

# **San Leandro Unified School District**

## **2024-25 LCAP Package**



*Approved by the Alameda County Office of Education on September 15, 2024*



## **LCFF Budget Overview for Parents**

Local Educational Agency (LEA) Name: San Leandro Unified School District

CDS Code: 01-61291-0000000

School Year: 2024-25

LEA contact information:

Sonal Patel, Ed.D.

Assistant Superintendent, Educational Services Division

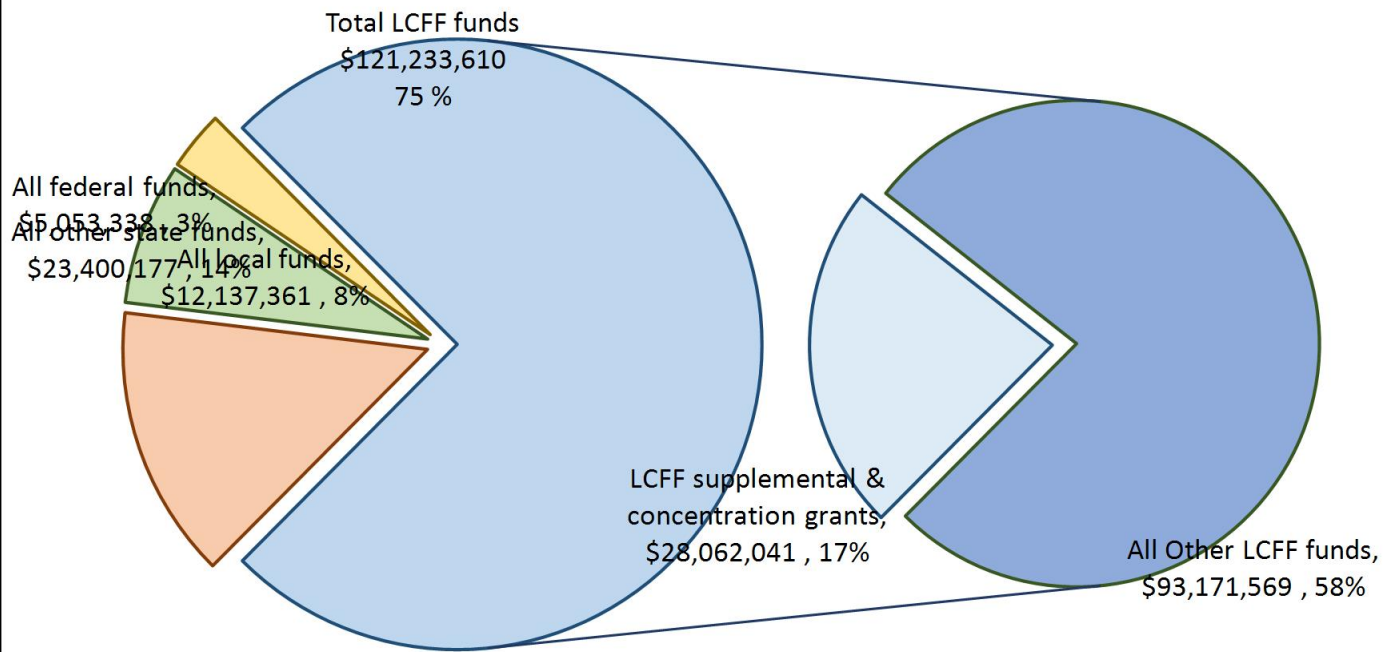
[spatel@slusd.us](mailto:spatel@slusd.us)

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

### **Budget Overview for the 2024-25 School Year**

## Projected Revenue by Fund Source

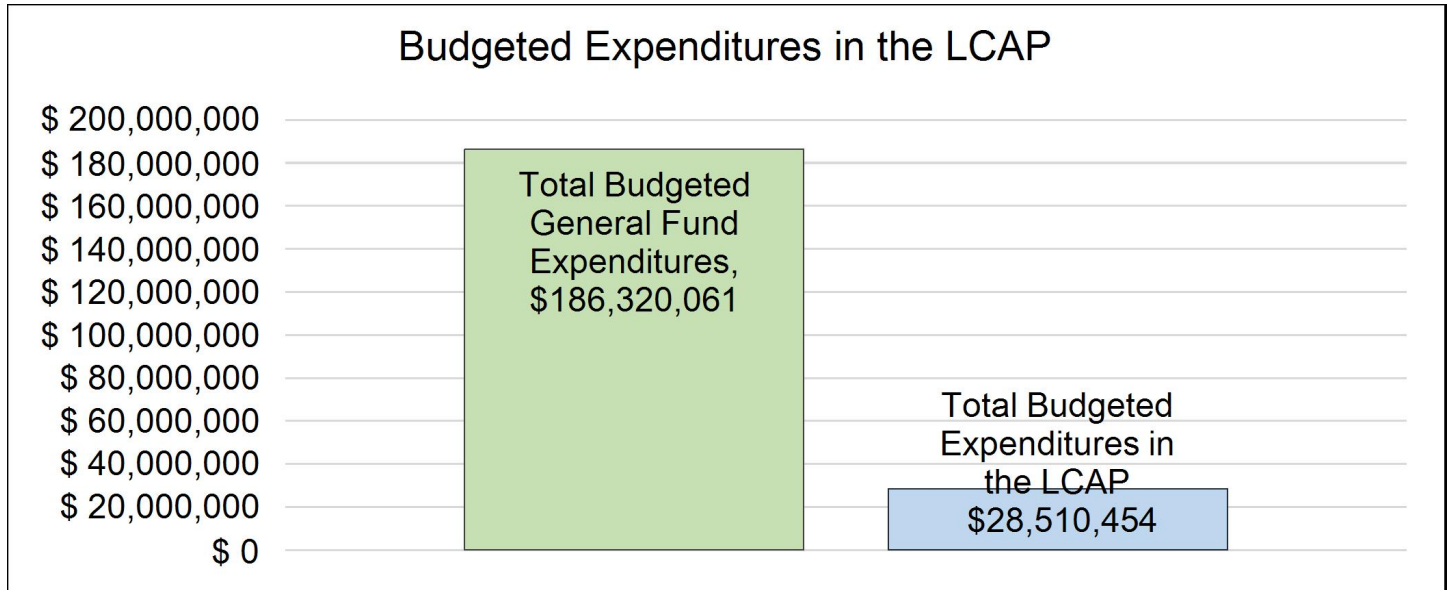


This chart shows the total general purpose revenue San Leandro Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Leandro Unified School District is \$161,824,486, of which \$121,233,610 is Local Control Funding Formula (LCFF), \$23,400,177 is other state funds, \$12,137,361 is local funds, and \$5,053,338 is federal funds. Of the \$121,233,610 in LCFF Funds, \$28,062,041 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 San Leandro 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: San Leandro Unified School District plans to spend \$186,320,061 for the 2024-25 school year. Of that amount, \$28,510,454 is tied to actions/services in the LCAP and \$157,809,607 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

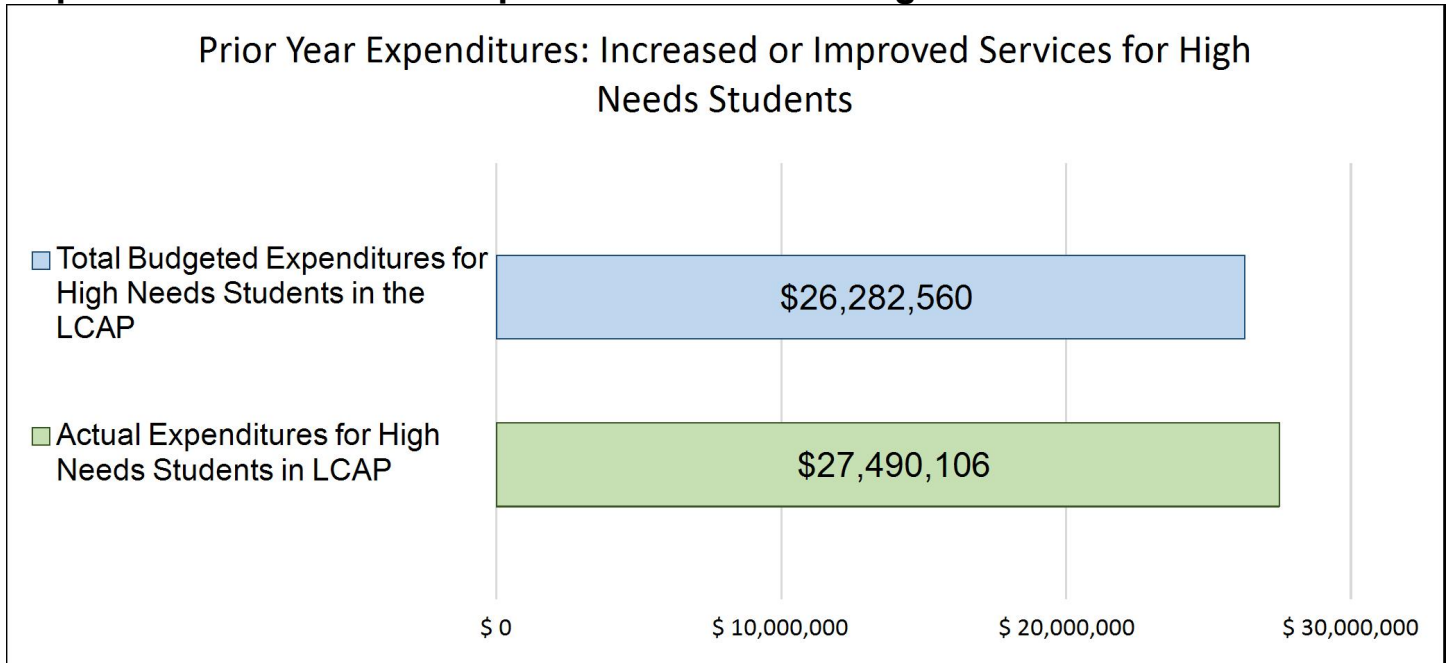
General Fund expenditures not included in the LCAP include salaries for teachers, principals, custodial and maintenance staff, clerical support, textbooks and supplies, as well as utilities.

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

In 2024-25, San Leandro Unified School District is projecting it will receive \$28,062,041 based on the enrollment of foster youth, English learner, and low-income students. San Leandro Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Leandro Unified School District plans to spend \$28,062,041 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



This chart compares what San Leandro 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 San Leandro 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, San Leandro Unified School District's LCAP budgeted \$26,282,560 for planned actions to increase or improve services for high needs students. San Leandro Unified School District actually spent \$27,490,106 for actions to increase or improve services for high needs students in 2023-24.



# 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
San Leandro Unified School District	Sonal Patel, Ed.D. Assistant Superintendent, Educational Services Division	spatel@slusd.us 5106671000

