CCHS 43% LGA 60% REACH No data available			Baseline + 6%	
5.4	Suspension Rate	Suspension Rate CCHS 6.5% Lorin Griset 7.1% REACH 9.6%			Baseline - 3%	

Goal Analysis [2023-24]
Actions

Action #	Title	Description	Total Funds	Contributing

5.1	Equity Multiplier - Student Engagement	The schools will increase student connectedness and engagement at schools by enhancing their capacity to promote an equitable and inclusive school culture founded on trusting relationships, restorative practices, and trauma-informed approaches. This approach will also include individualized case management, thereby supporting student engagement and attendance. These integrated efforts will specifically focus on meeting the needs of the school's Unduplicated Student Groups (USG), including English Learners (EL), Long Term English Learners (LTEL), Socio-Economically Disadvantaged (SED) students, and Foster Youth (FY). Funds for this action come from the Equity Multiplier allocation. Each school site will implement a robust MTSS model with a Coordination of Services Team (COST) that will review monthly data reports to identify student academic, behavioral, health, and social-emotional/mental health needs (tier 2 and 3) and available interventions/resources with priority consideration for Unduplicated Student Groups (USGs) including Socio-Economically Disadvantaged (SED), English Learners (EL), Long Term English Learners (LTEL), and Foster Youth (FY), assign students to appropriate targeted interventions and supports, and monitor the impact on student outcomes. Outreach staff will be assigned to each equity multiplier school to provide case management and individualized support in order to maximize student attendance and progress towards successful graduation.	$1,102,635.40	No
5.2	Equity Multiplier - Student Centered Learning	The schools will enhance student achievement and engagement for USGs at the three educational option school sites by implementing comprehensive student-centered learning strategies. These strategies include Growth Mindset techniques, the Advancement Via Individual Determination (AVID) program to promote self-efficacy and persistence, and personalized learning systems like Edmentum based on assessment-identified needs. Additionally, authentic Project-Based Learning will be incorporated to provide relevant and motivating educational experiences. Together, these approaches aim to increase academic achievement, engagement, and graduation rates. Funds for this action come from the Equity Multiplier allocation. The implementation of a robust, research-based MTSS that is tailored to each student's needs to support academic achievement. Data-driven	$230,000.00	No

		screening and frequent progress monitoring will be used to align interventions with identified needs, and monitor student response to interventions. Priority access to interventions and supports will be provided for students in USGs including EL, LTEL, SED, and FY.		
5.3	Equity Multiplier - School Culture	The schools will improve student sense of community by supporting a strong PBIS model and engagement supports that are designed to promote a culture of belonging, safety, and care for all students, including USGs, while providing tiered behavioral and attendance supports and reinforcements. Funds for this action come from the Equity Multiplier allocation. Access to a site-designed PBIS model as a tiered intervention system will benefit students at educational options schools, including USGs such as EL/LTEL, SED, and FY, by fostering a supportive and inclusive school culture that promotes belonging, safety, and care. This structured framework will provide varying levels of support based on student needs, allowing each school to address specific challenges with targeted interventions and proactive strategies to reduce behavioral issues and enhance social-emotional well-being. This comprehensive approach will lead to improved academic engagement, better attendance, and overall higher student success.	$15,000.00	No
5.4	Equity Multiplier - Professional Learning	The schools will enhance student achievement and engagement for Unduplicated Student Groups (USGs) at the three educational option school sites by implementing professional learning initiatives such as Growth Mindset and Advancement Via Individual Determination (AVID) to promote student self-efficacy and persistence. Personalized learning systems, like Edmentum, will be utilized to address individual student needs identified through assessments, ensuring consistent and accelerated academic progress. Additionally, authentic Project-Based Learning will provide relevant and motivating educational experiences, all of which collectively aim to increase academic achievement, engagement, and graduation rates. Funds for this action come from the Equity Multiplier allocation.	$31,000.00	No

| | | High-quality professional development with ongoing coaching and reflection is essential for instructional staff in the three equity multiplier educational options high schools to achieve SAUSD's vision for high student achievement. This includes understanding how to best provide personalized learning and intervention strategies that ensure equitable access to high-quality education aligned with students' interests, empowering them to succeed academically and graduate with their same grade peers. Professional learning will focus on meeting students' linguistic, engagement, and academic needs through tailored supports. Staff will be trained in PBIS, Progressive Discipline Practices, diversity, cultural proficiency, and inclusive interactions, including LGBTQ protections. Additionally, training in Social Emotional Learning and Restorative/Trauma-Informed Practices will support students' emotional well-being, particularly for Unduplicated Student Groups (USGs). Instruction on student health, wellness, and safety assessments will enable educators to proactively address student needs, ensuring comprehensive support. | | |

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$159,561,946.00	$19,993,349

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
37.936%	0.000%	$0.00	37.936%

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:** High Quality Instructional Program **Need:** District-wide - SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students	Aligning our instructional practices with the new Framework will provide the catalyst for ensuring that instruction is authentic and personalized so that USGs are able to learn at their maximum potential. High-Quality Tier 1 CA Standards-Based Instructional Program is designed to address the needs of USGs in the following ways:	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math)

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
	from USGs who meet or exceed standards on 2023 SBAC: ELs: 7.78% LTELs: 2.01% SED: 28.66% Foster: 13.16% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2023 SBAC: ELs: 6.07% LTELs: 0.66% SED: 18.42% Foster: 11.84% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide	Authentic and personalized learning ensures that experiences are relevant to students' lives and tailored to meet individual needs, which is crucial for SED, EL/LTEL, and FY students who require specific instructional approaches to engage fully and succeed academically. Competency-based learning allows students to progress based on their mastery of subjects, benefiting EL/LTEL students who might advance at different rates in language acquisition and content understanding. Integrated language and literacy instruction is essential for EL and LTEL students, ensuring that language development is incorporated into all subject areas to improve English proficiency while learning core content. Differentiated supports address the diverse needs of SED, EL/LTEL, and FY students by providing targeted interventions that cater to their unique circumstances and learning gaps. Culturally responsive teaching helps SED, EL/LTEL, and FY students feel valued in the curriculum, promoting engagement and success by connecting learning to their cultural backgrounds. Flexible learning environments support FY students who might face educational disruptions, while UDL ensures all students, especially those with diverse needs like EL and LTEL, access learning in ways that suit them best. Implementing inclusive and supportive practices reduces academic disparities between USGs and their peers, ensuring SED, EL/LTEL, and FY students achieve at high levels. Models like AVID provide SED and FY students with academic and social support for college readiness. GLAD focuses on language development for EL/LTEL students by integrating content and language	1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring 1.18 High School Graduation Rate For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