# Goals and Actions

## Goal

Goal #	Description
1	<p>GOAL #1: Engage, Educate, Empower</p> <p>Expectation: Every classroom and program in the district will support high-quality, universally accessible learning experiences across the content areas to foster the SLUSD competencies expressed in the Graduate Profile.</p> <p>Key Initiatives &amp; Tactics:</p> <p>1. Effective &amp; Meaningful Teaching and Learning</p> <p>a. Deliver comprehensive, standards-based TK-12 science and history-social science education through the newly adopted board curriculum and the development of corresponding assessments and projects.</p> <p>b. Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.</p> <p>c. Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.</p> <p>d. Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners’ multilingual success.</p> <p>2. Responsive Support Structures for Student Success</p> <p>a. Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied opportunities to make learning visible and support equitable grading practices.</p> <p>b. Explore and expand alternative education and expanded learning opportunities for students TK-12 to support both intervention, enrichment, and multimodal ways of teaching and learning.</p> <p>c. Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-12 students.</p> <p>d. Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.</p> <p>e. Build educators’ capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.</p>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Academic Indicator for English Language Arts - Student Performance based on Distance from Standard (CA School Dashboard)</p> <p>a. Overall b. English Learners c. Socioeconomically Disadvantaged d. Students with Disabilities e. Homeless f. Foster Youth g. African American h. Hispanic/Latinx i. Pacific Islander j. American Indian</p> <p>Connected to LCFF Priority: 4, 7, and 8</p>	<p>Academic Indicator for English Language Arts Student Performance based on Distance from Standard (Source: 2019 California Dashboard)</p> <p>a. Overall = 24 pts below standard b. English Learners = 53 pts below standard c. Socioeconomically Disadvantaged = 40 pts below standard d. Students with Disabilities = 100 pts below standard e. Homeless = 77 pts below standard f. Foster Youth = no dashboard data g. African American = 61 pts below standard h. Hispanic/Latinx = 41 pts below standard i. Pacific Islander = 42 pts below standard j. American Indian = 57 pts below standard</p> <p>(Source: California Dashboard 2019)</p>	<p>SLUSD did not administer SBAC English Language Arts in Spring 2020 and Spring 2021. In lieu of ELA SBAC, the district administered the STAR Reading during the Spring 2021 state testing window.</p>	<p>Academic Indicator for English Language Arts Student Performance based on Distance from Standard (Source: 2019 California Dashboard)</p> <p>a. Overall = 39.3 pts below standard b. English Learners = 62.5 pts below standard c. Socioeconomically Disadvantaged = 53 pts below standard d. Students with Disabilities = 123.6 pts below standard e. Homeless = 123.3 pts below standard f. Foster Youth = 182.2 pts below standard g. African American = 95.8 pts below standard h. Hispanic/Latinx = 57.4 pts below standard i. Pacific Islander = 75.7 pts below standard</p>	<p>Academic Indicator for English Language Arts Student Performance based on Distance from Standard (Source: 22-23 California Dashboard)</p> <p>a. Overall = 34.2 pts below standard b. English Learners = 73.8 pts below standard c. Socioeconomically Disadvantaged = 48 pts below standard d. Students with Disabilities = 101.9 pts below standard e. Homeless = 92.8 pts below standard f. Foster Youth = DATA NOT DISPLAYED g. African American = 72.5 pts below standard h. Hispanic/Latinx = 52.6 pts below standard i. Pacific Islander = 61.5 pts below standard</p>	<p>In 2023-2024 SLUSD will improve Distance from Standard by:</p> <p>a. Overall + 25 pts b. English Learners + 45 pts c. Socioeconomically Disadvantaged + 30 d. Students with Disabilities + 45 pts e. Homeless + 45 pts f. Foster Youth = +25 pts g. African American + 35 h. Hispanic/Latinx + 30 i. Pacific Islander + 30 j. American Indian + 35</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			j. American Indian = 36.4 pts below standard  (Source: California Dashboard 2022)	j. American Indian = 64.9 pts below standard (Source: California Dashboard 2022-23)	
Academic Indicator for Mathematics - Student Performance based on Distance from Standard (CA School Dashboard) a. Overall b. English Learners, c. Foster Youth d. Socioeconomically Disadvantaged e. Students with Disabilities f. Homeless g. African American h. Hispanic/Latinx i. Pacific Islander j. American Indian  Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for Mathematics Student Performance based on Distance from Standard (Source: 2019 California Dashboard) a. Overall = 64 below b. English Learners = 78 below c. Foster Youth = no dashboard data d. Socioeconomically Disadvantaged = 77 below e. Students with Disabilities = 140 below f. Homeless = 120 below g. African American = 112 below h. Hispanic/Latinx = 84 below i. Pacific Islander = 96 below j. American Indian = 96 below	SLUSD did not administer SBAC Mathematics in Spring 2020 and Spring 2021. In lieu of ELA SBAC, the district administered the STAR Math during the Spring 2021 state testing window.	Academic Indicator for Mathematics Student Performance based on Distance from Standard (Source: 2019 California Dashboard) a. Overall = 82.7 pts below standard b. English Learners = 97.8 below c. Foster Youth = 199.8 below d. Socioeconomically Disadvantaged = 97.6 below e. Students with Disabilities = 148.4 below f. Homeless = 151.1 below g. African American = 139.7 below h. Hispanic/Latinx = 106.5 below i. Pacific Islander = 134.6 below j. American Indian = 93.1 below	Academic Indicator for Mathematics Student Performance based on Distance from Standard (Source: 2022-23 California Dashboard) a. Overall = 74.8 pts below standard b. English Learners = 102.8 below c. Foster Youth = DATA NOT DISPLAYED d. Socioeconomically Disadvantaged = 88.7 below e. Students with Disabilities = 135 below f. Homeless = 124 below g. African American = 120.3 below h. Hispanic/Latinx = 98.7 below i. Pacific Islander = 123.2 below	In 2023-2024 SLUSD will improve Distance from Standard by:  a. Overall + 45 pts b. English Learners + 45 pts c. Foster Youth = +45 pts d. Socioeconomically Disadvantaged + 45 pts e. Students with Disabilities + 50 pts f. Homeless + 45 pts g. African American + 50 pts h. Hispanic/Latinx + 50 pts i. Pacific Islander + 50 pts j. American Indian + 50 pts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Source: California Dashboard 2019)		(Source: California Dashboard 2022)	j. American Indian = 143.2 below (Source: California Dashboard 2022-23)	
CAST Scores a. Overall b. English Learners, c. Socioeconomically Disadvantaged d. Students with Disabilities e. Homeless f. African American g. Hispanic/Latinx h. Pacific Islander  Connected to LCFF Priority: 4, 7, and 8	CAST Scores = Percent of students who met or exceeded standards (Source: 2019 California Dashboard) a. Overall = 21.6% b. English Learners = 1.3% c. Socioeconomically Disadvantaged = 16.1% d. Students with Disabilities = 6.9% e. Homeless = 3.9% f. African American = 6.9% g. Hispanic/Latinx = 15.4% h. Pacific Islander = 20.0% h. Pacific Islander = 20.0%  (Source: California Dashboard 2019)	SLUSD did not administer the California Science Test (CAST) in Spring 2020 and Spring 2021.	CAST Scores = Percent of students who met or exceeded standards (Source: 2019 California Dashboard) a. Overall = 24.08% b. English Learners = 0% c. Socioeconomically Disadvantaged = 18.13% d. Students with Disabilities = 6.63% e. Homeless = 8% f. African American = 12.68% g. Hispanic/Latinx = 16.59% h. Pacific Islander = 5.26%  (Source: caaspp-elpac.ets.org 2019)	CAST Scores = Percent of students who met or exceeded standards a. Overall = 26.02% b. English Learners = 1.72% c. Socioeconomically Disadvantaged = 21.31% d. Students with Disabilities = 8.20% e. Homeless = 14.29% f. African American = 12.15% g. Hispanic/Latinx = 16.19% h. Pacific Islander = 9.52% (Source: 2022-23 caaspp-elpac.ets.org)	In 2023-2024, SLUSD will ncrease percentage of students who met or exceeded standard in CAST to: a. Overall = +42% b. English Learners = +31% c. Socioeconomically Disadvantaged = 36% d. Students with Disabilities = +32% e. Homeless = 23% f. African American = 27% g. Hispanic/Latinx = 35% h. Pacific Islander = 40.0%
STAR Math Proficiency Rate (1-	STAR Math	STAR Math	STAR Math	STAR Math	The percent of students who meet or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
12): Percent of students who met or exceeded standard based on State Benchmark	Percent of Students who met or exceeded standards based on state benchmark:	Percent of Students who met or exceeded standards based on state benchmark:	Percent of Students who met or exceeded standards based on state benchmark:	Percent of Students who met or exceeded standards based on state benchmark:	exceed standards on the STAR Math state benchmark will increase by 10% each year.
Connected to LCFF Priority: 4, 7, and 8	BOY 2021 1st Grade: 58% 2nd Grade: 53% 3rd Grade: 45% 4th Grade: 35% 5th Grade: 34% 6th Grade: 22% 7th Grade: 26% 8th Grade: 31% 9th Grade: 27% 10th Grade: 33% 11th Grade: 30%	BOY 2022 1st Grade: 43% 2nd Grade: 39% 3rd Grade: 37% 4th Grade: 27% 5th Grade: 15% 6th Grade: 19% 7th Grade: 21% 8th Grade: 19% 9th Grade: 22% 10th Grade: 31% 11th Grade: 27%	BOY 2023 1st Grade: 48.5% 2nd Grade: 38.7% 3rd Grade: 39.9% 4th Grade: 41.3% 5th Grade: 20.2% 6th Grade: 15.7% 7th Grade: 17.6% 8th Grade: 26.5% 9th Grade: 9.6% 10th Grade: 8.7% 11th Grade: 3.5%	BOY 2024 1st Grade: 38% 2nd Grade: 44% 3rd Grade: 38% 4th Grade: 39% 5th Grade: 30% 6th Grade: 27% 7th Grade: 19% 8th Grade: 24% 9th Grade: 21% 10th Grade: 14% 11th Grade: 12%	By 2023-24 1st Grade: 95% by 4th Grade 2nd Grade: 76% by 5th Grade 3rd Grade: 70% by 6th Grade 4th Grade: 60% by 7th Grade 5th Grade: 50% by 8th Grade 6th Grade: 56% by 9th Grade 7th Grade: 59% by 10th Grade 8th Grade: 61% by 11th Grade 9th Grade: 59% by 12th Grade 10th Grade: 52% by 12th Grade 11th Grade: 46% by graduation year
	MOY 2021 1st Grade: 64% 2nd Grade: 58% 3rd Grade: 45% 4th Grade: 38% 5th Grade: 32% 6th Grade: 20% 7th Grade: 28% 8th Grade: 29% 9th Grade: 30% 10th Grade: 31% 11th Grade: 31%	MOY 2022 1st Grade: 40% 2nd Grade: 41% 3rd Grade: 38% 4th Grade: 26% 5th Grade: 16% 6th Grade: 19% 7th Grade: 29% 8th Grade: 24% 9th Grade: 20% 10th Grade: 34% 11th Grade: 32%	MOY 2023 1st Grade: 44.3% 2nd Grade: 33.5% 3rd Grade: 40% 4th Grade: 36.3% 5th Grade: 26.2% 6th Grade: 17.5% 7th Grade: 17.9% 8th Grade: 26.5% 9th Grade: 5.5% 10th Grade: 14.2% 11th Grade: 6.6%	MOY 2024 (Trimester 1) 1st Grade: 54% 2nd Grade: 50% 3rd Grade: 44% 4th Grade: 45% 5th Grade: 37% 6th Grade: 25% 7th Grade: 21% 8th Grade: 22% 9th Grade: 20% 10th Grade: 18% 11th Grade: 19%	
	EOY 2021 1st Grade: 66% 2nd Grade: 46% 3rd Grade: 40%	EOY 2022 1st Grade: 39% 2nd Grade: 40% 3rd Grade: 39% 4th Grade: 27%	EOY 2023 1st Grade: 46% 2nd Grade: 36% 3rd Grade: 40% 4th Grade: 36%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4th Grade: 30% 5th Grade: 20% 6th Grade: 26% 7th Grade: 29% 8th Grade: 31% 9th Grade: 29% 10th Grade: 32% 11th Grade: 36%	5th Grade: 21% 6th Grade: 21% 7th Grade: 26% 8th Grade: 21% 9th Grade: 24% 10th Grade: 31% 11th Grade: 32%	5th Grade: 31% 6th Grade: 17% 7th Grade: 23% 8th Grade: 27% 9th Grade: 8% 10th Grade: 20% 11th Grade: 15%		
STAR Reading Proficiency Rate (2-12): Percent of students who met or exceeded standard based on State Benchmark  Connected to LCFF Priority: 4, 7, and 8	STAR Reading Percent of Students who met or exceeded standards based on state benchmark:  BOY 2021 2nd Grade: 50% 3rd Grade: 46% 4th Grade: 39% 5th Grade: 38% 6th Grade: 40% 7th Grade: 35% 8th Grade: 35% 9th Grade: 39% 10th Grade: 38% 11th Grade: 30%  MOY 2021 2nd Grade: 48% 3rd Grade: 44% 4th Grade: 39% 5th Grade: 37% 6th Grade: 37% 7th Grade: 41% 8th Grade: 37% 9th Grade: 39%	STAR Reading Percent of Students who met or exceeded standards based on state benchmark:  BOY 2022 2nd Grade: 43% 3rd Grade: 42% 4th Grade: 41% 5th Grade: 40% 6th Grade: 40% 7th Grade: 43% 8th Grade: 34% 9th Grade: 34% 10th Grade: 33% 11th Grade: 43%  MOY 2022 2nd Grade: 45% 3rd Grade: 42% 4th Grade: 38% 5th Grade: 39% 6th Grade: 39% 7th Grade: 44% 8th Grade: 38% 9th Grade: 41%	STAR Reading Percent of Students who met or exceeded standards based on state benchmark:  BOY 2023 2nd Grade: 38.7% 3rd Grade: 36.1% 4th Grade: 43.1% 5th Grade: 40.7% 6th Grade: 31.5% 7th Grade: 36.8% 8th Grade: 40.5% 9th Grade: 38.2% 10th Grade: 47.5% 11th Grade: 38.4%  MOY 2023 2nd Grade: 38% 3rd Grade: 40.1% 4th Grade: 39.8% 5th Grade: 345.8% 6th Grade: 33.3% 7th Grade: 37.4% 8th Grade: 40.3% 9th Grade: 35.6%	Percent of Students who met or exceeded standards based on state benchmark: BOY 2024 2nd Grade: 44% 3rd Grade: 38% 4th Grade: 41% 5th Grade: 46% 6th Grade: 45% 7th Grade: 35% 8th Grade: 40% 9th Grade: 49% 10th Grade: 43% 11th Grade: 42%  MOY 2024 2nd Grade: 45% 3rd Grade: 43% 4th Grade: 44% 5th Grade: 53% 6th Grade: 40% 7th Grade: 34% 8th Grade: 43% 9th Grade: 42% 10th Grade: 38% 11th Grade: 72%	The percent of students who meet or exceed standards on the STAR Reading state benchmark will increase by 10% each year.  2nd Grade: 76% by 5th Grade 3rd Grade: 71% by 6th Grade 4th Grade: 67% by 7th Grade 5th Grade: 65% by 8th Grade 6th Grade: 69% by 9th Grade 7th Grade: 67% by 10th Grade 8th Grade: 69% by 11th Grade 9th Grade: 63% by 12th Grade 10th Grade: 49% by 12th Grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	10th Grade: 34% 11th Grade: 31%  EOY 2021 2nd Grade: 46% 3rd Grade: 41% 4th Grade: 37% 5th Grade: 35% 6th Grade: 39% 7th Grade: 37% 8th Grade: 39% 9th Grade: 33% 10th Grade: 29% 11th Grade: 31%	10th Grade: 32% 11th Grade: 46%  EOY 2022 2nd Grade: 41% 3rd Grade: 40% 4th Grade: 35% 5th Grade: 38% 6th Grade: 40% 7th Grade: 35% 8th Grade: 32% 9th Grade: 17% 10th Grade: 33% 11th Grade: 46%	10th Grade: 41.8% 11th Grade: 48.5%  EOY 2023 2nd Grade: 37% 3rd Grade: 40% 4th Grade: 41% 5th Grade: 49% 6th Grade: 32% 7th Grade: 33% 8th Grade: 35% 9th Grade: 35% 10th Grade: 21% 11th Grade: 24%		11th Grade: 41% by graduation year
STAR Early Literacy (K-1): Percent of students at or above district benchmark  Connected to LCFF Priority: 4, 7, and 8	STAR Early Literacy BOY 2021 At/Above Kinder Benchmark = 64% At/Above 1st Grade Benchmark = 66%  MOY 2021 At/Above Kinder Benchmark = 74% At/Above 1st Grade Benchmark = 70%  EOY 2021 At/Above Kinder Benchmark = 78% At/Above 1st Grade Benchmark = 69%	STAR Early Literacy BOY 2022 At/Above Kinder Benchmark = 43.5% At/Above 1st Grade Benchmark = 35.3%  MOY 2022 At/Above Kinder Benchmark = 53% At/Above 1st Grade Benchmark = 41%  EOY 2022 At/Above Kinder Benchmark = 51.6% At/Above 1st Grade Benchmark = 43.3%	STAR Early Literacy BOY 2022-23 At/Above Kinder Benchmark = 37.1% At/Above 1st Grade Benchmark = 37.4%  MOY 2022-23 At/Above Kinder Benchmark = 53.2% At/Above 1st Grade Benchmark = 47.7%  EOY 2022-23 At/Above Kinder Benchmark = 47% At/Above 1st Grade Benchmark = 51%	STAR Early Literacy BOY 2023-24 At/Above Kinder Benchmark = 48% At/Above 1st Grade Benchmark = 37%  MOY 2023-24 (Trimester 1) At/Above Kinder Benchmark = 62% At/Above 1st Grade Benchmark = 48%  MOY 2023-24 (Trimester 2) At/Above Kinder Benchmark = 54% At/Above 1st Grade Benchmark = 46%	By SY 2023-24 95% of Kindergarten and 1st Grade will score at or above the district benchmark in STAR Early Literacy  At/Above Kinder Benchmark = 84%  At/Above 1st Grade Benchmark = 78%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>English Learner Reclassification</p> <p>Connected to LCFF Priority: 2, 4, and 7</p>	<p>English Learner LTELs SY 2019-2020 At-risk 4 or 5 Years = 5.5% LTELS 6+ Years =13.1%</p> <p>Reclassification: SLUSD English Learner Reclassification Rate SY 2019-20 = 18.1% SLUSD English Learner Reclassification Rate for SY 2019-20 is 4.3% higher than the state</p> <p>(Source: CDE DataQuest)</p>	<p>English Learner LTELs SY 2020 - 21 At-risk 4 or 5 Years = 9.0% LTELS 6+ Years = 20.5%</p> <p>Reclassification: SLUSD English Learner Reclassification Rate SY 2020 - 21 = 7.1% SLUSD English Learner Reclassification Rate for SY 2020-21 is 0.2% higher than the state</p> <p>(Source: CDE DataQuest)</p>	<p>English Learner LTELs SY 2021-22 At-risk 4 or 5 Years = 11.1% LTELS 6+ Years = 21.7%</p> <p>Reclassification: SLUSD English Learner Reclassification Rate SY 2021-22 = 9.2% Estimated prior to official data release</p> <p>(Source: CDE DataQuest)</p>	<p>English Learner LTELs SY 2022-23 At-risk 4 or 5 Years = 12.9% LTELS 6+ Years = 25.5% Reclassification: SLUSD English Learner Reclassification Rate SY 2022-23 = 19.45% (Estimated prior to official data release)</p> <p>(Source: CDE DataQuest and internal data)</p>	<p>SLUSD 2023-24 Data for</p> <ul style="list-style-type: none"> <li>LTELS: At-risk 4 or 5 Years = 2.5% LTELS 6+ Years = 7.1%</li> <li>3% higher than baseline</li> <li>Reclassification Rate will be 1.5% higher than the state</li> </ul>
<p>English Learning Progress Indicator as reported on the CA School Dashboard:</p> <p>Percentage of current English Learners increasing English language proficiency levels or maintaining the highest level</p> <p>Connected to LCFF Priority: 4</p>	<p>Percentage of current English Learners making progress for SY 2018-2019: 47%</p> <p>(Source: 2019 California Dashboard)</p>	<p>Because of the COVID-19 pandemic, Summative ELPAC was not administered in Spring 2020. In Spring 2021, not all students were able to take the Summative ELPAC for various reasons. This indicator cannot be measured.</p>	<p>Percentage of current English Learners making progress for SY 2021-2022: 60.8%</p> <p>(Source: 2022 California Dashboard)</p>	<p>Percentage of current English Learners making progress for SY 2021-2022: 49.4%</p> <p>(Source: 2023 California Dashboard)</p>	<p>Increase percent of English Learners making progress towards English language proficiency or maintaining the highest level by 15%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Attendance Rate</p> <p>a. All Students</p> <p>b. English Learners</p> <p>c. Student with Disabilities</p> <p>d. Foster Youth</p> <p>e. Homeless</p> <p>Connected to LCFF</p> <p>Priority: 5</p>	<p>SLUSD 2019-2020 Attendance Rate</p> <p>All Students = 95%</p> <p>English Learners = 94.9%</p> <p>Student with Disabilities = 93.5%</p> <p>Foster Youth = 89.1%</p> <p>Homeless = 89.5%</p> <p>(Local Data)</p>	<p>SLUSD 2020-2021 Attendance Rate</p> <p>All Students = 96.3%</p> <p>English Learners = 95.8%</p> <p>Student with Disabilities = 94.6%</p> <p>Foster Youth = 76.7%</p> <p>Homeless = 87.2%</p> <p>(Local Data)</p>	<p>SLUSD 2021-2022 Attendance Rate</p> <p>All Students = 89.05%</p> <p>English Learners = 88.24%</p> <p>Student with Disabilities = 86.46%</p> <p>Foster Youth = 81.49%</p> <p>Homeless = 78.22%</p> <p>(Local Data)</p>	<p>SLUSD 2022-2023 Attendance Rate</p> <p>All Students = 91.40%</p> <p>English Learners = 90.79%</p> <p>Student with Disabilities = 89.44%</p> <p>Foster Youth = 74.23%</p> <p>Homeless = 85.29%</p> <p>(Local Data)</p>	<p>SLUSD Attendance Rate will increase by 1.5% by 2023-24 for all student groups listed below.</p> <p>a. All Students = 96.5%</p> <p>b. English Learners = 96.4%</p> <p>c. Student with Disabilities = 95%</p> <p>d. Foster Youth = 90.6%</p> <p>e. Homeless = 91%</p>
<p>Suspension Rate and Expulsion Rate</p> <p>a. All Students</p> <p>b. African American</p> <p>c. Hispanic/Latino</p> <p>d. White</p> <p>e. Two or More Races</p> <p>f. Students with Disabilities</p> <p>g. Foster Youth</p> <p>Connected to LCFF</p> <p>Priority: 6</p>	<p>2019-2020 Suspension Rate</p> <p>a. All Students = 5.2%</p> <p>b. African American = 12.4%</p> <p>c. Hispanic/Latino = 5.0%</p> <p>d. White = 4.3%</p> <p>e. Two or More Races = 5.7%</p> <p>f. Students with Disabilities = 9.1%</p> <p>g. Foster Youth = 16.7%</p> <p>2019-2020 Expulsion Rate</p> <p>SLUSD = 0.05%</p>	<p>2020-2021 Suspension Rate</p> <p>a. All Students = 0%</p> <p>b. African American = 0.1%</p> <p>c. Hispanic/Latinx = 0%</p> <p>d. White = 0.1%</p> <p>e. Two or More Races = 0%</p> <p>f. Students with Disabilities = 0%</p> <p>g. Foster Youth = 0%</p> <p>2020-2021 Expulsion Rate</p> <p>SLUSD = 0%</p> <p>(Source: DataQuest)</p>	<p>2021-2022 Suspension Rate</p> <p>a. All Students = 4.3%</p> <p>b. African American = 10.6%</p> <p>c. Hispanic/Latinx = 4.4%</p> <p>d. White = 3.5%</p> <p>e. Two or More Races = 3.8%</p> <p>f. Students with Disabilities = 7.6%</p> <p>g. Foster Youth = 11.4%</p> <p>2020-2021 Expulsion Rate</p> <p>SLUSD = 0% (1 student)</p>	<p>2022-2023 Suspension Rate</p> <p>a. All Students = 4.3%</p> <p>b. African American = 10.7%</p> <p>c. Hispanic/Latinx = 4.4%</p> <p>d. White = 3.7%</p> <p>e. Two or More Races = 3.8%</p> <p>f. Students with Disabilities = 7.8%</p> <p>g. Foster Youth = 11.4%</p> <p>2022-23 Expulsion Rate</p> <p>SLUSD = 0% (2 students)</p> <p>(Source: DataQuest)</p>	<p>SLUSD Suspension and Expulsion Rate will be decrease by half</p> <p>Suspension Rate</p> <p>a. All Students = 2.6%</p> <p>b. African American = 6.2%</p> <p>c. Hispanic/Latinx = 2.5%</p> <p>d. White = 2.2%</p> <p>e. Two or More Races = 2.8%</p> <p>f. Students with Disabilities = 4.5%</p> <p>g. Foster Youth = 8.3%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Source: DataQuest)		(Source: DataQuest)		SLUSD Expulsion Rate = 0.025%
<p>Total number of referrals to intervention</p> <p>Connected to LCFF Priority: 4, 6, and 8</p>	<p>Percent of students referred to intervention 2019-2020</p> <p>Total Number of Referrals = 2516</p> <p>English Learners = 34 %</p> <p>Student with Disabilities = 16%</p> <p>Homeless = 4%</p> <p>Hispanic/Latinx = 62%</p> <p>African American = 12%</p> <p>Asian = 10%</p>	<p>Percent of students referred to intervention in 2020-2021</p> <p>Total Number of Referrals = 2156</p> <p>English Learners = 32%</p> <p>Student with Disabilities = 23%</p> <p>Homeless = 7.9%</p> <p>Hispanic/Latinx = 59.9%</p> <p>African American = 17.5%</p> <p>Asian = 5.7%</p>	<p>Percent of students referred to intervention in 2021-2022</p> <p>Total Number of Referrals = 929</p> <p>English Learners = 40%</p> <p>Student with Disabilities = 5.6%</p> <p>Homeless = not recorded</p> <p>Hispanic/Latinx = 11%</p> <p>African American = 21.5%</p> <p>Asian = 8.1%</p> <p>(Source: Internal Data)</p>	<p>Percent of students referred to intervention in 2022-2023</p> <p>Total Number of Referrals = 2308 (26.8% of all students have one or more intervention referrals)</p> <p>English Learners = 29.7%</p> <p>Student with Disabilities = 34.5%</p> <p>Homeless = 100%</p> <p>Hispanic/Latinx = 29.4%</p> <p>African American = 33.6%</p> <p>Asian = 17.3%</p> <p>(Source: Internal Data)</p>	<p>By 2023-2024 the total number of intervention referrals for all students and targeted student groups will be 50% less than the baseline</p> <p>Total Number of Referrals = 1258</p> <p>English Learners = 17%</p> <p>Student with Disabilities = 8%</p> <p>Homeless = 2%</p> <p>Hispanic/Latinx = 31%</p> <p>African American = 6%</p> <p>Asian = 5%</p>
Percent of students in the CA Healthy Kids survey reporting school engagement and support	<p>Percent of students who agree and strongly agree to the following Key Indicators:</p> <p>2021 CHKS</p>	<p>Percent of students who agree and strongly agree to the following Key Indicators:</p> <p>2022 CHKS</p>	Percent of students who agree and strongly agree to the following Key Indicators:	Percent of students who agree and strongly agree to the following Key Indicators:	Increase the percentage of students who agree and strongly agree to the following Key Indicators by 15%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Connected to LCFF Priority: 1 and 6	School Connectedness HS = 47% MS = 55% Elem = 69% Academic Motivation HS = 64% MS 70% Elem = 85% High Expectations HS = 70% MS = 71% Elem = 82% Meaningful Participation HS = 25% MS = 25% Elem = 40%	School Connectedness HS = 48% MS = 50% Elem = 76% Academic Motivation HS = 59% MS= 60% Elem = 81% High Expectations HS = 68% MS = 68% Elem = 87% Meaningful Participation HS = 19% MS = 22% Elem = 42%	2023 California Healthy Kids Survey School Connectedness HS = 45% MS = 46% Elem = 72% Academic Motivation HS = 59% MS= 60% Elem = 81% High Expectations HS = 63% MS = 65% Elem = 82% Meaningful Participation HS = 19% MS = 20% Elem = 41%	2023-24 California Healthy Kids Survey School Connectedness HS = 45% MS = 49% Elem = 76% Academic Motivation HS = 58% MS= 62% Elem = 86% High Expectations HS = 67% MS = 68% Elem = 85% Meaningful Participation HS = 22% MS = 25% Elem = 40%	School Connectedness HS = 62% MS = 70% Elem = 84% Academic Motivation HS = 79% MS 85% Elem = 100% High Expectations HS = 85% MS = 86-% Elem = 100% Meaningful Participation HS = 40% MS = 40% Elem = 55%
Appropriately Assigned Teachers  Connected to LCFF Priority: 1	For SY 2019-20 100% of SLUSD teachers are appropriately assigned as reported SARCs posted in February 2021	For SY 2020-21 100% of SLUSD teachers are appropriately assigned as reported SARCs posted in February 2022  *Used local data. CDE has yet to release the official data	2021-22  542 Certificated Employees 4 missing EL authorization 2 Classroom Teacher Vacancies  (Source: Local Data)	2022-23  548 certificated employees 5 missing EL authorization	100% of Teachers will be appropriately assigned
Rate of staff members completing yearly required professional	Baseline 0% Year 1 30% Year 2 60%	37% of Teachers	85% of teachers participated in professional	82% (403/489) of teachers participated in professional	80-100% of teachers and administrators will be trained to support

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>development to build capacity to support students through anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.</p> <p>Connected to LCFF Priority: 1 and 6</p>	Year 3 80% -100%		<p>development on Universal Design for Learning strategies and/or arts integration during district PD days.</p> <p>3% of teachers participating in community of practice series on culturally and linguistically responsive practices in afterschool setting.</p> <p>55 teachers, 2 principals, and one vice principal (100% of certificated staff) at 2 elementary schools participated in professional development on antiracist practices.</p>	<p>development on anti-racist Universal Design for Learning at district professional learning day.</p> <p>100% of site administrators participating in ongoing professional development on anti-racist Universal Design for Learning at site management meetings.</p> <p>2% (10/489) of teachers signed up to continue professional development on culturally and linguistically responsive teaching practices in Spring 2024.</p> <p>3% (17/489) teachers participated in anti-racist teaching practices professional development during district PD day.</p>	<p>students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning by 2023-24</p>
Percent of teachers new to the district	2020-21 = 100%	16% 4 out 24 teachers	PBL 101 is scheduled for summer due to	PBL training not conducted in 2023-24.	100% of new teachers will be trained yearly

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
complete training on Project Based Learning  Connected to LCFF Priority: 2 and 6			inability to coordinate large release days for teacher trainings.		
Percent of TK-5 and non-math 6-12 teachers implementing Project-Based Learning activities in their classes, as measured by data collected via Instructional Rounds.  Percent of 6-12 Math teachers implementing Problem-Based Learning activities in their classes, as measured by data collected via Instructional Rounds  Connected to LCFF Priority: 6	Baseline 0% Year 1 60% Year 2 80%	2021-22: Did not conduct Instructional Rounds or Learning Walks due to the nature of the pandemic	22-23 Did not conduct Instructional Rounds due to the inability to provide PBL 101 to new teachers (see above).	2023-24 Did not conduct Instructional Rounds due to the inability to provide PBL 101 to new teachers	100% of TK-5 teachers will have implemented Project-Based Learning activities.  100% of 6-12 teachers except math teachers will have implemented Project-Based Learning activities.  100% of 6-12 math teachers will have implemented Problem-Based Learning activities.
Integration of Project-Based Learning in school site professional development plans,	Year 0: Implement Leadership Learning walks Year 1: 4/8 schools have integrated	2021-22: Did not conduct Instructional Rounds or Learning Walks due to the	22-23 Held on Instructional Rounds due to the inability to provide PBL 101 to new teachers. Plans	23-24 Unable to roll out PBL 101 release days due to ongoing sub challenges. Four out of 8 elementary	100% of sites will integrate Project-Based Learning into school site

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>based on Leadership Learning Walks</p> <p>Connected to LCFF Priority: 6</p>	<p>Project-Based Learning into professional development plans</p> <p>Year 2: 6/8 schools have integrated Project-Based Learning into professional development plans</p>	<p>nature of the pandemic</p>	<p>for administrator and new teacher trainings to be held during the summer.</p>	<p>schools integrated PBL in their professional development plans.</p>	<p>professional development plans</p>
<p>Access to Standards-aligned instructional materials</p> <p>Connected to LCFF Priority: 1 and 2</p>	<p>As reported in SARCSs posted in February 2021, during the SY 2019-20 All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant</p>	<p>As reported in SARCSs posted in February 2022, during the SY 2020-21 All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant</p>	<p>As reported in SARCSs posted in February 2023, during the SY 2020-21 All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant</p>	<p>As reported in SARCSs to be posted in February 2023, during the SY 2022-23 All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant</p>	<p>All SLUSD students have access to standards-aligned instructional materials.</p> <p>100% William Compliant</p>
<p>Maintain a comprehensive core curriculum TK-12</p> <p>Connected top LCFF Priority 2</p>	<p>Maintain a comprehensive core curriculum TK-12 as reported to the local school board in the fall of 2020. Adoption of new curriculum for Science, Social Studies, and World Languages. 100% Implementation of the adopted ELA/ELD Materials</p>	<p>Maintain a comprehensive core curriculum TK-12 as reported to the local school board in the fall of 2021. Adoption of new curriculum for Science, Social Studies, and World Languages. 100% Implementation of the adopted ELA/ELD Materials</p>	<p>Maintain a comprehensive core curriculum TK-12 as reported to the local school board in the fall of 2021. Adoption of new curriculum for high school math program.</p>	<p>Maintain a comprehensive core curriculum TK-12 as reported to the local school board. Implementation of a new high school math curriculum and Mandarin DLI curriculum.</p>	<p>100% implementation of instructional materials with ELD materials</p>

## 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.

The implementation of Goal 1 during the 2023-24 school year was adjusted based on the previous year's data dashboard and other data and the need to respond to that data.

Over the 23-24 school year, SLUSD adjusted our professional development to continue building capacity for Universal Design for Learning (UDL) for all content areas and grades, with an explicit equity approach. Actions targeting science and history-social science education were not delivered in isolation, but rather were addressed through our district-wide UDL approach, and professional learning opportunities continued to incorporate the key approaches of Project-Based Learning, arts integration, and equity and social justice through.

Analysis of STAR, Smarter Balanced, and formative assessment data additionally has led to SLUSD focusing in 2023-24 on early literacy supplemental curriculum and professional development and secondary literacy to support learning in content areas.

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

The planned budgeted expenditures were met but were higher than the planned expenditures due to a 10% salary increase across all job classes. Also, action 1.27 was \$150,000 over the original planned expenditure due to additional purchases of supplemental online learning licenses that supported the recent math adoption in high school and assessment needs across the district. Actions 1.19 , 1.22 , 1.30 had an 10% difference between planned budgeted expenditures and Estimated Actual Expenditures. This was due to the increased costs of tutoring contract service provides and after school enrichment contracts. These reasons was the increase of 1.19 and 1.22, and 1.22 provided one on one tutoring to students identified as foster youth and McKinney Vento. The cost of supplemental curriculum for 1.30 increased because of student enrollments increased in courses in high school.