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
		strategies. Thinking Maps help students, including SED, EL/LTEL, and FY, organize thoughts and improve comprehension and communication.	
1.2	**Action:** Improvement Science Cycles **Need:** District-wide - SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2023 SBAC: ELs: 7.78% LTELs: 2.01% SED: 28.66% Foster: 13.16% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2023 SBAC: ELs: 6.07% LTELs: 0.66% SED: 18.42% Foster: 11.84% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.)	Engaging staff in Improvement Science Cycles addresses the district's need to enhance ELA and Math outcomes for USGs by building educators' capacity to deliver culturally responsive, learner-centered instruction that addresses tiered academic needs.	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.3	**Action:** Integrated Technology **Need:** District-wide - SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2023 SBAC: ELs: 7.78% LTELs: 2.01% SED: 28.66% Foster: 13.16% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2023 SBAC: ELs: 6.07% LTELs: 0.66% SED: 18.42% Foster: 11.84% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.)	Technology integration, guided by ISTE standards, will promote equitable access for all students, including USGs, to modern educational tools, fostering higher levels of student achievement and building essential competencies in alignment with the SAUSD Graduate Profile.	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	**Action:** Lower Class Size **Need:** District-wide - SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2023 SBAC: ELs: 7.78% LTELs: 2.01% SED: 28.66% Foster: 13.16% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2023 SBAC: ELs: 6.07% LTELs: 0.66% SED: 18.42% Foster: 11.84% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each	Reducing class sizes and minimizing combination classes in schools with high percentages of USGs ensures equitable access to tailored instruction and increased individualized attention, enabling students to master grade-level content which will result in improved academic performance and increasing graduation and persistency rates.	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring 1.18 High school graduation rates For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

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
	Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide		
1.5	**Action:** Early Learning **Need:** DIBELS: % of students at core/core+ Spring (K & 1st) All: 60% EL: 51% FY 39% 40% of all students scored below CORE on DIBELS at the end of last year which includes includes 83.9% SED. The EL and FY USGs percentage below CORE is significantly higher than all students. There is a need to focus on high-impact research-based strategies and approaches to improve these early foundational skills so that students are able to succeed academically. **Scope:** LEA-wide	SAUSD's Universal Preschool Kinder (UPK) Continuum provides access for USGs to developmentally appropriate, early learning experiences that support the whole child and will provide them with a strong foundation in literacy, numeracy, and other key areas, to set the stage for future academic success.	1.5 % 4 & 5 years old scoring at levels 3/4 in Literacy and Language Development 1.6 % 4 & 5 years old scoring at levels 3/4 in Cognition Math 1.19 Kinder/1st Grade DIBELS: % of students at core/core+ Spring For this action, disaggregated student groups (DIBELS) are provided in the "Measuring and Reporting Results" section.
1.6	**Action:** College and Career Readiness **Need:**	SAUSD's broad course of study with matriculation support will promote self-agency in high school students in USGs so that their educational experience is personalized and tailored to their needs, interests, and college and career goals,	1.16 College/Career Indicator 1.18 High school graduation rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Although our graduate rate for 2023 is 89.7%, only 40% of students are prepared based on the CCI indicator with both ELs (13.7%) and FY (11.8%) in the low-performance level. Further, the A-G pass rate (UC/CSU entrance requirement) indicates that only 40% of students meet this requirement with both ELs (17%) and FY (17%). (See 2023 Dashboard schools and student group matrix in the reflection section of this document.) (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide	there will be increased student engagement which will lead to increased graduation along with college and career preparedness and persistency.	1.9 Met UC/CSU Requirements 1.10 Percent Completed at Least One CTE Pathway 1.11 Percent Completed both A-G and CTE Pathway 1.12 AP Pass (3 or more) Rate 1.15 State Seal of Biliteracy Rate 1.13 Early Assessment Program (EAP) - % of Students Prepared for College – ELA 1.15 EAP - % of Students Prepared for College – Math For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.
1.7	**Action:** Broad Course of Study **Need:** Overall, the high school dropout rate for 2023 is 8.6% with 15.4% for ELs and 11.8% for FY. Student groups that are typically part of the SED have high dropout rates with MV students at 13.1% and migrant education students was 14.3%.	SAUSD's broad course of study with matriculation support will promote self-agency in USGs so that their educational experience is personalized and tailored to their needs, interests, and college and career goals, there will be increased student engagement which will lead to increased graduation along with college and career preparedness and persistency. Our broad course of study is designed to bring relevance and student agency to the educational program that students in USGs will benefit from. We believe that this will result in increased engagement and	1.18 Graduation Rate For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

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
	(See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide	persistence, leading to increased graduation rates for our USGs.	
1.8	**Action:** MTSS - Student Achievement **Need:** District-wide - SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2023 SBAC: ELs: 7.78% LTELs: 2.01% SED: 28.66% Foster: 13.16% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2023 SBAC: ELs: 6.07% LTELs: 0.66% SED: 18.42% Foster: 11.84%	The implementation of a robust, research-based MTSS to support academic achievement that utilizes a data-driven screening and referral process, aligns interventions with identified needs, and monitors student response to interventions at each school site is necessary to support the academic progress of all students including our USGs. Priority access to interventions and supports will be provided for students in USGs including EL, LTEL, SED, and FY.	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring 1.18 High School Graduation Rate For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

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
	(See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide		
1.12	**Action:** Library Services **Need:** District-wide - SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2023 SBAC: ELs: 7.78% LTELs: 2.01% SED: 28.66% Foster: 13.16% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2023 SBAC: ELs: 6.07% LTELs: 0.66% SED: 18.42%	Literacy opportunities, access to books in multiple languages, and culturally relevant, multilingual books in all schools will support students and their families to develop high levels of literacy and enjoyment of reading. Unduplicated student groups will benefit from increased access to school libraries including internet access and support from our Library Media Technicians during the school day as well as before and after school. Students without the means to access technology will have what they need to complete their homework and assigned tasks and studies at home. This is particularly important for students from USGs including SED who need access and EL and FY who may not have this level of support at home.	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