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 2023 school year, the actions targeting science and history/social science education were somewhat effective. Overall CAST scores have increased since last year and the first year of the LCAP, including those for English learners, students experiencing low SES, Students with disabilities, Homeless, and Pacific Islander youth. However, Hispanic/Latinx and African American student scores did not increase since

last year and CAST scores have fallen overall for Pacific Islander students since 2021. We have revised the first units of the SLUSD TK-5 history-social studies curriculum but continue to work on completion of the district-written curriculum that was approved in December 2020.

#### Professional Development

This year we were able to implement some parts of our professional development plan as outlined in the LCAP. These focused on Universal Design for Learning, culturally and linguistically responsive teaching practices, arts integration, social justice standards, language acquisition strategies (1.34) and English Language Development (1.11) as well as targeted professional learning on high quality math instruction (1.7), differentiated math instruction in the Lead and Support model (1.8), professional learning and collaboration on science and history social studies (1.1), and the use of instructional technology (1.4). While we anticipated seeing continued growth last year in our elementary English Language Arts scores due to this work, some grades improved but overall the learning acceleration was not as extensive as we anticipated. This year we started a districtwide training for K-2 teachers in foundational literacy in order to target this area and make more progress towards our overall literacy goals. Secondary teachers also participated in professional learning on supporting foundational literacy at the secondary levels, and professional learning series and sessions on English Language Development for elementary, secondary, newcomers, and integrated and designated ELD were offered. Significant progress in English Learner Progress was achieved at one site although English Language arts proficiency on STAR Reading and Smarter Balanced indicates continued effort in this area is needed.

A focus on math instruction continued through a variety of professional learning opportunities. Math and ELA professional learning, and in fact all content areas, integrated a UDL lens to focus on expanding access for all students. From closely examining student work and thinking to math language routines to Building Thinking Classroom strategies and exploring intervention strategies, K-12 teachers from across the district engaged in action research cycles to examine impact of instructional approaches on student learning in mathematics. STAR Math scores increased from beginning-of-year to mid-year for all but grades 6-9. The district will be engaging in an exploration of Math Lab curriculum next year for the secondary grades to address this need, in addition to continuing to support research-based instruction.

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.

Educational Services Division met in March and in May to review the goals and outcomes from our past LCAP and is committed to creating actions and goals that move beyond curriculum adoption and assessment alignment to focus on supporting strategies for effective daily teaching practices, and short teacher action research cycles. Our reflections also reveal an increased commitment to communicate to families on ways to understand students assessments and grades.

**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	<p>GOAL #2: Educational Equity through College and Career Readiness</p> <p>Expectation: Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.</p> <p>Key Initiatives &amp; Tactics:</p> <p>1. Centering Ethical and Cultural Leadership</p> <p>a. Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of the State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.</p> <p>b. Develop and apply critical media and information literacies at school and in the community.</p> <p>c. Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career &amp; college counseling, community partnerships, and local and national programming access.</p> <p>2. Fostering Multilingualism</p> <p>a. Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of Dual Language Immersion programs, world language programs, and access to the state Seal of Biliteracy.</p> <p>b. Systematize structured supports that address the needs of long-term English learners and newcomer students.</p> <p>3. Healthy Minds &amp; Bodies</p> <p>a. Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives.</p> <p>b. Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas.</p> <p>c. Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.</p>

## Measuring and Reporting Results



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad Course of Study	2019-2020 100% of SLUSD schools offers courses described in Education Code 51210 and 51220	2020-2021 100% of SLUSD schools offers courses described in Education Code 51210 and 51220	2021-2022 100% of SLUSD schools offers courses described in Education Code 51210 and 51220	2022-2023 100% of SLUSD schools offers courses described in Education Code 51210 and 51220	100% of SLUSD schools offers courses described in Education Code 51210 and 51220
Percent of 11th Grade Students Who Met or Exceeded Standards in SBAC Math and ELA	<p>Percent of 11th Grade Students Who Met or Exceeded Standards</p> <p>SBAC Math = 17% SBAC ELA = 51%</p> <p>(Source Spring 2019 SBAC Results)</p>	SLUSD did not administer SBAC Math and English Language Arts in Spring 2020 and Spring 2021.	<p>Percent of 11th Grade Students Who Met or Exceeded Standards</p> <p>SBAC Math = 23% SBAC ELA = 48%</p> <p>(Source: caaspp-elpac.ets.org)</p>	<p>Percent of 11th Grade Students Who Met or Exceeded Standards</p> <p>SBAC Math = 15.4% SBAC ELA = 39.16% (Source: caaspp-elpac.ets.org)</p>	<p>By SY 2023-24, SLUSD will show a 10% increase in the percentage for 11th students who Met or Exceeded Standards</p> <p>SBAC Math = 27% SBAC ELA = 61%</p>
<p>Graduation Rate: Increase graduation rate from previous year</p> <p>a. All Students</p> <p>b. English Learners</p> <p>c. Socioeconomically Disadvantaged</p> <p>d. Students with Disabilities</p> <p>e. Homeless</p> <p>f. African American</p> <p>g. Hispanic/Latinx</p> <p>Connected to LCFF Priority: 5</p>	<p>SLUSD Graduation Rate for SY 2019-20</p> <p>Overall = 89.0%</p> <p>English Learners = 77.0%</p> <p>Socioeconomically Disadvantaged = 89.0%</p> <p>Students with Disabilities = 80%</p> <p>Homeless = 85.0%</p> <p>African American = 93.0%</p> <p>Hispanic/Latinx = 88.1%</p>	<p>SLUSD Graduation Rate for SY 2020-21</p> <p>Overall = 90%</p> <p>English Learners = 77.6%</p> <p>Socioeconomically Disadvantaged = 88.7%</p> <p>Students with Disabilities = 80.7%</p> <p>Homeless = 72.2%</p> <p>African American = 93.0%</p> <p>Hispanic/Latinx = 87.9%</p>	<p>SLUSD Graduation Rate for SY 2021-22</p> <p>Overall = 92.0%</p> <p>English Learners = 86.9%</p> <p>Socioeconomically Disadvantaged = 91.5%</p> <p>Students with Disabilities = 85.6%</p> <p>Homeless = 81.5%</p> <p>African American = 91.2%</p> <p>Hispanic/Latinx = 89.0%</p>	<p>SLUSD Graduation Rate for SY 2022-23</p> <p>Overall = 90.8%</p> <p>English Learners = 83%</p> <p>Socioeconomically Disadvantaged = 90.6%</p> <p>Students with Disabilities = 87.7%</p> <p>Homeless = 78.9%</p> <p>African American = 88.4%</p> <p>Hispanic/Latinx = 89.3%</p>	<p>SLUSD Graduation Rate for SY 2023-24</p> <p>a. All Students = 95.0%</p> <p>b. English Learners = 89.0%</p> <p>c. Socioeconomically Disadvantaged = 95.0%</p> <p>d. Students with Disabilities = 92%</p> <p>e. Homeless = 92.0%</p> <p>f. African American = 96.0%</p> <p>g. Hispanic/Latino = 94.0%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Source: CDE DataQuest)	(Source: CDE DataQuest)	(Source: CDE DataQuest)	(Source: caschooldashboard)	
Percent of Graduates who completed Career Technical Education Pathway  a. All Students b. African American c. Asian d. Filipino e. Hispanic f. White g. Two or more races h. English Learner i. Student with Disabilities j. Socio-Economically Disadvantaged  Connected to LCFF Priority: 4, 7, and 8	2020 Graduates CTE Pathway Completion  a. All Students = 15.2% b. African American = 9.5% c. Asian = 9.2% d. Filipino = 12.7% e. Hispanic = 16.4% f. White = 33.9% g. Two or more races = 14.3% h. English Learner = 6.7% i. Student with Disabilities = 15.8% j. Socio-Economically Disadvantaged = 13.7%  (Source: CDE DataQuest)	2021 Graduates CTE Pathway Completion  All Students = 19.7% African American = 18% Asian = 7.3% Filipino = 28.1% Hispanic = 21.0% White = 32.7% Two or more races = 20% English Learner = 10.9% Student with Disabilities = 15.9% Socio-Economically Disadvantaged = 18.4%  (Source: CDE DataQuest)	2022 Graduates CTE Pathway Completion  All Students = 21.4% African American = 15.9% Asian = 14.7% Filipino = 22.4% Hispanic = 22.6% White = 39.0% Two or more races = 23.3% English Learner = 12.9% Student with Disabilities = 15.9% Socio-Economically Disadvantaged = 18.5%  (Source: CDE DataQuest)	2023 Graduates CTE Pathway Completion  All Students = 20.6% African American = 15.2% Asian = 14.8% Filipino = 31.8% Hispanic = 20.9% White = 34.7% Two or more races = 25.0% English Learner = 10.9% Student with Disabilities = 30.2% Socio-Economically Disadvantaged = 20.4%  (Source: CDE DataQuest)	By SY 2023-24, SLUSD will show an increase in the percentage for all students and each student group who complete the career-technical pathway by 15%  a. All Students = 30.2% b. African American = 24.5% c. Asian = 24.2% d. Filipino = 27.7% e. Hispanic = 31.4% f. White = 48.9% g. Two or more races = 29.3% h. English Learner = 21.7% i. Student with Disabilities = 30.8% j. Socio-Economically Disadvantaged = 28.7%
College Credit Course: Percent of Graduates who	2020 Graduates with at least 1 College Credit Course	2021 Graduates with at least 1 College Credit Course	2022 Graduates with at least 1 College Credit Course	2023 Graduates with at least 1 College Credit Course	By SY 2023-24, SLUSD will show an increase in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>earned College Credits for Academic</p> <p>a. All Students b. African American c. Asian d. Filipino e. Hispanic f. White g. Two or more races h. English Learner i. Student with Disabilities j. Socio-Economically Disadvantaged</p> <p>Connected to LCFF Priority: 4, 7, and 8</p>	<p>a. All Students = 41.9% b. African American = 63.3% c. Asian = 19.3% d. Filipino = 48% e. Hispanic = 48.9% f. White = 40.9% g. Two or more races = 28.6% h. English Learner = 60% i. Student with Disabilities = 80.8% j. Socio-Economically Disadvantaged = 45.3%</p> <p>(Source: CDE DataQuest)</p>	<p>a. All Students = 68.5% b. African American = 67% c. Asian = 73.4% d. Filipino = 82.5% e. Hispanic = 65.1% f. White = 76.4% g. Two or more races = 60% h. English Learner = 45.5% i. Student with Disabilities = 55.7% j. Socio-Economically Disadvantaged = 66.5%</p> <p>(Source: CDE DataQuest)</p>	<p>a. All Students = 68.1% b. African American = 61.9% c. Asian = 77.6% d. Filipino = 81.0% e. Hispanic = 64.7% f. White = 79.7% g. Two or more races = 70.0% h. English Learner = 49.5% i. Student with Disabilities = 54.2% j. Socio-Economically Disadvantaged = 65.6%</p> <p>(Source: CDE DataQuest)</p>	<p>a. All Students = 17.3% b. African American = 18.2% c. Asian = 17.1% d. Filipino = 24% e. Hispanic = 12% f. White = 21.7% g. Two or more races = 27.3% h. English Learner = 8.3% i. Student with Disabilities = 18.2% j. Socio-Economically Disadvantaged = 14.3%</p> <p>(Source: CDE DataQuest)</p>	<p>percentage for all students and each student group who earned college credit upon graduation by 15%</p> <p>a. All Students = 56.9% b. African American = 78.3% c. Asian = 34.3% d. Filipino = 63.0% e. Hispanic = 63.9% f. White = 55.9% g. Two or more races = 43.6% h. English Learner = 75.0% i. Student with Disabilities = 95.8% j. Socio-Economically Disadvantaged = 60.3%</p>
<p>Percentage of students enrolled in Advanced Placement courses</p> <p>a. English Learners b. Black or African American c. Hispanic/Latinx d. Asian</p>	<p>2020 Percentage of students enrolled in Advanced Placement courses</p> <p>a. English Learners = 2.4% b. Black or African American = 3.1% c. Hispanic/Latinx = 7.5%</p>	<p>2021 Percentage of students enrolled in Advanced Placement courses</p> <p>a. English Learners = 0.2% b. Black or African American = 1.3% c. Hispanic/Latinx = 2.3%</p>	<p>2022 Percentage of students enrolled in Advanced Placement courses</p> <p>a. English Learners = 5.1% b. Black or African American = 6.4% c. Hispanic/Latinx = 16.9%</p>	<p>2023 Percentage of students enrolled in Advanced Placement courses</p> <p>a. English Learners = 2.83% b. Black or African American = 5.19% c. Hispanic/Latinx = 35.38%</p>	<p>Increase percentage of students, especially from historically underrepresented communities, enrolled in AP courses to more closely reflect the demographic breakdown of the district.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Connected to LCFF Priority: 4, 7, and 8	d. Asian = 26.5%  (Source Local Data)	d. Asian = 10.8%  (Source: Local Data)	d. Asian = 33.5%  (Source: Local Data)	d. Asian = 36.32%  (Source: Local Data)	a. English Learners = 26% b. African American = 12% c. Hispanic/Latinx = 49% d. Asian = 2%
Advanced Placement Exam Passing Rate  a. English Learners b. African American c. Hispanic/Latinx d. Asian e. White  Connected to LCFF Priority: 4, 7, and 8	2020 Advanced Placement Exam Passing Rate  Total AP Students = 496 Total # of Exams = 919 % of Total AP Students with Scores 3+.= 53.6%  a. English Learners = 5% b. African American = 4% c. Hispanic/Latinx = 37% d. Asian = 46% e. White = 12%  (Source College Board)	2021 Advanced Placement Exam Passing Rate  Total AP Students = 332 Total # of Exams = 562 % of Total AP Students with Scores 3+.= 65.1%  a. English Learners = 27.6% b. African American = 26.6% c. Hispanic/Latinx = 57.3% d. Asian = 60.1% e. White = 61.2%  (Source College Board)	2022 Advanced Placement Exam Passing Rate  Total AP Students = 379 Total # of Exams = 658 % of Total AP Students with Scores 3+on one or more test= 63.9%  a. English Learners = 70.0% b. African American = 26.7% c. Hispanic/Latinx = 67.1% d. Asian = 67.7% e. White = 70.3%  (Source College Board and internal data)	2023 Advanced Placement Exam Passing Rate  Total AP Students = 424 Total # of Exams = 718 % of Total AP Students with Scores 3+on one or more test= 56.4%  a. English Learners = 58.3% b. African American = 22.3% c. Hispanic/Latinx = 54.0% d. Asian = 64.9% e. White = 62.2%  (Source College Board and internal data)	By SY 2023 - 2024, SLUSD AP Exam passing rate for all students and each student group will increase by 12% over 3 years  Overall Passing Rate = 66%  a. English Learners = 17% b. African American = 16% c. Hispanic/Latinx = 49% d. Asian = 58% e. White = 24%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percent of Graduates who met preparedness by A - G Completion</p> <p>a. All Students b. English Learners c. Students with Disabilities d. Homeless Students e. African American f. Hispanic</p> <p>Connected to LCFF Priority: 4, 7, and 8</p>	<p>2020 Graduates with A - G Completion</p> <p>a. All Students = 29.6% b. African American = 17% c. Asian = 68% d. Filipino = 49% e. Hispanic = 26% f. White = 38 % g. Two or more races = 32% h. English Learners = 15% i. Student with Disabilities = 2% j. Socio-Economically Disadvantaged = 32%</p> <p>(Source: DataQuest)</p>	<p>2021 Graduates with A - G Completion</p> <p>a. All Students = 33.1% b. African American = 16% c. Asian = 70.6% d. Filipino = 50.9% e. Hispanic = 23.6% f. White = 36.4% g. Two or more races = 28.0% h. English Learners = 17.9% i. Student with Disabilities = 4.5% j. Socio-Economically Disadvantaged = 29.1%</p> <p>(Source: DataQuest)</p>	<p>2022 Graduates with A - G Completion</p> <p>a. All Students = 44.3% b. African American = 32.1% c. Asian = 70.0% d. Filipino = 67.3% e. Hispanic = 35.7% f. White = 54.5% g. Two or more races = 44.4% h. English Learners = 28.3% i. Student with Disabilities = 13.5% j. Socio-Economically Disadvantaged = 40.0%</p> <p>(Source: DataQuest)</p>	<p>2023 Graduates with A - G Completion</p> <p>a. All Students = 35.7% b. African American = 13.4% c. Asian = 70.4% d. Filipino = 72.7% e. Hispanic = 27.2% f. White = 40.8% g. Two or more races = 40.6% h. English Learners = 18.8% i. Student with Disabilities = 8.5% j. Socio-Economically Disadvantaged = 32.5%</p> <p>(Source: DataQuest)</p>	<p>By SY 2023-24, SLUSD will show an increase in the percentage for all students and each student group who Graduates with A - G Completion by 15%</p> <p>a. All Students = 44.6% b. African American = 32.0% c. Asian = 83.0% d. Filipino = 64.0% e. Hispanic = 41.0% f. White = 53.0 % g. Two or more races = 47.0% h. English Learners = 30.0% i. Student with Disabilities = 17.0% j. Socio-Economically Disadvantaged = 47.0%</p>
<p>State Seal of Biliteracy</p> <p>Connected to LCFF Priority: 4, 7, and 8</p>	<p>2020 Percent of Graduating Students who earned the Seal of Biliteracy 7.7%</p> <p>(Source: DataQuest)</p>	<p>2021 Percent of Graduating Students who earned the Seal of Biliteracy 11.0%</p> <p>(Source: DataQuest)</p>	<p>2022 Percent of Graduating Students who earned the Seal of Biliteracy 7.0%</p> <p>(Source: DataQuest)</p>	<p>2023 Percent of Graduating Students who earned the Seal of Biliteracy 11.8%</p> <p>(Source: DataQuest)</p>	<p>SLUSD will increase the percent of Graduating Students receiving Seal of Biliteracy by 15% from the baseline: 22.7%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism a. All Student b. English Learners c. Student with Disabilities d. Foster Youth e. America Indian/Alaskan Native f. Asian g. African American h. Hispanic/Latino i. Filipino j. Pacific Islander k. Two or More Races l. White	2018-2019 Chronic Absenteeism Percent of Students who are Chronically Absent  a. All Student = 15.3% b. English Learners = 14.2% c. Student with Disabilities = 24.0% d. Foster Youth = 64% e. America Indian/Alaskan Native = 22.2% f. Asian= 4.7% g. African American = 21% h. Hispanic/Latino = 18.2% i. Filipino = 8.3% j. Pacific Islander = 21.6% k. Two or More Races = 15.5% l. White = 15.1%  (Source: DataQuest)	2020 - 2021 Chronic Absenteeism Percent of Students who are Chronically Absent  a. All Student = 10.1% b. English Learners = 10.8% c. Student with Disabilities = 15.3% d. Foster Youth = 54.8% e. America Indian/Alaskan Native = 21.7% f. Asian= 2.4% g. African American = 15.6% h. Hispanic/Latino = 12.7% i. Filipino =4.0% j. Pacific Islander = 13.7% k. Two or More Races = 7.5% l. White = 8.1%  (Source:DataQuest)	2021 - 2022 Chronic Absenteeism Percent of Students who are Chronically Absent  a. All Student = 42.3% b. English Learners = 44.8% c. Student with Disabilities = 53.4% d. Foster Youth = 64.0% e. America Indian/Alaskan Native = 55.3% f. Asian= 19.1% g. African American = 50.3% h. Hispanic/Latino = 50.3% i. Filipino =33.5% j. Pacific Islander = 65.0% k. Two or More Races = 40.6% l. White = 40.8%  (Source:DataQuest)	2022 - 2023 Chronic Absenteeism Percent of Students who are Chronically Absent  a. All Student = 29.2% b. English Learners = 29.9% c. Student with Disabilities = 40.5% d. Foster Youth = 65.4% e. America Indian/Alaskan Native = 42.9% f. Asian= 11.8% g. African American = 36.4% h. Hispanic/Latino = 34.8% i. Filipino =19.9% j. Pacific Islander = 54.3% k. Two or More Races = 28.3% l. White = 24.0%  (Source:DataQuest)	SLUSD Chronic Absenteeism will decreased by half a. All Student = 7.6% b. English Learners = 7.1% c. Student with Disabilities = 12% d. Foster Youth = 32% e. America Indian/Alaskan Native = 11.1% f. Asian= 2.3% g. African American = 10.5% h. Hispanic/Latino = 9.1% i. Filipino = 4.2% j. Pacific Islander = 10.6% k. Two or More Races = 7.7% l. White = 7.5%
Middle School and High School Dropout Rate	2019-2020 Dropout Rate Middle School = 0% High School = 2.0%  (Source: Local Data)	2020-2021 Dropout Rate Middle School = 0 High School = 27 students	2021-2022 Dropout Rate Middle School = 0 High School = 9 students	2022-2023 Dropout Rate Middle School = 3 students High School = 29 students	SLUSD Dropout Rate will be decreased by half  Middle School = 0% High School = 1.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(Source: CALPADS)	(Source: CALPADS)	(Source: CALPADS)	
<p>English Learner Reclassification</p> <p>Connected to LCFF Priority: 2, 4, and 7</p>	<p>English Learner LTELs SY 2019-2020 At-risk 4 or 5 Years = 5.5% LTELS 6+ Years =13.1%</p> <p>Reclassification: SLUSD English Learner Reclassification Rate SY 2019-20 = 18.1% SLUSD English Learner Reclassification Rate for SY 2019-20 is 4.3% higher than the state</p> <p>(Source: DataQuest)</p>	<p>English Learner LTELs SY 2020-2021 At-risk 4 or 5 Years = 9.0% LTELS 6+ Years = 20.5%</p> <p>Reclassification: SLUSD English Learner Reclassification Rate SY 2020 - 21 = 7.1% SLUSD English Learner Reclassification Rate for SY 2020-21 is 0.2% higher than the state</p> <p>(Source: DataQuest)</p>	<p>English Learner LTELs SY 2021-2022 At-risk 4 or 5 Years = 11.1% LTELS 6+ Years = 21.7%</p> <p>Reclassification: SLUSD English Learner Reclassification Rate SY 2021 - 22 approximately 9.2%</p> <p>(Source: DataQuest and Internal Data)</p>	<p>English Learner LTELs SY 2022-23 At-risk 4 or 5 Years = 12.9% LTELS 6+ Years = 25.5%</p> <p>Reclassification: SLUSD English Learner Reclassification Rate SY 2022-23 = 19.4% Estimated prior to official data release</p> <p>(Source: CDE DataQuest)</p>	<p>SLUSD 2023-24 Data for</p> <ul style="list-style-type: none"> <li>• LTELS: At-risk 4 or 5 Years = 2.5% LTELS 6+ Years = 7.1%</li> <li>• Reclassification: 3% higher than baseline</li> <li>• Reclassification Rate will be 1.5% higher than the state</li> </ul>
<p>English Learning Progress Indicator as reported on the CA School Dashboard</p> <p>Connected to LCFF Priority: 2, 4, and 7</p>	<p>Percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2018-2019: 47% of</p>	<p>Because of the COVID-19 pandemic, Summative ELPAC was not administered in Spring 2020. In Spring 2021, not all students were able to take the Summative ELPAC for various reasons.</p>	<p>Percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2018-2019: 60.8% of</p>	<p>Percentage of current English Learners making progress for SY 2022-23: 49.4%</p> <p>(Source 2022 California Dashboard)</p>	<p>Increase percent of English Learners making progress towards English language proficiency or maintaining the highest level by 15%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Source 2019 California Dashboard)	This indicator cannot be measured.	(Source 2022 California Dashboard)		
Percent of students in Bilingual and Dual Immersion Pathways who score At/Above Benchmark on STAR Reading Spanish Assessment  Connected to LCFF Priority: 2, 4, and 7	Percent of Students At/Above Benchmark on 2020-21 STAR Reading Spanish Assessment  EOY 2nd Grade: 75.7% 3rd Grade: 53.7% 4th Grade: 75.0% 5th Grade: 70.0%  MOY 2nd Grade: 59.4% 3rd Grade: 64.3% 4th Grade: 70.2% 5th Grade: 71.4%  BOY 2nd Grade: 55.3% 3rd Grade: 49.2% 4th Grade: 74.5% 5th Grade: 87.5%  (Source: Local Data)	Percent of Students At/Above Benchmark on 2021-22 STAR Reading Spanish Assessment  EOY 2nd Grade: 40.0% 3rd Grade: 51.6% 4th Grade: 61.6% 5th Grade: 76.9%  MOY 2nd Grade: 42.4% 3rd Grade: 55.0% 4th Grade: 59.5% 5th Grade: 92%  EOY 2nd Grade: 45.6% 3rd Grade: 60.9% 4th Grade: 68.8% 5th Grade: 81.8%  (Source: Local Data)	Percent of Students At/Above Benchmark on 2022-23 STAR Reading Spanish Assessment  EOY 2nd Grade: 38.0% 3rd Grade: 34.6% 4th Grade: 43.1% 5th Grade: 53.2%  MOY 2nd Grade: 41.0% 3rd Grade: 44.4% 4th Grade: 51.4% 5th Grade: 58.8%  EOY 2nd Grade: 40% 3rd Grade: 50% 4th Grade: 45% 5th Grade: 60%  (Source: Local Data)	Percent of Students At/Above Benchmark on 2022-23 STAR Reading Spanish Assessment  EOY 2nd Grade: 40% 3rd Grade: 42% 4th Grade: 45% 5th Grade: 47%  MOY (Trimester 1) 2nd Grade: 49% 3rd Grade: 49% 4th Grade: 49% 5th Grade: 52%  (Source: Local Data)	Increase the percent of students who are At/Above Benchmark on STAR Reading Spanish Assessment by 15%  2nd Grade: 79% 3rd Grade: 86% 4th Grade: 77% 5th Grade: 85%
Students who met both A-G and CTE  Connected to LCFF Priority: 4, 7, and 8	Percent of students who met both A-G and CTE pathway  8.9%	Percent of students who met both A-G and CTE pathway  7.1%	Percent of students who met both A-G and CTE pathway  10.8%	Percent of students who met both A-G and CTE pathway 2022-23  9.6%	By SY 2023-24, SLUSD will show an increase in the percent of students who met both A-G

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Source: DataQuest)	(Source: DataQuest)	(Source: DataQuest)	(Source: CA School Dashboard)	and CTE pathway to 25%
State Seal of Civic Engagement  Connected to LCFF Priority: 4, 7, and 8	Total Number of State Seal of Civic Engagement awarded SY 2021-22 will be the base-line year	For SY 2021-22 the total number of State Seal of Civic Engagement awarded = 21	For SY 2022-23 the total number of State Seal of Civic Engagement awarded = 28	For SY 2023-24 the total number of State Seal of Civic Engagement awarded = 39  (Source: Local Data)	SLUSD will increase the number of students receiving by 50% of the number from previous year. By end of SY 2023-24 total number of State Seal of Civic Engagement will be at least 45
Golden State Seal Merit	2020 Percent of Graduating Students who earned the Golden State Seal Merit  17.0%	2021 Percent of Graduating Students who earned the Golden State Seal Merit  23.6%	2022 Percent of Graduating Students who earned the Golden State Seal Merit  39.2%	2023 Percent of Graduating Students who earned the Golden State Seal Merit  34.8%  (Source: DataQuest)	SLUSD will increase the percent of students receiving Golden State Seal Merit by 15% from the baseline:  32%

## 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.

Both SLHS and Lincoln offer support to students in grades 9-12 College and Career Centers. This year we are maintaining and strengthening our Career Technical Education programs and highly rigorous career pathways, through facilities and structural improvements, and partnerships with Eden Area ROP.



In addition to our CTE programs, several academies and specialized programs provide unique opportunities to student cohorts. We continue to offer long-standing academies at SLHS: San Leandro Multimedia Academy, Social Justice Academy, Academy of Business and Finance. STREAM Academy was added last year. This year, the SLHS Leadership team approved the School of Language to increase opportunities for multilingual students. Our Newcomer Pathway will continue to support English Learner students who arrived to the U.S. within the past three years.

The college and career staff offered over 75 presentations and 24 financial aid scholarship and college application workshops and family events.

Our work based learning program involved 1,352 students in various business and college visits. Industry internships were offered to an additional 146 students. We expanded our dual enrollment program this year, ensuring students access to early college credit. Over 550 students earned credit through our articulated courses of study. Students demonstrated college and career preparedness earning the state seal of biliteracy (62 students), 38 students earned the state seal of civic engagement and 226 earned the Golden Merit Award.

There was progress made in adding bilingual books to classrooms and libraries this year, school sites will continue to include this effort in the 2024-25 school year. Students had a wider range of digital bilingual books at their disposal via digital platforms.

Professional development was offered to staff to support multilingual learners, long term English Learners, restorative justice practices and on social emotional learning but wide scale opportunities to offer all these sessions was difficult due to shortage in substitutes available, and on schedule conflicts.

The percent of English learners making progress did not hold due to an influx of Newcomer students after the start of the year. To further support these efforts, job-embedded professional learning days were provided to teachers in the Newcomer pathway and secondary content teachers for Integrated ELD. Additionally teachers, we offered the opportunity to engage in cycles of inquiry after school with a focus on supporting the particular needs of our English Learners.

Reclassification rates continued to go up for some sites and a renewed focus on ELD was heightened. Next year the goal will be to do walkthroughs and targeted support for staff who serve student who are at risk of LTEL status.

Dual Language teachers participated in site-based and district-wide professional development, supported by additional resources for language and literacy instruction. Two Mandarin DLI classrooms were successfully launched at kindergarten, with plans for expansion to 1st grade. The Middle School DLI Program began with 35 students in 6th grade, backed by additional resources. Despite challenges, our commitment to the expansion of DLI remains strong, and we will continue refining our supports and strategies in 2024-25.

Professional development on critical media and information literacy (2.7) was not implemented this year due to a focus on Tier 1 instructional practices and ensuring access to materials that support the core content areas.

SLUSD was able to add additional mental health staff by securing 2 full time crisis counselors for the secondary schools, but due to staff shortages, they officially started in October.

We hired additional .6 FTE in our credit/grade a-g program and served over 60 students in the second semester this school year and will expand the FTE to 1.0 in 2023-24.

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.

All planned expenditures were met with increases in costs for the 10% salary for all employee groups.

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

Two new courses have been developed for the 2024-25 school year tailored for Long-Term English Learners (LTELs) at the high school level. These courses are specifically designed to provide essential support for students who have yet to meet the literacy criteria for reclassification. Additionally, our newcomer program has expanded its course offerings within the pathway further strengthening our commitment to engaging and celebrating the multilingualism of our students. At one of our middle schools, we are transitioning our English Language Development (ELD) courses to a more targeted structure, allowing us to better address the diverse English proficiency levels among our EL student population. We effectively expanded the amount of students enrolled in our AP courses to 945 from 798 the prior year and a large increase this spring in the AP test completions. We also had 10 more students earn the state seal of biliteracy and state seal of civic engagement. We want to double that next year. The actions were effective but we will continue to expect higher results in the next 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.