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
	Foster: 11.84% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide		
1.14	**Action:** Professional Learning - Student Achievement **Need:** District-wide - SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2023 SBAC: ELs: 7.78% LTELs: 2.01% SED: 28.66% Foster: 13.16% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2023 SBAC: ELs: 6.07% LTELs: 0.66%	High-quality, engaging professional development with ongoing coaching support and reflection protocols for certificated and classified instructional staff is needed to build our collective capacity to achieve SAUSD's vision for high levels of student achievement through a clear understanding of the new Framework for the Future to provide well designed and executed personalized learning and intervention strategies which will lead to equitable student access to high-quality learning that aligns with their interests and needs and empowers them to be active global citizens and pursue the college and career paths of their choices. Professional learning so that their linguistic, engagement, and academic needs are met through tailored supports and interventions.	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED: 18.42% Foster: 11.84% 3rd Grade DIBELS: % of students at core/core+ Spring 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** 　LEA-wide		
2.1	**Action:** District Parent/Caregiver, Family and Community Advocacy Groups **Need:** Based on our years of prior experience with parents of USGs, we have found that parents of USGs are often reluctant to voice concerns or engage in the US educational system. This can lead to poor engagement. Districtwide, which includes 87% of USGs, the % of parents responded favorably to family engagement 19%. There is a need to address persistency and achievement gaps, particularly amongst ELs and Foster Youth as compared to All Students as demonstrated in the metric baseline data below:	Involving parents and caregivers of students in USGs in District-level advisory councils and committees ensures alignment of programs and services with the needs of English Learners, foster youth, and socio-economically disadvantaged students. Their input guides tailored support and resources, empowering effective advocacy through training. This approach enhances engagement and support for targeted student groups across the district, fostering a more inclusive educational environment and contributing to their success. USGs are specifically supported because they are represented by parent leaders in these district-level advisory groups. This allows the district team to hear from parent leaders, as representatives of USGs, so that we are knowledgeable of the needs of USG and the	2.1 % parents responded favorably to family engagement 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School Drop Out Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2.4 HS Grad rate All: 89.7% ELs: 80.7% SED: 89.5% Foster: 82.4% 2.5 CCI All: 40.0% ELs: 13.7% SED: 38.8% Foster: 11.8% 2.6 Drop Out Rate: All: 8.6% ELs: 15.4% SED: 8.9% Foster: 11.8% In our experience with USGs, we have also seen that, when family engagement is increased, USG student outcomes improve including student persistency, graduation rates, and college and career readiness. **Scope:** LEA-wide	impact of what LCAP goals, actions, and services have from the perspective of our USG families in order to make necessary adjustments to ultimately improve outcomes for USGs.	
2.2	**Action:** Resource Access for Families **Need:** Based on our years of prior experience with parents of USGs, we have learned that parents of USGs, in particular SED and	By leveraging community partnerships with organizations, agencies, colleges, and universities, the District and school staff will provide vital resources with translation services, directly addressing the needs of English learners, foster youth, and socio-economically disadvantaged students and their families. These partnerships will	2.3 % parents responded favorably to family support 2.4 High School Graduation Rate 2.5 College/Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL/LTEL, often need additional resources including wrap around services, basic necessities, and training opportunities. % of parents which includes 87% USGs responded favorably to family support 65%, indicating that 35, or over 1/3rd of families require supports. In our experience with USGs, we have also seen that, when wrap-around services are provided, USG student outcomes improve including student persistency, graduation rates, and college and career readiness. There is a need to address persistency and achievement gaps, particularly amongst ELs and Foster Youth as compared to All Students as demonstrated in the metric baseline data below: 2.4 HS Grad rate All: 89.7% ELs: 80.7% SED: 89.5% Foster: 82.4% 2.5 CCI All: 40.0% ELs: 13.7% SED: 38.8% Foster: 11.8% 2.6 Drop Out Rate: All: 8.6% ELs: 15.4% SED: 8.9% Foster: 11.8%	specifically promote the 5 protective factors, empowering families to support their own needs and enhance student outcomes, such as holistic child development, attendance, academic achievement, and social-emotional well-being. This collaborative endeavor ensures that families of students in USGs receive targeted support, effectively addressing barriers to success and creating a nurturing environment essential for the academic and personal growth of these student groups. Site FACE staff establish relationships with the parents of USGs to ensure that resources from partners are identified and developed in response to USG needs. FACE site staff continually engages USG families at their designated school sites and are responsive to their needs so that adjustments can be made to tailor services that lead to improved outcomes with a focus on increasing persistency, graduation rates, and college and career readiness. This individualized approach prioritizes USGs and connects community resources more effectively.	2.6 High School Drop Out Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	**Action:** Family and Community Events **Need:** Based on our years of prior experience with parents of USGs, we have learned that parents of USGs are often reluctant to voice concerns or engage in the US educational system. This can lead to poor engagement. Districtwide, which includes 87% USGs, the % of parents responded favorably to family engagement 19%. This is an indication that we need to tailor these events to more closely align with and address the needs of USGs and their families. In our experience with USGs, we have also seen that, when parents and caregivers engage in site and district level events, stronger home school connections are forged which ultimately lead to improved USG student outcomes improve including increased student persistency, graduation rates, and college and career readiness. There is a need to address persistency and achievement gaps, particularly amongst ELs and Foster Youth as compared to All Students as demonstrated in the metric baseline data below: 2.4 HS Grad rate All: 89.7% ELs: 80.7% SED: 89.5% Foster: 82.4%	This action will promote academic and social-emotional wellness outcomes for all students, with a specific focus on the needs of students in the EL, LTEL, FY, and SED student groups. This approach ensures that families of students in USGs are actively involved in their children's education, addressing unique challenges, and fostering a supportive environment that enhances both academic achievement and social-emotional well-being for these student groups. Topics and resources that are shared and promoted at events are tailored to the needs that USGs experience, in particular the needs of SED and EL/LTEL which are are largest USGs. This may include guest speakers, resource fairs, and workshops that are provided as part of larger events or within specialized programs. In addition, special events are planned in collaboration with school sites and our support services department to address the needs of FY.	2.1 % parents responded favorably to family engagement 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School Drop Out Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2.5 CCI All: 40.0% ELs: 13.7% SED: 38.8% Foster: 11.8% 2.6 Drop Out Rate: All: 8.6% ELs: 15.4% SED: 8.9% Foster: 11.8% **Scope:** LEA-wide		
2.4	**Action:** Family Engagement, Leadership & Volunteerism **Need:** Based on our years of prior experience with parents of USGs, we have learned that parents of USGs are often reluctant to voice concerns or engage in the US educational system. This can lead to poor engagement. Districtwide, which includes 87% USGs, the % of parents responded favorably to family engagement 19%. This is an indication that we need to tailor these opportunities to more closely align with and address the needs of USGs and their families. This may include offering strategic meeting times, providing child care, and other supports to remove	Establishing sustainable parent-school partnerships will prioritize access to resources tailored to the needs of English learners, foster youth, and socio-economically disadvantaged students. These partnerships encourage active involvement in decision-making and offer recognition for engaged parents and caregivers. Through parent/family leadership programs, family strengths are leveraged, aligning with the community school strategy to amplify family voices. Site administrators and FACE staff work in concert to engage USGs specifically to engage them in partnership and get their input on how they would like to be involved in the school. This collaborative approach ensures families play a central role in supporting their student's success by providing tailored support and resources to meet the unique needs of English learners, foster youth, and socio-economically disadvantaged	2.1 % parents responded favorably to family engagement 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School Drop Out Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	barriers to involvement that USG families may experience. In our experience with USGs, we have also seen that, when parents and caregivers are empowered and take on leadership roles within the schools and district, stronger home school connections are forged which ultimately lead to improved USG student outcomes improve including increased student persistency, graduation rates, and college and career readiness. There is a need to address persistency and achievement gaps, particularly amongst ELs and Foster Youth as compared to All Students as demonstrated in the metric baseline data below: 2.4 HS Grad rate All: 89.7% ELs: 80.7% SED: 89.5% Foster: 82.4% 2.5 CCI All: 40.0% ELs: 13.7% SED: 38.8% Foster: 11.8% 2.6 Drop Out Rate: All: 8.6% ELs: 15.4% SED: 8.9% Foster: 11.8% **Scope:**	students, fostering a supportive home and school environment crucial for their academic achievement and social-emotional well-being which is necessary for increased persistency, graduation rates, and college and career readiness.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.5	**Action:** Capacity Building for Families **Need:** District-wide % parents which includes 87% USGs responded favorably to family efficacy 68%. This means that 32% of families require support in order to navigate the US school system. This is particularly true for EL/LTELs. Through our years of prior experience in working with the parents and family members of EL/LTELs we have learned that cultural differences must be embraced and language barriers must also be addressed. **Scope:** LEA-wide	This collaborative approach will actively involve the families of students in EL, LTEL, FY, and SED USGs in the educational process. Co-parent/family leadership development and joint learning opportunities along with parenting classes and workshops will equip parents with the knowledge and skills to support their children's learning at home, bridging gaps that may exist due to language barriers, lack of resources, or unfamiliarity with the educational system. Strengthened communication ensures that families are well-informed and can advocate effectively for their children's needs. By creating a partnership where parents feel valued and heard, the educational experiences of these students will be enriched, promoting higher engagement, better academic performance, and improved overall well-being. Developing the capacity of USG families will enable SAUSD to establish a peer mentoring approach that will enable USG families to be supported by parents and family members who have had similar experiences as them and that they can relate to. In our experience with USGs, we have learned that professional learning designed to empower parents and family members of USGs to support each other which is key in improving their family efficacy and involvement that is needed to address persistency and achievement gaps, particularly amongst ELs and Foster Youth as compared to All Students as demonstrated in the metric baseline data below: 2.4 HS Grad rate All: 89.7% ELs: 80.7%	2.2 % parents responded favorably to family efficacy 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School Drop Out Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		SED: 89.5% Foster: 82.4% 2.5 CCI All: 40.0% ELs: 13.7% SED: 38.8% Foster: 11.8% 2.6 Drop Out Rate: All: 8.6% ELs: 15.4% SED: 8.9% Foster: 11.8%	
2.6	**Action:** Professional Learning - FACE **Need:** Based on our years of prior experience with parents of USGs, we have learned that parents of USGs, in particular SED and EL/LTEL, often need additional resources including wrap around services, basic necessities, and training opportunities. % of parents which includes 87% USGs responded favorably to family support 65%, indicating that 35, or over 1/3rd of families require supports. **Scope:** LEA-wide	The professional learning initiatives provided to SAUSD District and site staff, including the FACE team, will be instrumental in addressing the needs of students and families, particularly English learners, Foster Youth, and socially economically disadvantaged students. By receiving training on family outreach best practices and co-constructing training opportunities with families, staff will be better equipped to foster meaningful and effective parent-school partnerships. This enhanced capacity for family engagement will ensure that staff can implement strategies that are culturally responsive and sensitive to the unique challenges faced by these student groups. Training will empower staff to communicate more effectively with families, recognize and leverage family strengths, and create inclusive environments where every family feels valued and involved. As a result, students will benefit from a more supportive network, both at home and at school, leading to improved academic outcomes, greater social-emotional support, and a more equitable	2.1 % parents responded favorably to family engagement 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School Drop Out Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		educational experience. The professional development is designed to support actions 2.1, 2.2, 2.3, 2.4, ad 2.5 which are all contributing actions. This professional learning is necessary to ensure that these actions are focused primarily on the needs of the USGs at all school sites.	
3.2	**Action:** MTSS - Wellness **Need:** Chronic absenteeism rate 2022-23 All: 22.6% ELs: 23.8% SED: 23.5% Foster: 36.9% M-V: 36.9% Suspension rates All: 4.5% ELs: 4.8% SED: 4.7% Foster: 9.9% M-V: 5.7% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide	This action aims to reduce chronic absenteeism and address tiered behavioral needs for students in USGs including SED, EL/LTEL and FY by implementing a robust MTSS model with a Coordination of Services Team (COST) at each school site. Students will receive targeted interventions and supports tailored to their specific needs, with ongoing monitoring to assess the impact on student outcomes. This proactive approach will ensure that USG student populations receive timely and individualized support, leading to improved attendance rates, reduced behavioral incidents, and overall student success.	3.2 Chronic absenteeism rate 3.6 Pupil suspension rates (% students with at least 1 suspension) 3.7 Pupil expulsion 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
3.3	**Action:** Integrated Network of Support **Need:** Chronic absenteeism rate All: 22.6% ELs: 23.8% LTELs: TBD Y1 SED: 23.5% Foster: 36.9% M-V: 36.9% Suspension rates All: 4.5% ELs: 4.8% SED: 4.7% Foster: 9.9% M-V: 5.7% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide	This coordinated approach will benefit USGs including EL/LTEL, SED, and FY by providing streamlined, equitable, and effective Tier 2 and Tier 3 supports tailored to their unique needs. By aligning roles among various support professionals, the model ensures that these vulnerable student groups receive comprehensive and cohesive assistance. This holistic support system addresses their social-emotional, mental health, behavioral, and physical well-being, leading to improved academic performance, increased attendance, and overall better educational outcomes.	3.2 Chronic absenteeism rate 3.6 Pupil supension rates (% students with at least 1 suspension) 3.7 Pupil expulsion rates 3.5 High School Dropout Rate 3.3 Middle School Dropout Rate For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.
3.4	**Action:** PBIS **Need:** Chronic absenteeism rate All: 22.6%	Access to a site-designed PBIS model as a tiered intervention system will benefit USGs including EL/LTEL, SED and FY by creating a supportive and inclusive school culture that will promote a sense of belonging, safety, and care. The structured framework of tiered interventions will	3.8 % students responded favorably to safety 3.1 Attendance rate For this action, disaggregated student

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
	ELs: 23.8% LTELs: TBD Y1 SED: 23.5% Foster: 36.9% M-V: 36.9% Suspension rates All: 4.5% ELs: 4.8% SED: 4.7% Foster: 9.9% M-V: 5.7% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.)) **Scope:** LEA-wide	provide varying levels of support based on student needs. A strong PBIS model will allow each school site to address specific challenges by offering targeted interventions and proactive strategies to reduce behavioral issues and enhance social-emotional well-being. This comprehensive approach will lead to improved academic engagement, better attendance, and overall higher student success for students in USGs.	groups are provided in the "Measuring and Reporting Results" section.
3.5	**Action:** Equitable and Inclusive School Culture **Need:** Chronic absenteeism rate All: 22.6% ELs: 23.8% LTELs: TBD Y1 SED: 23.5% Foster: 36.9% M-V: 36.9%	Implementing this action will significantly benefit English Learners (ELs), Long Term English Learners (LTELs), Foster Youth (FY), and Socio-Economically Disadvantaged students (SEDs) by fostering an equitable and inclusive school culture. With support from the Support Services Team, schools will build trust and provide comprehensive supports, including restorative and trauma-informed practices, anti-bullying strategies, and social-emotional assistance. These measures will address the unique needs of these students, reduce disciplinary issues, ensure safety, and	3.9 % students responded favorably to sense of belonging (school connectedness) For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