We continue to use the data (STAR Ren, Grades, CAASPP/ELPAC, a-g completion, CTE completion, AP scores, and dual enrollment completion to adjust programs and services. We will continue to expand the grade/credit a-g recovery program in the 2024-25 school year and enhance support to the Alternative Education campus (action 2.15, 2.24) and through additional staffing allocated in the 2022-23 school year. Action 2.7 will be offered with training provide by our instructional coaches but will be expanded in the 2023-24 school year with a purchase of digital resources that will foster critical media literacies.

Action 2.14 was modified to be more specific regarding the districtwide peer mentorship model, explicitly naming a high school to middle school mentor/internship program.

Action 2.16 was expanded to include the sharing of career exposure opportunities to elementary students.

Action 2.26 was modified to include professional development and support for Positive Behavior Intervention and Supports as Tier 1 behavioral practices. The implementation of this training will be differentiated based on where sites are in their implementation journey of PBIS.

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**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	<p>GOAL #3: Equity-Centered Effective Employee Engagement</p> <p>Expectation: All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students.</p> <p>Key Initiatives &amp; Tactics:</p> <p>1. Employee Relations</p> <p>a. Cultivate support for employees to deliver gold standard customer service.</p> <p>b. Improve fiscal processes to maximize funds, staff, and other resources for equity and excellence.</p> <p>c. Celebrate staff contributions to the District.</p> <p>d. Attend to employee safety and wellness in the workplace and awareness about resources in the district and community.</p> <p>2. Talented and Diverse Workforce</p> <p>a. Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency.</p> <p>b. Develop the skills for all employees through professional development and create pathways for professional advancement within the organization.</p> <p>c. Recruit teachers and administrators that reflect the diversity of our students.</p> <p>d. Engage staff with ongoing training to create school environments that support all students, staff, &amp; families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.</p> <p>3. Cohesive Collaboration</p> <p>a. Implement compelling teacher collaboration practices within and across schools to foster cycles of inquiry and expand the sharing and alignment of professional expertise in the service of continuous improvement and success for all learners.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Completion of SLUSD modules on safety and safe, inclusive school environments</p> <p>Connected to LCFF State Priority: 1 and 6</p>	Inventory current modules and align to strategic plan goals	100% Completion of Keenan's Safe School training	<p>In 2022-23, 98.6% Completion of Keenan's Safe School training</p> <p>(internal data)</p>	<p>In 2022-23, 94.5% Completion of Keenan's Safe School training</p> <p>(internal data)</p>	100% completion of all existing modules and new required training
<p>Log attendance rate to employee onboarding events, career lattice, and additional professional development opportunities</p> <p>Connected to LCFF State Priority: 1 and 6</p>	Inventory current participation rates	100% Completion	100% Completion	100% Completion	100% attendance
<p>Log attendance at cultural competency training</p> <p>Connected to LCFF State Priority: 1 and 6</p>	Use implementation rate for year 1 to establish baseline	100% Complete Keenan Module on Cultural Competency	<p>In 2022-23, 98.6% Complete Keenan Module on Cultural Competency</p> <p>(internal data)</p>	Training not assigned for the 2023-24 school year.	100% completion of training Inventory
<p>Assess and increase staff diversity by disaggregating current staff diversity in line with current student demographics</p> <p>Connected to LCFF State Priority: 1 and 6</p>	<p>School Staff Demographics 2019-20</p> <p>African American/Black = 9% Asian = 14% Filipino = 5.0% Hispanic = 18%</p>	<p>School Staff Demographics 2020-21</p> <p>African American/Black = 12.14% Asian = 5.2% Filipino = 5.2%</p>	<p>School Staff Demographics 2021-22</p> <p>White = 37.8% Hispanic/Latino = 33.6% Asian = 13.0%</p>	<p>School Staff Demographics 2022-23</p> <p>White =37.3% Hispanic/Latino = 34.1% Asian =12.55% African</p>	Increase direct proportionality of staff-to-student population of the four underrepresented group

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students' Demographic African American/Black = 12% Asian = 17% Filipino = 7% Hispanic = 38% (Source: Local Data)	Hispanic = 43.4% Students' Demographic African American/Black = 12.1% Asian = 17.5% Filipino = 5.8% Hispanic = 48.6%	African American/Black = 9.9% Filipino = 3.7% American Indian = 0.7% Students' Demographics Hispanic/Latino = 48.7% Asian = 17.5% African American/Black = 12.0% White = 7.8% Filipino = 5.9% Two or more races = 4.7% Pacific Islander = 1.2% American Indian = 0.5%	American/Black = 9.6% Filipino = 4.3% American Indian = .7% Students' Demographics Hispanic/Latino = 49.4% Asian = 17.7% African American/Black = 11.7% White = 7.4% Filipino = 5.7% Two or more races = 4.6% Pacific Islander = 1.0% American Indian = 0.5%	African American/Black = 12% Asian = 17% Filipino = 7% Hispanic = 38%

## 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.

SLUSD had no significant differences in the planned action and actual implementation. SLUSD continues to focus on Equity Centered Effective Employee Engagement, which this year included an additional professional development day for the following classified employees: Campus Supervisors, Choral Accompanist, Nutrition Assistants, Nutrition Delivery, Nutrition Technicians, Paraeducators, Preschool Teacher and Video Production Specialists. The goals and actions were implemented with varying degrees of success, but the messaging regarding expectation of the goal has remained consistent.

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

No significant differences were seen in costs for supporting professional pathways which was attributed to fewer employees requiring induction programs. There are substantially fewer candidates in general currently enrolled in credentialing programs, locally and statewide.

Other factors such as the national and local substitute shortage has limited the release time that was available resulting in fewer costs. Some other actions that resulted in an overage of estimated actual expenditures was due to an increase in costs to participate in events that support employment and retention. Action 3.9, 3.11 and 3.16 increased by 10% due to the increase in employee costs/raises and benefits.

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

SLUSD goals were implemented according to the intended plan. SLUSD continues to focus on Equity Centered Effective Employee Engagement, which this year included an additional professional development day for the following classified employees: Campus Supervisors, Choral Accompanist, Nutrition Assistants, Nutrition Delivery, Nutrition Technicians, Paraeducators, Preschool Teacher and Video Production Specialists. The goals and actions were implemented with varying degrees of success, but the messaging regarding expectation of the goal has remained consistent. Our actions were effective in hiring, maintaining and supporting staff and will continue to ensure actions are continued and reviewed.

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.

There were not significant changes to the planned goals. However we have focused on providing CPI training to Special Education practitioners.

**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	<p>GOAL #4: Valuing Diversity, Equity, and Inclusion with Families and Communities</p> <p>Expectation: SLUSD will support and strengthen reciprocal relationships between families and our community that enhance our students' positive social, emotional and academic development.</p> <p>Key Initiatives &amp; Tactics:</p> <ol style="list-style-type: none"> <li>1. Analyze, Audit, and Respond to Parent Needs <ol style="list-style-type: none"> <li>a. Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices.</li> <li>b. Deliver outstanding, consistent translation services to our multilingual community.</li> <li>c. Provide and participate in various engagement forums that provide feedback.</li> </ol> </li> <li>2. Connecting Schools and Community Engagement <ol style="list-style-type: none"> <li>a. Foster partnerships with families, local industries, public agencies, public foundations, and our city to maximize resources to support all students.</li> <li>b. Build family leadership capacity and ensure a high standard of family engagement.</li> <li>c. Provide informative, responsive school websites and communication.</li> <li>d. Evaluate, analyze best practices for gender-neutral and inclusiveness in language, policies.</li> </ol> </li> </ol>

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of family members participating in district family engagement events	Year 1 participation rates for district-hosted Family Launch Pad events including those for targeted communities, based on expressed need	SY 2021-22 Number of Participants for the following District Hosted Family Launch Pad Session 1: 45	SY 2022-23 Number of Participants for the following District Hosted Family Launch Pad Session 1: 47	Family Landing Pad Session 1: August 30 - 65 participants Session 2: Sept. 13 - 50 participants Session 3: Oct. 11 - 25 participants	Increase average number of participants in each series by 10% each year.  Overall number of participants: 28
Connected to LCFF State Priority: 3					



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Single/co-parenting Special Needs African American families	Session 2 32 Session 3: 25 Session 4 28 Session 5: 33 Session 6: 25 Session 7: 15 Session 8: 23 Session 9: 37 Session 10: 15 Session 11: 20 Session 12: 15 Session 13: 13 Session 14: 15 Session 15: 15 Session 16: 17  Single/Co-Parenting Series Session 1: 42 Session 2: 18 Session 3: 14 Session 4: 16 Session 5: 13 Session 6: 17 Session 7: 15 Session 8: 10  Special Needs Session 1: 31 Session 2: 15 Session 3: 23  African American Families Launch Pad	Session 2 39 Session 3: 27 Session 4 25 Session 5: 31 Session 6: 22 Session 7: 17 Session 8: 21 Session 9: 17 Session 10: TBD  Single/Co-Parenting Series Session 1: 27 Session 2: 15 Session 3: 17 Session 4: 15 Session 5: 12 Session 6: 16  Special Needs Session 1: 20 Session 2: 11 Session 3: 9 SESSION 4: TBD  African American Families Launch Pad Session 1: 21 Session 2: 7 Session 3: 15 Session 4: 12	Session 4: Nov. 8 - 23 participants Session 5: Dec. 13 - 20 participants Session 6: Jan 10, 2024 - 18 participants Session 7: Feb. 7 - 25 participants Session 8: March 6 - 21 participants Session 9: April 10 - 24 participants Session 10: May 1  Single/Co-Parenting Landing Pad Session 1: Sept. 26 - 18 participants Session 2: Oct. 24 - 23 participants Session 3: Nov. 28 - 15 participants Session 4: January 30, 2024 - 20 participants Session 5: March 12 - 18 participants Session 6: April 23 - 24 participants Special Needs Family Landing Pad Session 1: October 4 - 23 participants Session 2: January 17 -18 participants	Single/co-parenting Series: 22 Special Needs: 28 African American: 21

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Session 1: 21 participants Session 2: 32 Session 3: 15 Session 4: 7 Session 5: 25 Session 6: 4		Session 3: March 13 - 14 participants Session 4: May 8  African-American Families Landing Pad Session 1: Oct. 3 - 27 participants Session 2: Feb. 6 - 14 participants Session 3: April 9- 16 participants	
Provide translation in required languages at district events  Connected to LCFF State Priority: 3	Inventory translation services at district events	SLUSD provided the translation for required languages to all district events.	SLUSD provided the translation for required languages to all district events.  (Data Source: Internal Data)	SLUSD provided the translation for required languages to all district events.  (Data Source: Internal Data)	100% translation at all district events
Number of families participating in School Site Family Learning Series events  Connected to LCFF State Priority: 3	Establish baseline participation in site-based Family Learning Series events in Year 1	SY 2021-22 School Site Family Learning Series 1 Garfield = 15 Jefferson = 10 Madison = 24 Mckinley = 14 Monroe = 12 Roosevelt = 10 Washington = 10 Wilson = 16 Bancroft = 5 Muir = 43	School Year 2022-23 School Site Family Learning Series 1 Garfield = 11 Jefferson = 2 Madison = 8 Mckinley = 3 Monroe = 17 Roosevelt = 20 Washington = 11 Halkin = 13 Bancroft = 11 Muir = 8	School Year 2023-24 School Smart Academy Parent Graduates Garfield = 14 Jefferson = 14 Madison = 4 Mckinley = 16 Monroe = 12 Roosevelt = 12 Washington = 8 Halkin = 18 Bancroft = 8	Increase average participation by 10% each year  Garfield = 7 Jefferson = 12 Madison = 29 Mckinley = 19 Monroe = 13 Roosevelt = 22 Washington = 12 Wilson = 22 Bancroft = 11

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		School Site Family Learning Series 2 Garfield = 5 Jefferson = 3 Madison = 17 Mckinley = 13 Monroe = 9 Roosevelt = 50 Washington = 8 Wilson = 22 Bancroft = 12 Muir = 30	School Site Family Learning Series 2 Garfield = 13 Jefferson = 4 Madison = 11 Mckinley = 1 Monroe = 17 Roosevelt = 10 Washington = 7 Halkin = 16 Bancroft = 9 Muir = 13  School Site Family Learning Series 3 Garfield = 5 Jefferson = 16 Madison = 8 Mckinley = 1 Monroe = 14 Roosevelt = 25 Washington = 7 Halkin = 14 Bancroft = 8 Muir = 11  School Site Family Learning Series 4 Garfield = 1 Jefferson = 25 Madison Mckinley	Muir = 6	Muir = 34

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Monroe = 8 Roosevelt = 12 Washington = 13 Wilson = 15 Bancroft = 11 Muir = 13	Wilson = 12 Bancroft = 17 Muir = 7		
Completion rate of California Healthy Kids Parent Survey  Connected to LCFF State Priority: 3	CHKS 2021 Number of Completed California Healthy Kids Parent Survey 2020-2021 = 1,600 Completed Parent Survey	CHKS 2022 Number of Completed California Healthy Kids Parent Survey 2021-2022 = 1,438 Completed Parent Survey	CHKS 2023 Number of Completed California Healthy Kids Parent Survey 2022-2023 = 1,094 Completed Parent Survey	CHKS 2023-24 Number of Completed California Healthy Kids Parent Survey 2022-2023 = 1,304 Completed Parent Survey	The number of Completed California Healthy Kids Parent Survey will double by SY 2023-2024 Goal - 3,200 Completed Parent Survey
Key indicators for family connectedness and satisfaction in California Healthy Kids Parent Survey  Connected to LCFF State Priority: 3, 4, and 6	CHKS 2021 Percent of parents/guardians who strongly agree and agree that in SLUSD:  <ul style="list-style-type: none"> <li>Parents feel welcome to participate at this school. = 87%</li> <li>Promotes academic success for all students = 91%</li> </ul>	CHKS 2022 Percent of parents/guardians who strongly agree and agree that in SLUSD:  <ul style="list-style-type: none"> <li>Parents feel welcome to participate at this school. = 85%</li> <li>Promotes academic success for all students = 91%</li> </ul>	CHKS 2023 Percent of parents/guardians who strongly agree and agree that in SLUSD:  <ul style="list-style-type: none"> <li>Parents feel welcome to participate at this school. = 85%</li> <li>Promotes academic success for all students = 90%</li> </ul>	CHKS 2023-2024 Percent of parents/guardians who strongly agree and agree that in SLUSD:  <ul style="list-style-type: none"> <li>Parents feel welcome to participate at this school. = 89%</li> <li>Promotes academic success for all students = 91%</li> </ul>	Increase the percent of parents who strongly agree and agree by 6% to the statements that in SLUSD:  <ul style="list-style-type: none"> <li>Parents feel welcome to participate at this school. = 93%</li> <li>Promotes academic success for all students = 97%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>A safe place for their children = 94%</li> </ul>	<ul style="list-style-type: none"> <li>A safe place for their children = 91%</li> </ul>	<ul style="list-style-type: none"> <li>A safe place for their children = 88%</li> </ul>	<ul style="list-style-type: none"> <li>A safe place for their children = 90%</li> </ul>	<ul style="list-style-type: none"> <li>A safe place for their children = 100%</li> </ul>

## 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.

There were no significant differences in planned actions. We were able to maintain or initiate the implementation of programs, services, and resources outlined under this goal for our students and their families. The actions under this goal focused on the relaunch of the School Smarts Academy Program at the elementary and two middle school sites. School Smarts Academy provides training curriculum designed to bring together parents from diverse backgrounds in support of a common interest: helping their children and schools succeed. Through a seven-session curriculum addressing the science behind parent engagement, school governance and decision making, communication skills, and leadership the program empowers parents to engage with schools. Each session engages participant learning through activities and discussion designed to foster community and advocates resulting in graduates serving in their PTAs and on school or district committees such as the SSC, ELAC, or LCAP Development. The academies were deemed successful as well as met the goal of 4. 1, parent engagement.

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.

SLUSD did not have significant differences between budgeted expenditures and estimated actual expenditures.

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

Based on feedback from parent forums and staff we want to target in-person parent learning series to prioritize support for TK/K and new families. We focused on hosting more welcome orientations for these families. The district continues to aim to standardize parent engagement across all sites and improve engagement with special students and family groups. Parents were able to provide input on the topics in the family series and feedback on the translation services including adding the two district wide translators.

Community partnerships were continuously leveraged to support college and career connections as described in other goals, and ongoing feedback loops to inform district plans were conducted over the course of the year, including district and site-level English Learner Advisory Committees and LCAP feedback sessions with our Parent Advisory Council. ParentSquare and our district website provided timely and accurate information in languages spoken in the district. We continue to maintain our online enrollment process to support ease of enrollment and data integrity.

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.

No significant changes made to the planned goals. Stemming from the increase of TK students enrolling into the district there was a need to provide more support to families as they transition their youngest learners to our schools. More parent workshops addressing early learning readiness are being held to support the needs of these parents. After conducting an audit of our learning spaces we were able to assure that the spaces were also being suitable for young learners and that these are also reflective in our after school learning spaces.

**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	<p>GOAL #5: Environmental and Technological Equity</p> <p>Expectation: SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments for all students.</p> <p>Key Initiatives &amp; Tactics:</p> <p>1. District Bond Improvements</p> <p>a. Implement the following Measure N bond projects successfully: New high school gymnasium, new continuation high school campus, new entryways, new field, and new middle school modular buildings.</p> <p>b. Initiate planning for additional bond projects, including classroom and field renovations.</p> <p>2. Strategic Maintenance</p> <p>a. Continue to maintain our facilities for future generations of students.</p> <p>b. Maintain our state of the art technology infrastructure.</p> <p>3. Reducing District Impact on Climate Change</p> <p>a. Install and maintain energy-efficient infrastructure and utilize green building methods to reduce district impact on climate change.</p> <p>b. Maintain focus on the energy efficiency of district buildings and reducing total CO2 emissions.</p> <p>4. Access to Internet and Technology</p> <p>a. Sustain the availability of personalized learning devices for students by enacting a regular cycle of review and replacement to ensure access to modern technology.</p> <p>b. Facilitate safe and secure opportunities for all students to have consistent access to the internet and software resources needed to develop 21st-century skills, whether learning on or off-campus.</p> <p>c. Empower the entire SLUSD community’s use of technology by creating a resilient, safe, and secure high-speed network environment.</p> <p>d. Create training opportunities and resources to ensure all staff and students can efficiently and fluently utilize adopted technology platforms.</p>

## Measuring and Reporting Results



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1:1 Device per student Connected to LCFF State Priority: 1	During school year 2020-21, 100% 1:1 Device per student	During school year 2021-22, 100% 1:1 Device per student	During school year 2022-23, 100% 1:1 Device per student in classes. Additional at-home devices available on request	During school year 2023-24, 100% 1:1 Device per student in classes. Additional at-home devices available on request	100% 1:1 device per student
On-campus bandwidth per student Connected to LCFF State Priority 1	During school year 2020-21, 100% on-campus bandwidth minimum 1 megabits per student	During school year 2021-22, 100% on-campus bandwidth minimum 1 megabits per student	During school year 2021-22, 100% on-campus bandwidth minimum 1 megabits per student	During school years 2022-23 and 2023-24, 100% on campus bandwidth minimum 1 megabits per student	100% on-campus bandwidth minimum 2 megabits per student
Technology support Connected to LCFF State Priority 1	Average ticket response within 60 hours and average resolution within 15 days.	Average ticket response 60 hours, resolution within 13 days.	Average ticket response 62 hours, resolution within 11 days.	Average ticket response within 51 hours, resolution within 10 days.	Average ticket response within 48 hours and average resolution within 7 days.
Maintenance work order system Connected to LCFF State Priority: 1	Maintenance staff will conduct review of outstanding work order status	Majority of work orders are completed within seven days.	Majority of work orders are completed within seven days.	Majority of work orders are completed within seven days.	98% of work orders will be less than one month old in the district maintenance work order system.
Inventory of current district vehicle fleet Connected to LCFF State Priority: 1	District vehicle fleet will be working properly, pass all required smog tests, and will conduct vehicle fleet inventory	District vehicle fleet continues to work properly, passes all required smog tests. Majority of the fleet	District vehicle fleet continues to work properly, passes all required smog tests. Majority of the fleet	District vehicle fleet continues to work properly, passes all required smog tests. Majority of the fleet	District vehicle fleet will be working properly, pass all required smog tests, and the majority of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	to assess the current fleet.	has been in service less than five years.	has been in service less than five years.	has been in service less than five years.	fleet will be less than five years old.
SLUSD uses the CHKS to gather parents/guardians input	Percent of parents/guardians who strongly agree and agree that:	Percent of parents/guardians who strongly agree and agree that:	Percent of parents/guardians who strongly agree and agree that:	Percent of parents/guardians who strongly agree and agree that:	Increase percent of parents who strongly agree that SLUSD school have clean and well-maintained facilities/properties to 98%
Connected to LCFF State Priority 1 and 3	SLUSD schools have clean and well-maintained facilities/properties = 93%	SLUSD schools have clean and well-maintained facilities/properties = 86%	SLUSD schools have clean and well-maintained facilities/properties = 87%	SLUSD schools have clean and well-maintained facilities/properties = 90%	
School Facilities Condition	According SARC submitted on February 2021, 100% of SLUSD schools are either good or exemplary condition	According SARC submitted on February 2022, 100% of SLUSD schools are either good or exemplary condition	According SARC submitted on February 2023, 100% of SLUSD schools are either good or exemplary condition	According SARC submitted on January 2024, 100% of SLUSD schools are exemplary condition	100% of SLUSD schools will be in good/exemplary condition
Connected to LCFF State Priority: 1					

## 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.

In this year the district leveraged technology bond funding to maintain the 1:1 device fleet and provide separate at home devices for students on request.

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.

For 5.5, demand for hotspots is much lower than the first year during distance learning resulting in lower expenditures. Action 5.1 had over 11.50% difference as the costs for staff raises and contracts increased in our action to continue and maintain care for school site buildings and grounds.

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

After careful review we have determined goal 5 is effective but does not need to be part of the LCAP as we have laid the foundation to continue providing high quality universal access to technology for all students. We will continue to provide the technology access and devices to students and will ensure the grounds and buildings are a high standard.

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 return to in-person instruction in the last two years has shifted the needs for technology to needing higher levels of in-classroom support while still providing technology for students to be able to use at home.

The district has added custodial staff at elementary and middle school sites to bring all sites to the same staffing levels based on enrollment and size (5.1). The additional staffing allows the district to provide for a higher level of service through more time spent in classrooms and common areas, and allowed for the elimination of most split custodial positions where custodians travelled daily between sites.

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

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](mailto: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
San Leandro Unified School District	Sonal Patel, Ed.D. Assistant Superintendent, Educational Services Division	spatel@slusd.us 5106671000

## 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.

The San Leandro Unified School District is a culturally rich and linguistically diverse school district in the San Francisco Bay area, dedicated to providing a broad range of rigorous academic programs nested within safe, supportive, and inclusive school environments. We serve approximately 8,700 students with a wide range of educational offerings, including eight TK-5th grade elementary schools - three of which have a Spanish Bilingual /DLI Pathway and one with a Mandarin DLI pathway, two middle schools, one comprehensive high school, one TK-

12 virtual academy, an alternative education (continuation) high school, and an adult school. The community continues to value neighborhood schools, with almost all students attending the school determined by their enrollment zone. Our learners come from a highly diverse community where over 38 languages are spoken. 26% of our students are English Learners. 12.4% are identified as students with special needs. Approximately 74% are socio-economically disadvantaged. Our mission is to educate these students to achieve academic excellence to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where traditions are valued, and innovations are embraced. This mission requires authentic, reciprocal partnerships with educators, families, and students and a persistent focus on eradicating institutional biases that have rendered historically inequitable outcomes for large segments of the community we serve. With these goals in mind, all district personnel, programs, and services focus on equity to ensure all students have the opportunity to be healthy, engaged, and successful.

To guarantee we deliver on those promises, the Board of Education approved the SLUSD Graduate Profile in 2018. The profile codifies our shared vision for a measurable set of student outcomes that define what all graduates should know and do to be prepared for post-secondary education, career, and civic participation. Through this alignment, we can demonstrate that students are fully prepared for college and careers as cultural and ethical leaders, critical thinkers, communicators, and collaborators who have healthy minds and bodies.

These ambitious goals are realized through ongoing three-year strategic action planning. Since 2014, our organization has continuously evaluated and improved programs and services by aligning five targeted, systemic goals and expectations. Our three-year plan for 2021-2024 prioritizes the following and will be updated at the end of the 2024 for another 3 year cycle. Our LCAP for 2024-2027 merges our strategic plan goals with our framework for building community schools into these 3 goals:

#### Goal #1: Universally Designed Teaching and Learning for Lifelong College and Career Success

Expectation: Every classroom and program in the district will support high-quality, universally accessible learning experiences across the content areas to foster the SLUSD competencies expressed in the Graduate Profile. Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.

##### Key Initiatives & Tactics:

##### Effective & Meaningful Teaching and Learning

Deliver comprehensive, standards-based TK-12 science and history-social science education through newly adopted board curriculum and the development of corresponding assessments and projects.

Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.

Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.

Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.



### Responsive Support Structures for Student Success

Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied opportunities to make learning visible and support equitable grading practices.

Explore and expand alternative education and expanded learning opportunities for students TK-12 to support both intervention, enrichment, and multimodal ways of teaching and learning.

Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-12 students.

Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.

Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.

### Centering Ethical and Cultural Leadership

Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.

Develop and apply critical media and information literacies at school and in the community.

Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community partnerships, and local and national programming access.

### Fostering Multilingualism

Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of Dual Language Immersion programs, world language programs, and access to the state Seal of Biliteracy.

Systematize structured supports that address the needs of long-term English learners and newcomer students.

## Goal #2: Positive School Climate and School Connectedness

### Healthy Minds & Bodies

Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives.

Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas.

Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

### Community Schools

Expand staffing at each school to provide professional and case management services for our highest need students, specifically Tier 2 and Tier 3 interventions.

Design and implement youth development and engagement programs to promote peer to peer education opportunities for health, socio-emotional learning, and restorative justice practices.

Provide access to quality on-site mental health counseling services for targeted students through COST.

Adopt and implement a social emotional learning curriculum for all schools TK-12 and deploy a SEL screener and assessment system for monthly monitoring and adjustments.

### Goal #3: Equity and Inclusion with Families and Employee Engagement

SLUSD will support and strengthen reciprocal relationships between families and our community that enhance our students' positive social, emotional and academic development. All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students.

#### Analyze, Audit, and Respond to Parent Needs

Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices.

Deliver outstanding, consistent translation services to our multilingual community.

Provide and participate in various engagement forums that provide feedback.

Build family leadership capacity and ensure a high standard of family engagement.

Provide informative, responsive school websites and communication.

#### Talented and Diverse Workforce

Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency.

Develop the skills for all employees through professional development and create pathways for professional advancement within the organization.

Recruit teachers and administrators that reflect the diversity of our students.

Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.

#### Cohesive Collaboration

Implement compelling teacher collaboration practices within and across schools to foster cycles of inquiry and expand the sharing and alignment of professional expertise in the service of continuous improvement and success for all learners.

### Goal #4: Equity Multiplier

In addition to these goals, SLUSD has two schools receiving funding through Equity Multiplier Grants from the state: San Leandro Virtual Academy and Lincoln Continuation High School. Both these schools have worked with their educational partners to create goals and actions that address the data and needs at their respective school sites in accordance with allowable expenses for this source of funding.

Goal 4 for Lincoln High School is called : College and Career Life Preparation.

Actions under this goal are:

Increase CTE Pathway Completion and Early College Credit

Increase A-G Approved Courses at Lincoln High School

Attendance Incentive Campaign

EL Targeted Support

Supporting Mental Wellness and Social Health

Office Support Connection Additions

## Exposure Activities to Work Based Learning and Real World Connections Field Trips & Activities

Goal 4 for San Leandro Virtual Academy (SLVA) is called : Virtual Academy Enhancement.

Actions under this goal are:

Effective and Engaging Instruction

Coordination and Transition for Quality Enter and Exit of SLVA

Attendance Incentive Campaign

Office Support Connection Additions

Successful Planning

Exposure to Field Trips (Virtual and in Person) & College/Career

## Reflections: Annual Performance

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

SLUSD has experienced modest and promising growth in numerous state and local metrics. While most student groups demonstrated increases in Math and English Language Arts performance on the dashboard, some student groups need additional attention in the new 2024-25 LCAP based on results viewable on the CA Dashboard. Differences in achievement between subgroups have allowed SLUSD to identify specific strategies to be implemented, alongside metrics for monitoring progress.

English learners were identified at the lowest performance level in both English language arts and mathematics on the dashboard. Additionally, the English language progress indicator slipped slightly between the 2022 and the 2023 dashboard following the implementation of a new EL plan, SLUSD will double down its efforts to address issues for newcomers and long-term English learners. This includes the expansion of programs and professional learning opportunities.

General increases in academic dashboard data and local academic data, Star Renaissance scores, provide rationale to continue strong SLUSD academic programs, such as the Multi-tiered Integrated System of Support and Universal design for learning, while increasing summer support, specific math, ELA, and ELD professional learning, and equity-based access enhancements for students with reported disabilities.

While large improvements were made in attendance and chronic absenteeism across nearly all groups, SLUSD recognizes the need to further engage students to improve their attendance and participation. Additionally, several student groups were noted as having high suspension rates according to the California dashboard: African-American students, American Indian students, foster youth, and students with disabilities. In the 24-25 school year, focused and LEA-wide strategies will continue to increase restorative practices, culturally, relevant practices, student engagement, and student connection to address these concerns.

Compared to 2022 graduates, 2023 graduates demonstrated a lower overall preparedness for college and career with slight drops in various metrics. Attention in the goals is given to counseling, enrichment and credit recovery efforts, as well as CTE and pathway programs.

The annual California School Climate, Health, and Learning Surveys reinforced other metrics to focus on student wellness and school connection. The California Healthy Kids Survey data for the 2023-24 school year, exhibited small positive changes to most key indicators of academic engagement, and school climate. Issues of safety and student wellness continue to be an area of concern, particularly at the middle school level. The Staff survey showed growth in collegiality and working environment but concerns for student counseling, motivation and behavior. The parent survey demonstrated modest increases across most key indicators. However, the inverse relationship of family involvement and school supports to grade level persists, indicating a need to focus on family engagement and student supports at the middle and high schools.

The 2023-24 LCAP included several actions pertaining to staff engagement and technology infrastructure. Given the robust status of technology infrastructure and plan to sustain those efforts, this LCAP will focus more heavily on three areas of greatest student need: teaching and learning, school climate, and community engagement of families and staff. As envisioned in the following three goal plan, SLUSD will continue to apply supplemental and concentration funding to sustain fully implemented promising actions as well as bolster services to student groups experiencing the greatest need.