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
	Suspension rates All: 4.5% ELs: 4.8% SED: 4.7% Foster: 9.9% M-V: 5.7% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide	enhance well-being. This holistic approach will lead to better academic performance, improved attendance, and higher engagement for ELs, LTELs, FY, SEDs, and LGBTQ students.	
3.6	**Action:** Expanded Learning Opportunities **Need:** Chronic absenteeism rate All: 22.6% ELs: 23.8% LTELs: TBD Y1 SED: 23.5% Foster: 36.9% M-V: 36.9% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.)	This action will meet the needs of USGs including EL/LTEL, SED, and FY by providing expanded learning opportunities outside of regular school hours. These programs offer a safe environment where students can access nutritious snacks, which is particularly beneficial for those who may face food insecurity. Enrichment experiences and athletic opportunities support physical and social development, while academic supports help address learning gaps and improve academic performance. These extended opportunities foster a well-rounded education, enhance student engagement, and contribute to better academic outcomes and overall well-being for these vulnerable groups.	3.2 Chronic absenteeism rate For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

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		
3.7	**Action:** Wrap Around Services **Need:** Chronic absenteeism rate All: 22.6% ELs: 23.8% SED: 23.5% Foster: 36.9% M-V: 36.9% Suspension rates All: 4.5% ELs: 4.8% SED: 4.7% Foster: 9.9% M-V: 5.7% High school graduation rates All: 89.7% ELs: 80.7% SED: 89.5% Foster: 82.4% M-V: 84.9% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.)	This action addresses the needs of USGs by removing barriers and enhancing educational persistence through providing childcare, transportation, and basic necessities for SED including homeless and Migrant education eligible students, EL/LTELs and FY. These supports ensure students have what they need to attend school regularly and focus on learning. Wrap-around services like home visits and outreach strengthen family connections and address home challenges, while prioritizing restorative practices over punitive actions fosters a supportive environment that encourages positive behavior and attendance, ultimately improving academic success and engagement.	3.2 Chronic absenteeism rate 3.6 Pupil supension rates - (% students with at least 1 suspension) Pupil expulsion rates For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

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		
3.10	**Action:** Professional Learning- Wellness **Need:** Chronic absenteeism rate All: 22.6% ELs: 23.8% SED: 23.5% Foster: 36.9% M-V: 36.9% Suspension rates All: 4.5% ELs: 4.8% SED: 4.7% Foster: 9.9% M-V: 5.7% Both chronic absenteeism and suspension rates were significantly higher for foster youth, with ELs and SED slightly higher than all students. This action is needed to ensure that USGs which often have considerably increased tier 2 and 3 needs are supported to improve in these areas. (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.)	This action will enhance staff capacity to support targeted students by offering professional learning on key areas. A key focus will be to build staff capacity to implement the actions in Goal 3 that are designated as contributing to the improved or increased services to USGs. This training is necessary for these contributing actions to be fully and effectively implemented. Site Administrators and Educators will be trained in PBIS including tiered approaches that will prioritize services for USGs, while also promoting diversity, cultural proficiency, and inclusive interactions, including LGBTQ protections. Additionally, training on Social Emotional Learning and Restorative/Trauma-Informed Practices will equip staff to support the emotional well-being of students, including those from Unduplicated Student Groups (USGs). Finally, instruction on student health, wellness, and safety assessments will enable educators to proactively address student needs, ensuring a comprehensive approach to student support.	3.2 Chronic Absenteeism Rate 3.6 Suspension Rates For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

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		

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
1.10	**Action:** English Learner Program **Need:** RFEP Rate: ELs 42.3% ELPI (ELs Making Progress or maintaining 4 on ELPAC): ELs: 47% ELA: Percent of ELs/LTELs who meet or exceed standards on 2023 SBAC: ELs: 7.78% Math: Percent of ELs/LTELs who meet or exceed standards on 2023 SBAC: ELs: 6.07% LTELs: 0.66% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red	Implementing these strategies will benefit all English Learners (ELs) by providing culturally appropriate and responsive English Language Development (ELD) instruction and supports. ELD instruction within general education will develop language skills while facilitating subject matter learning, and specific ELD instruction will focus on language skills. Personalized plans will address each EL's unique needs and goals, while regular assessments will track progress and readiness for reclassification. Additional support for newly arrived and migrant students will aid their integration and success, ensuring continuous progress and preparation for high school graduation, college, and career success.	1.8 ELPI: (ELs Making Progress or maintaining 4 on ELPAC), including disaggregated for LTELs (NEW) 1.7 EL Reclassification Rate, including disaggregated for LTELs (NEW) For this action, EL/LTEL data is provided as available in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** Limited to Unduplicated Student Group(s)		
1.11	**Action:** Supports for LTELs **Need:** RFEP Rate: LTELs (EL 6+ Years): 24.5% ELPI (ELs Making Progress or maintaining 4 on ELPAC): ELs: 47% ELA: Percent of ELs/LTELs who meet or exceed standards on 2023 SBAC: ELs: 7.78% Math: Percent of ELs/LTELs who meet or exceed standards on 2023 SBAC: ELs: 6.07% LTELs: 0.66% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:**	Implementing these strategies will address the needs of LTELs by equipping educators with effective teaching methods and providing an advanced ELD curriculum tailored to LTELs' proficiency levels. Data-driven instruction will address gaps in knowledge and skills, while targeted intervention programs will offer focused support to overcome language proficiency barriers. Increased family engagement through resources and communication in home languages will create a supportive home environment, and clear pathways for reclassification will guide LTELs toward achieving language proficiency and academic goals.	1.8 ELPI: (ELs Making Progress or maintaining 4 on ELPAC), including disaggregated for LTELs (NEW) 1.7 EL Reclassification Rate, including disaggregated for LTELs (NEW) For this action, EL/LTEL data is provided as available in the "Measuring and Reporting Results" section.

	Limited to Unduplicated Student Group(s)		
3.9	**Action:** Differentiated Assistance - Wellness **Need:** Suspension rates Foster: 9.9% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** Limited to Unduplicated Student Group(s)	This action will meet the needs of Foster Youth, particularly those requiring behavioral supports, by implementing a structured and proactive approach. Monthly progress monitoring of suspensions, office referrals, incidents of bullying/harassment, and the use of restorative practices allows schools to identify behavioral issues early. By reviewing this data regularly, schools can provide timely, tiered interventions tailored to the specific needs of Foster Youth. Early intervention helps prevent escalation of behavioral issues, promotes positive behavior, and supports the emotional and social well-being of these students. This proactive strategy ensures that Foster Youth receive the necessary support to succeed academically and socially. No funding is associated with this action because funds to implement this action (estimated .2% of supplemental/concentration funds) will be leveraged from Actions 3.2, 3.3, and 3.7 to support the foster youth to address suspension rate to monitor the progress and impact of this action for the foster youth	3.6 Pupil supension rates - Foster Youth (% students with at least 1 suspension) For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

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.

All limited actions contributing to meeting the increased or improved services requirement have specific expenditures of LCAP funding.

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.

If the concentration add-on funding is insufficient to meet these ratios, the funding will be prioritized for those school sites with unduplicated pupil percentages that exceed the district average of 71% to maintain the ratios above at these sites. The additional funding was utilized to provide additional teachers, preschool staff, and instructional assistance to increase direct support to USG students at all school sites.

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	NA - all schools have over 55% unduplicated student groups	School-wide classified ratios for staff who provide direct service to school sites such as instructional assistants, paraprofessionals, preschool teachers and assistants, library media techs, and after/before school instructional providers and assistants.
		Student-to-Classified Staff Ratio
		Elementary Schools
		Adams 15.0:1
		ALA 15.6:1
		Carver 22.0:1
		Davis 15.3:1
		Diamond 17.2:1
		Edison 21.8:1
		Franklin 23.2:1
		Fremont 20.1:1
		Garfield 26.3:1
		Greenville 36.5:1
		Harvey 20.9:1
		Heroes 12.6:1
		Jackson 21.4:1
		Jefferson 17.1:1
		Kennedy 12.8:1
		King 20.5:1
		Lincoln 19.3:1
		Lowell 21.7:1
		Madison 21.9:1
		Martin 21.0:1
		Monroe 18.8:1
		Monte Vista 25.5:1
		Muir 12.2:1
		Pio Pico 29.5:1
		Roosevelt-Walker 17.1:1
		Taft Elementary 11.2:1
		Thorpe Fundamental 39.0:1
		Washington Elementary 16.1:1
		Wilson Elementary 13.6:1
		K-8 School Sites

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
		Esqueda 28.0:1 Heninger 33.9:1 McFadden 36.9:1 Romero-Cruz Academy 31.1:1 Santiago Elementary 27.1:1 Sierra 22.2:1 Intermediate Schools Carr 31.5:1 Lathrop 29.6:1 Mac Arthur 45.0:1 Mendez 45.7:1 Villa 71.1:1 Willard 21.1:1 High Schools Century 33.1:1 Chavez 53.3:1 Godinez 57.0:1 Lorin Griset Academy 53.7:1 Middle College 119.7:1 REACH Academy 291.0:1 Saddleback High 39.1:1 Santa Ana High 43.4:1 Segerstrom 75.5:1 Valley 44.8:1 Preschool Programs Early Childhood Education12.0:1 Mitchell Child Development 6.1:1

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 certificated staff providing direct services to students	NA All students have over 55% of unduplicated students	Classroom ratios Self Contained Classrooms TK 24 students: 2 Staff (1 certificated teacher and 1 other teacher or paraprofessional staff member) Kindergarten: 21 students: 1 certificated teacher Grades 1-2: 22 students: 1 certificated teacher Grade 3: 23 students: 1 certificated teacher Grades 4-6: 25 students: 1 certificated teacher Core Subjects (ELA and Math) Grades 6-8 25 students: 1 certificated teacher Grades 9-12 25 students: 1 certificated teacher

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$420,602,709.00	159,561,946.00	37.936%	0.000%	37.936%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$422,292,048.96	$306,405,938.91	$2,449,597.40	$21,620,337.89	$752,767,923.16	$630,019,086.90	$122,748,836.26

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
This table was automatically populated from this LCAP.															
1	1.1	High Quality Instructional Program	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$4,067,815.40	$11,416,717.30	$5,490,331.01	$8,084,008.78	$0.00	$1,910,192.91	$15,484,532.70
1	1.2	Improvement Science Cycles	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,358,582.55	$0.00	$2,358,582.55	$0.00	$0.00	$0.00	$2,358,582.55
1	1.3	Integrated Technology	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$4,299,066.87	$6,296,647.26	$9,798,148.85	$150,000.00	$0.00	$647,565.28	$10,595,714.13
1	1.4	Lower Class Size	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$60,516,955.22	$0.00	$60,516,955.22	$0.00	$0.00	$0.00	$60,516,955.22
1	1.5	Early Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Preschool, TK/Kinder Grade Levels	ongoing	$19,175,012.28	$3,918,782.44	$1,912,883.80	$20,234,179.32	$0.00	$946,731.60	$23,093,794.72
1	1.6	College and Career Readiness	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	ongoing	$25,218,519.83	$6,334,278.07	$18,795,645.85	$10,649,430.84	$1,477,729.75	$629,991.46	$31,552,797.90
1	1.7	Broad Course of Study	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	$15,683,181.73	$7,532,171.30	$12,097,708.18	$9,597,256.44	$188,214.00	$1,332,174.41	$23,215,353.03

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
			Low Income			Low Income									
1	1.8	MTSS - Student Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,786,809.29	$4,049,543.67	$2,762,949.74	$811,972.73	$0.00	$3,261,430.49	$6,836,352.96
1	1.9	Addressing Special Needs	Students with Disabilities	No					$153,389,912.68	$16,618,325.48	$4,526,215.13	$164,732,919.17	$0.00	$749,103.86	$170,008,238.16
1	1.10	English Learner Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$2,596,340.72	$149,505.82	$2,054,692.52	$0.00	$0.00	$691,154.02	$2,745,846.54
1	1.11	Supports for LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 5-12		$998,437.67	$500.00	$759,655.67	$0.00	$0.00	$239,282.00	$998,937.67
1	1.12	Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,373,129.50	$461,048.64	$4,219,245.13	$606,834.37	$0.00	$8,098.64	$4,834,178.14
1	1.13	Differentiated Assistance - Student Achievement	Foster Youth Students with Disabilities	No					$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	1.14	Professional Learning - Student Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$28,636,733.10	$2,906,129.53	$12,315,468.25	$15,216,610.60	$0.00	$4,010,783.78	$31,542,862.63
2	2.1	District Parent/Caregiver, Family and Community Advocacy Groups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$32,300.00	$20,300.00	$0.00	$0.00	$12,000.00	$32,300.00
2	2.2	Resource Access for Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,002,810.59	$1,042,848.56	$2,757,583.16	$125,000.00	$0.00	$1,163,075.99	$4,045,659.15
2	2.3	Family and Community Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$4,734,900.48	$288,563.67	$4,722,896.36	$0.00	$0.00	$300,567.79	$5,023,464.15

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
2	2.4	Family Engagement, Leadership & Volunteerism	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,942.00	$4,500.00	$3,500.00	$0.00	$0.00	$3,942.00	$7,442.00
2	2.5	Capacity Building for Families	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,376,274.02	$191,149.71	$1,542,950.92	$902,788.50	$0.00	$121,684.31	$2,567,423.73
2	2.6	Professional Learning - FACE	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$36,753.64	$1,887,000.00	$1,899,101.64	$0.00	$0.00	$24,652.00	$1,923,753.64
3	3.1	Social Emotional Learning (SEL)	All		No					$31,087.40	$208,393.77	$196,623.40	$0.00	$0.00	$42,857.77	$239,481.17
3	3.2	MTSS - Wellness	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$876,947.23	$643,244.25	$2,880.50	$629,627.34	$0.00	$887,683.64	$1,520,191.48
3	3.3	Integrated Network of Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$9,597,713.89	$5,146,583.42	$11,832,466.96	$2,735,730.35	$0.00	$176,100.00	$14,744,297.31
3	3.4	PBIS	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$834,597.96	$0.00	$834,597.96	$0.00	$0.00	$0.00	$834,597.96
3	3.5	Equitable and Inclusive School Culture	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,219,614.21	$1,008,522.98	$100,308.22	$1,909,905.39	$0.00	$217,923.58	$2,228,137.19
3	3.6	Expanded Learning Opportunities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$31,709,058.39	$24,754,585.75	$5,464,112.21	$49,898,811.68	$0.00	$1,100,720.25	$56,463,644.14
3	3.7	Wrap Around Services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$879,054.61	$806,066.71	$1,188,323.56	$0.00	$0.00	$496,797.76	$1,685,121.32
3	3.8	Community Schools Approach	All		No					$2,553,972.28	$1,260,797.92	$0.00	$3,500,000.00	$314,770.20	$0.00	$3,814,770.20
3	3.9	Differentiated Assistance - Wellness	Foster	Youth	Yes	Limited to Unduplicated	Foster Youth	All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
					Student Group(s)										
3	3.10	Professional Learning-Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,417.60	$121,180.94	$123,056.54	$0.00	$0.00	$3,542.00	$126,598.54
3	3.11	Adult Supervision	All	No					$8,563,965.62	$14,300.00	$8,567,742.82	$0.00	$0.00	$10,522.80	$8,578,265.62
4	4.1	Highly Qualified Teacher	All	No					$211,488,009.90	$1,642,489.08	$209,724,419.65	$761,537.00	$468,883.45	$2,175,658.88	$213,130,498.98
4	4.2	CA Standards Aligned Materials	All	No					$7,192.89	$962,076.67	$929,241.02	$0.00	$0.00	$40,028.54	$969,269.56
4	4.3	Future Ready Learning and Work Environments	All	No					$26,010,064.85	$20,341,429.99	$31,852,751.34	$14,480,691.00	$0.00	$18,052.50	$46,351,494.84
4	4.4	Educational Partner Communication	All	No					$1,328,471.10	$724,002.70	$1,656,496.80	$0.00	$0.00	$395,977.00	$2,052,473.80
4	4.5	Comprehensive Professional Learning	All	No					$6,106.00	$1,260,150.63	$1,264,214.00	$0.00	$0.00	$2,042.63	$1,266,256.63
5	5.1	Equity Multiplier - Student Engagement	All	No					$582,635.40	$520,000.00	$0.00	$1,102,635.40	$0.00	$0.00	$1,102,635.40
5	5.2	Equity Multiplier - Student Centered Learning	All	No					$40,000.00	$190,000.00	$0.00	$230,000.00	$0.00	$0.00	$230,000.00
5	5.3	Equity Multiplier - School Culture	All	No					$0.00	$15,000.00	$0.00	$15,000.00	$0.00	$0.00	$15,000.00
5	5.4	Equity Multiplier - Professional Learning	All	No					$31,000.00	$0.00	$0.00	$31,000.00	$0.00	$0.00	$31,000.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
$420,602,709.00	159,561,946.00	37.936%	0.000%	37.936%	$163,574,344.80	0.700%	39.590 %	Total:	$163,574,344.80
								LEA-wide Total:	$160,759,996.61
								Limited Total:	$2,814,348.19
								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 (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	High Quality Instructional Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,490,331.01	
1	1.2	Improvement Science Cycles	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,358,582.55	
1	1.3	Integrated Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,798,148.85	
1	1.4	Lower Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,516,955.22	
1	1.5	Early Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Preschool, TK/Kinder Grade Levels	$1,912,883.80	

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	1.6	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$18,795,645.85	
1	1.7	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,097,708.18	
1	1.8	MTSS - Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,762,949.74	
1	1.10	English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,054,692.52	
1	1.11	Supports for LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 5-12	$759,655.67	
1	1.12	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,219,245.13	
1	1.14	Professional Learning - Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,315,468.25	
2	2.1	District Parent/Caregiver, Family and Community Advocacy Groups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,300.00	
2	2.2	Resource Access for Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,757,583.16	
2	2.3	Family and Community Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,722,896.36	
2	2.4	Family Engagement, Leadership & Volunteerism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	
2	2.5	Capacity Building for Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,542,950.92	
2	2.6	Professional Learning - FACE	Yes	LEA-wide	English Learners Foster Youth	All Schools	$1,899,101.64	

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 (%)
					Low Income			
3	3.2	MTSS - Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,880.50	
3	3.3	Integrated Network of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,832,466.96	
3	3.4	PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$834,597.96	
3	3.5	Equitable and Inclusive School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,308.22	
3	3.6	Expanded Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,464,112.21	
3	3.7	Wrap Around Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,188,323.56	
3	3.9	Differentiated Assistance - Wellness	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$0.00	0.2
3	3.10	Professional Learning-Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$123,056.54	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$1,054,207,994.69	$1,192,095,001.67

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	High Quality Standards Based Core Curriculum	No	$43,972,855.27	$31,561,529.76
1	1.2	Highly Qualified Teachers	No	$192,390,028.83	$201,236,188.21
1	1.3	Technology Integration	Yes	$10,147,549.98	$11,401,907.82
1	1.4	Matriculation Support	Yes	$12,333,686.00	$3,190,386.31
1	1.5	Early Learning	Yes	$20,804,974.75	$19,364,113.21
1	1.6	Broad Course of Study - High School Focused	Yes	$23,139,504.34	$33,670,898.10
1	1.7	Broad Course of Study - TK-12	Yes	$17,738,690.47	$15,754,038.37
1	1.8	Tiered Academic Supports	Yes	$49,062,386.89	$73,807,783.74
1	1.9	Special Education Services	No	$158,260,698.36	$166,099,726.75

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	1.10	Access for English Language Learners	Yes	$906,161.66	$957,616.85
1	1.11	Extended Learning Opportunities and Supports	Yes	$7,073,434.97	$5,576,509.91
1	1.12	Dual Immersion Programs	No	$295,188.65	$296,412.57
1	1.13	Library Services	Yes	$5,029,756.46	$6,609,879.70
1	1.14	Effective English Language Learner Programs	Yes	$2,646,102.50	$3,477,374.44
1	1.15	Lower Class Size	Yes	$80,444,162.34	$84,099,093.60
1	1.16	Professional Learning Communities	Yes	$2,167,388.16	$2,370,954.85
2	2.1	Parent, Family and Community Advisory Groups	No	$25,050.00	$35,113.98
2	2.2	School-based Community Wellness Centers	Yes	$666,919.56	$1,190,722.96
2	2.3	Family and Community Engagement	Yes	$6,159,682.09	$7,935,877.13
2	2.4	Respectful School Culture	No	$1,900.00	$9,766.24
2	2.5	Parent/Caregiver Involvement	Yes	$4,952,940.20	$5,228,393.61
2	2.6	Addressing Language Needs	Yes	$1,014,763.07	$1,550,666.14
2	2.7	Community Partnerships	Yes	$1,531,585.00	$1,443,893.09

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	2.8	Parent and Family Leadership	No	$32,157.25	$17,275.14
2	2.9	Effective Communication	No	$2,376,244.42	$2,310,198.48
3	3.1	Social Emotional Learning	No	$5,000.00	$25,000.00
3	3.2	Welcoming Safe and Inclusive School Environment	No	$15,847.00	$18,053.19
3	3.3	Wellness Network of Support	Yes	$10,252,014.19	$8,882,607.82
3	3.4	Health Services	No	$2,763,063.25	$14,331,661.32
3	3.5	PBIS	No	$1,308,331.86	$1,108,210.97
3	3.6	Connecting Students and Families to Community Resources	Yes	$1,975,962.21	$2,087,632.62
3	3.7	Targeted Supports and SEW Strategies	Yes	$42,864,308.61	$46,666,455.89
4	4.1	SAFETY: Adult Supervision	No	$9,179,838.78	$9,972,899.41
4	4.2	SAFETY: Emergency Response and Preparedness	No	$559,856.32	$921,070.43
4	4.3	FACILITIES: Future-Ready Learning and Work Environments	No	$80,714,300.10	$161,193,024.23
4	4.4	SAFETY: Crisis Response	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.5	EFFICIENCY: Financial System	No	$0.00	$0.00
4	4.6	SAFETY: School Police Services	No	$11,760,579.40	$12,727,626.49
4	4.7	EFFICIENCY: Smooth Operations	No	$185,698,994.35	$201,438,616.19
4	4.8	PERSONNEL: Evaluation Process	No	$0.00	$0.00
4	4.9	PERSONNEL: Onboarding	No	$0.00	$0.00
4	4.10	EFFICIENCY: Organizational Systems	No	$0.00	$0.00
4	4.11	EFFICIENCY: Charter Schools	No	$173,989.04	$115,606.31
4	4.12	PROFESSIONAL LEARNING: Goal 1	Yes	$13,143,233.18	$11,142,800.29
4	4.13	PROFESSIONAL LEARNING: Goal 2	Yes	$1,926,519.59	$943,308.79
4	4.14	PROFESSIONAL LEARNING: Goal 4	No	$916,325.30	$789,600.35
4	4.15	Highly Qualified Leadership	No	$36,241,897.50	$40,439,836.06
4	4.16	PROFESSIONAL LEARNING: Goal 3	Yes	$104,400.90	$94,670.35
5	5.1	Health and Safety Protocols and Guidelines	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.2	Procedures to Minimize Exposures	No	$0.00	$0.00
5	5.3	Response to Illness Detection	No	$0.00	$0.00
5	5.4	Implementation of Health Protocols and Routines	No	$11,429,721.89	$0.00
5	5.5	CDC Movement and Physical Distancing Guidelines	No	$0.00	$0.00
5	5.6	Health Screening and Case Management	No	$0.00	$0.00
5	5.7	Safety Protocols for Community Members	No	$0.00	$0.00
5	5.8	COVID Related Staff Training and Information	No	$0.00	$0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$158,660,063	$170,641,266.94	$164,303,940.87	$6,337,326.07	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)
<td colspan="8">This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.</td>
1	1.3	Technology Integration	Yes	$9,157,313.11	$10,205,443.77		
1	1.4	Matriculation Support	Yes	$139,081.67	$142,735.30		
1	1.5	Early Learning	Yes	$3,390,122.63	$1,776,087.12		
1	1.6	Broad Course of Study - High School Focused	Yes	$18,948,242.71	$18,076,756.96		
1	1.7	Broad Course of Study - TK-12	Yes	$11,783,362.29	$11,363,769.10		
1	1.8	Tiered Academic Supports	Yes	$6,738,031.54	$6,619,118.53		
1	1.10	Access for English Language Learners	Yes	$870,697.45	$635,569.54		
1	1.11	Extended Learning Opportunities and Supports	Yes	$2,099,846.23	$1,331,749.79		
1	1.13	Library Services	Yes	$4,235,218.86			
1	1.14	Effective English Language Learner Programs	Yes	$2,146,043.73	$1,977,415.72		
1	1.15	Lower Class Size	Yes	$80,444,162.34	$84,099,093.60		

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	1.16	Professional Learning Communities	Yes	$2,167,388.16	$2,370,954.85		
2	2.2	School-based Community Wellness Centers	Yes	$297,454.23	$294,965.00		
2	2.3	Family and Community Engagement	Yes	$3,606,079.15	$4,666,440.10		
2	2.5	Parent/Caregiver Involvement	Yes	$2,481,923.09	$2,993,212.02		
2	2.6	Addressing Language Needs	Yes	$346,650.07	$765,614.41		
2	2.7	Community Partnerships	Yes	$1,229,660.00	$1,256,095.00		
3	3.3	Wellness Network of Support	Yes	$4,584,704.54	$3,949,555.16		
3	3.6	Connecting Students and Families to Community Resources	Yes	$1,695,167.21	$1,760,658.91		
3	3.7	Targeted Supports and SEW Strategies	Yes	$1,406,012.42	$1,028,511.75		
4	4.12	PROFESSIONAL LEARNING: Goal 1	Yes	$10,923,683.50	$8,047,181.80		
4	4.13	PROFESSIONAL LEARNING: Goal 2	Yes	$1,853,126.11	$873,060.77		
4	4.16	PROFESSIONAL LEARNING: Goal 3	Yes	$97,295.90	$69,951.67		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$446,539,821	$158,660,063	0	35.531%	$164,303,940.87	0.000%	36.795%	$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:

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

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

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

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

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

o   Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

- o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

- o The baseline data must remain unchanged throughout the three-year LCAP.

  - ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  - ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

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

- o Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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

Purpose

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

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

Statutory Requirements
An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

  - 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:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

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

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

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

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

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

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

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

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2023