Addressing areas of concern by subgroups from CA Dashboard in the 2024-2027 LCAP:

**ELA:** In response to outcomes on the 2023-2024 CA Dashboard for ELA, the LCAP includes actions (1.1, 1.6, 1.13) that include monitoring districtwide for English Learners, and for African American students at Bancroft; English Learners at Bancroft, John Muir and McKinley; Hispanic (Latinx) students at Bancroft; Socioeconomically disadvantaged students at Bancroft; and Students with Disabilities at Bancroft, Garfield, and Halkin.

**MATH:** To address outcomes in the 2023-2024 to CA Dashboard for Math, the LCAP includes actions (1.2, 1.6, 1.13) that support improvement goals and monitoring districtwide for English Learners, and for African American students at Bancroft and Jefferson; English Learners at Bancroft and John Muir; Hispanic (Latinx) at John Muir; Socioeconomically Disadvantaged at John Muir; Students with Disabilities at Halkin; and Filipino students at San Leandro High School.

**ELPI:** To address outcomes in the 2023-2024 to CA Dashboard for ELPI, the LCAP includes actions (1.3, 1.6, 1.13) that support improvement goals and monitoring at Garfield, Jefferson, and McKinley.

**CCI:** To address outcomes in the 2023-2024 to CA Dashboard for College and Career Readiness, the LCAP includes actions (1.16, 1.17, 1.18, 2.7) that support improvement goals and monitoring districtwide for students experiencing Homelessness and for All Students, with special focus on English Learners, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.

**SUSPENSION:** To address outcomes in the 2023-2024 to CA Dashboard for Suspension Rates, the LCAP has actions (2.1, 2.2, 2.10) to support improvement goals and monitoring districtwide for African American students, American Indian students, Foster Youth, and Students with Disabilities; and for All students at Lincoln and Washington; African American students at Washington, Bancroft and Lincoln;

Socioeconomically Disadvantaged students at Bancroft, Lincoln, and Washington; Students with Disabilities at Bancroft, John Muir, Lincoln, and Washington; and Students identifying as Two or More Races at Bancroft and Jefferson.

**CHRONIC ABSENTEEISM:**To address outcomes in the 2023-2024 CA Dashboard for Chronic Absenteeism, this LCAP has an action (2.9) to support improvement goals and monitoring for Foster Youth districtwide, African American and Asian students at Garfield and students with Disabilities at McKinley.

## Reflections: Technical Assistance

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

SLUSD has been identified for Differentiated Assistance due to rates of Chronic Absenteeism and Suspension of Foster Youth. Due to the small size of this student group, no other CA Dashboard indicators received performance colors. Through technical assistance, SLUSD has identified key strategies to address these areas. A school site level connection and awareness strategy has been initiated to help principals and school staff connect with Foster Youth and their guardians to address academic and socio-emotional needs. A comprehensive plan maps out how to onboard students in the Foster Youth program (at any point of entry into SLUSD) as well as their caretakers and agency reps. This plan includes periodic data collection and milestones for educators to monitor their connection to students, respond in a timely manner to academic, social, and health needs, and build new practices and resources needed to support achievement and well-being. From inventories to get to know students in Foster Youth, to workshops for caretakers, to deliverables for school based staff to record meaningful connection and data collection that can inform warm-handoffs, prevention and intervention- SLUSD is committed to continually revising this plan in order to improve and sustain our Foster Youth program services and organizational disposition towards workign with multiple agencies towards their care. The LCAP has actions 2.1, 2.2, 2.8, and 2.9 that speak to the work underway that will continue into the 2024-2025 school year.

## 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.

Not Applicable

### *Support for Identified Schools*

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

Not Applicable

**Monitoring and Evaluating Effectiveness**

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

Not Applicable

# 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
Community Members and Families	<b>Community Input Forums</b> The District coordinated with school principals to conduct a school site-based meeting structure for family and community engagement, which optimized the relationship between site administration and their direct constituents. San Leandro Unified held 30 meetings over the course of January 2024-March 2024 to engage families in the LCAP input process as all school sites hosted at least one morning and one evening event specifically targeted at LCAP feedback and development. Over 190 participants provided feedback in either English, Spanish or Chinese which greatly assisted in connecting the community to LCAP planning over this new virtual format. All of the input was analyzed to inform LCAP development across all grade bands and school sites. Information regarding the LCFF and the LCAP was also made available to the community via the district's website with an open input form that allowed for the community to provide input on strengths and weaknesses in an online format if they were unable to attend a community forum. The Community Input Forums took place both in person in the mornings, afternoon and evenings in order to increase access. Several were held via Zoom as well in order to garner the most amount of participation possible.
English Language Learner Advisory Members via the District English Learner Advisory Council (DELAC)	During the DELAC meetings in the Spring of 2024, a portion of the DELAC meetings was dedicated to reviewing LCAP actions and progress, analyzing student needs, reviewing community input gathered through DELAC, and providing input for LCAP actions. This



Educational Partner(s)	Process for Engagement
	feedback was provided to the Superintendent who responds in writing via a letter to the DELAC, posted on our DELAC website and sent to DELAC executive board.
LCAP Youth Voice Groups (via student leadership, EL pathway, peer advocacy classes)	All secondary school sites in the district held youth leadership spaces designed to providing feedback and input related to district goals for the development of the current LCAP. Leadership group spaces in student leadership courses, social justice academies, and English Language learner courses and included 6-8th-grade students at both middle schools, and 9th through 12th-grade students at both high schools. Students analyzed CHKS survey data to support interpretation and next steps for more precise data collection and/or strategies to respond meaningfully. Central office directors, coordinators, and support staff went to each youth meeting space to conduct listening sessions related to how students experience implementation of LCAP and other federal or grant plan sourced actions and what they would like to see done and or evaluated differently. Students input as related to LCAP goals was analyzed for themes and shared with the PAC and school/district staff in order to inform both LCAP and site based SPSA planning and evaluation. It is our intention that this process continues, as this is our 6th year conducting this model, to grow in order to create a Youth Participatory Action Research model approach that inform school and district level planning.
LCAP Employee Leadership Group	A collaborative forum was held with the district's executive cabinet reps and the presidents of the district's classified employee and certificated teacher bargaining groups: CSEA and SLTA. The group reviewed LCFF and LCAP processes, and employee survey feedback, and provided input on LCAP priorities with a particular focus on employee needs.
Schools site parent leadership groups	All school sites within the district dedicated at least one of these parent leadership group meetings (School Site Council and English Language Advisory Committee) to reviewing LCFF and LCAP processes, and site-level student data to determine site-specific needs to be considered for the upcoming LCAP. Many sites also engaged their PTO/PTA or parent-teacher association groups as well as affinity based parent groups representing ethnic subgroups and/or students with specialized needs.

Educational Partner(s)	Process for Engagement
Current families, staff, and students	<p>The district administered the California Healthy Kids Survey (CHKS) to all 5th through 11th-grade students, families at every grade level, and every employee throughout the district. This survey enabled the district to collect and analyze data regarding school connectedness, school climate, and other engagement metrics. 1123 families, 425 staff members, 326 elementary students, 1523 middle school students, and 1434 high school students took this survey during the 2023-24 administration window. This data was reviewed by the administration at the school site and district level to inform planning and was also reviewed by the Union Leadership group and Parent Advisory groups to ground input. Student leadership groups also reviewed the student survey data in order to create meaningful recommendations for LCAP and other site based plans. In some cases, the data revealed a need to conduct further listening sessions and forums to better understand root causes and conditions before engaging in action planning.</p>
LCAP Parent Advisory Committee (PAC)	<p>The LCAP PAC met from January through May and consisted of a group of 40 parents representing site English Language Advisory Councils (and thereby English Learners), School Site Councils, McKinney-Vento program, Foster Youth, students with IEPs, and ethnic subgroups that require strategic attention according to our CA Dashboard data. At PAC meetings, central office directors and executive cabinet members facilitated PAC dialogue in order to deepen understanding of our local data, current needs, and fiscal landscape.</p> <p>The committee reviewed the LCAP mid-year update progress, and provided input and recommendations for how additional funding should be allocated. The committee analyzed student achievement data (CAASPP and CA Dashboard) and reviewed data from parent and student surveys and the community input forums alongside youth group voice input to make recommendations for how to design goals for the LCAP. The LCAP PAC also received an overview of the budget landscape for SLUSD and the state in order to understand the context through which funding was granted to SLUSD from the state and federal governments. The LCAP PAC also reviewed the recommendations from the DELAC to determine if they fell within LCAP goals in order to approve or defer the actions. At the final</p>

Educational Partner(s)	Process for Engagement
	meeting, the PAC reviewed the LCAP and made a final set of recommendations or feedback comments, to which the Superintendent responded in writing- which is posted on the LCAP website.
Equity Multiplier Community Engagement of Families, Staff, and Students	At Lincoln High School collected input from their yearly parent survey in December and met with their School Site Council all year discussing the opportunity to receive the equity multiplier funds and specifically held a meeting on March 18, 2024 to propose strategies and actions based on their data and needs for use of the funds that you will see in goal 4. Also, all staff participated in a meeting on April 14 to review and provide feedback and suggestions. The ELAC reviewed and provided feedback. The San Leandro Virtual Academy collected input from educational partners (Family, Students, Staff) through their LCAP zoom events and surveys and finalized goals and actions through staff collaboration meetings.
Mid-County SELPA	The Mid-Alameda County SELPA Director's required roles and responsibilities include the following scheduled meetings annually in which to address the Local Control Accountability Plan (LCAP); thus, ensuring the availability of programs and services for children and youth diagnosed with exceptional needs: Special Education Director's monthly meetings with the four local education agencies (LEA), Community Advisory Community (CAC) five meetings and three Parent Workshops, and the Regional Policy Board (RPB) four meetings. Based on my comprehensive review of the LCAP and ongoing consultation with highly engaged-participatory-constituents inclusive of administrators, special education and general education teachers, related service professionals, and parents of students with disabilities, San Leandro Unified School District (SLUSD) has continued to consistently implement a comprehensive, functional action-plan in accordance with three main foundational goals, 1. Universally Designed Teaching and Learning for Lifelong and Career Success, 2. Positive Climate and School Connectedness, 3. Equity and Inclusion with Families and Employees Engagement, and relative to the intentional purpose and positive outcome of assisting children and youth with special needs access the curriculum or derive educational benefit.

Educational Partner(s)	Process for Engagement
	<p>Specifically, in addressing education equity as the number one systemic issue nationwide, SLUSD integrates and implements LCAP action-strategies across core academic subjects as well as all educationally significant behaviors with an emphasis on professional learning communities and a clear focus and understanding that special education and related services are not isolated remedial services, but integrated services, a collaborative effort among all stakeholders as part of a comprehensive plan. SLUSD's LCAP implementation increases the achievement of all students and dramatically increases achievement among "targeted" groups: children and youth with disabilities, English Language Learners (ELL), traditionally underserved/disadvantaged, low-income students, and students in foster care. Goals and actions are considered a moral imperative to provide education equity to all students regardless of racism, classism, and language bias, which promote growing inequities. Aligned with purposefully striving for education equity, SLUSD provides professional development opportunities for families and certificated staff (teachers, administrators, paraeducators, and related service professionals across disciplines (speech-language pathologists, occupational therapists, physical therapists, adaptive physical education specialists, teachers of the visually impaired, orientation mobility specialists, behaviorists and nurses). "</p>

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

The goals were created to align LCAP actions with our strategic plan, community schools work and focus areas of attention required in the CA Dashboard. From there, feedback from students, staff, and families that was procured in the venues and formats described above was collated in to themes (which read like action items) in order to inform LCAP action items. This means that over 100 pages of data was reviewed and chunked into actionable tactics over many meaning-making meetings with advisory groups. Educational partners gave input on the most on the ground, street level data needed to monitor implementation and progress for the actions and on how to communicate progress at site and district level throughout the year. Based on the development of possible tactics, action items were created where those tactics could create strong inroads towards increasing and improving services for our unduplicated groups and students needing more assistance and strategic support according the CA Dashboard. In light of our goals to continue improving the connection between Special Education and General Education while also attending to findings from a self selected FCMAT review, actions were also created to integrate goals for student with IEPs and keep a close focus on practice that support universal access and inclusion.

Key themes and tactics that emerged in the feedback that can be found in action items for Goal 1 include: the need to bolster support for high quality Teaching & Learning, providing students in key subgroups Supplemental & Intensified Supports and ensuring College and Career Preparation through responsive and high touch support systems on campus.

Key themes and tactics that emerged in the feedback that can be found in action items for Goal 2 include: Creating a Positive School Climate for students in order to cultivate a peaceful and rigorous learning environment, which includes responsive discipline practices that support how students learn behaviorally and keep students learning as much as possible through alternatives to suspension and peer support systems. Building strong transitions between schools and to home to ensure School Connectedness through strong attendance and rich opportunities for social interaction and mentoring.

Key themes and tactics that emerged in the feedback that can be found in action items for Goal 3 include: Engaging All Employees to ensure we recruit and retain highly qualified staff who utilize the professional learning and stay in our district to build capacity to close opportunity gaps for students. Family Engagement that begins with clear and consistent timely multilingual and culturally responsive communication from classroom to home, school to home, and district to home and includes authentic empowerment and bonding venues for families to inform how schools function and adapt to meet the needs of our community.

As the 2024-2025 school year begins, our PAC will gather after Back to School Nights to provide another round of feedback on vital signs they see or don't see in order to better monitor implementation of the LCAP goals and actions and also to support any adjustments that need to be made. It is essential to note that while not every piece of input from educational partners can make its way to the LCAP, the district has created an LCAP Companion that outlines how other local, state, and federal funds are being allocated based on their input to operationalize the needs assessments, programs, staffing, and large scale projects the community desires for 2024-2027. In addition, every school has created a SPSA for 2024-2025 that is aligned to the LCAP and includes the feedback gathered from educational partners that was more site specific and better attended to via SPSA goals and actions.

The Lincoln Continuation High School and San Leandro Virtual Academy Schools are recipients of the Equity Multiplier and both schools engaged with their educational partners to create research based actions that is outlined in our LCAP goal #4. Input was gathered from parent, staff and student surveys and well from the leadership teams at both schools (SSC, ELAC and Teacher leaders) to ensure the actions directly were tied to the needs of the schools. After the input was gathered the principal shared the results and worked directly with Educational & Business Service Divisions to ensure the research based funding strategies can be deployed in 2024-25 and is not in the LCAP and SPSAs.

Goals and Actions

**Goal**



Goal #	Description	Type of Goal
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Goal #	Description	Type of Goal
1	<p data-bbox="201 107 1415 142">Universally Designed Teaching and Learning for Lifelong College and Career Success</p> <p data-bbox="201 180 1612 362">Expectation: Every classroom and program in the district will support high-quality, universally accessible learning experiences across the content areas to foster the SLUSD competencies expressed in the Graduate Profile. Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.</p> <p data-bbox="201 399 548 435">Key Initiatives &amp; Tactics:</p> <p data-bbox="201 435 852 470">Effective &amp; Meaningful Teaching and Learning</p> <p data-bbox="201 470 1577 581">Deliver comprehensive, standards-based TK-12 science and history-social science education through newly adopted board curriculum and the development of corresponding assessments and projects.</p> <p data-bbox="201 581 1556 652">Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.</p> <p data-bbox="201 652 1596 763">Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.</p> <p data-bbox="201 763 1566 873">Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.</p> <p data-bbox="201 911 936 946">Responsive Support Structures for Student Success</p> <p data-bbox="201 946 1562 1018">Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied opportunities to make learning visible and support equitable grading practices.</p> <p data-bbox="201 1018 1583 1089">Explore and expand alternative education and expanded learning opportunities for students TK-12 to support both intervention, enrichment, and multimodal ways of teaching and learning.</p> <p data-bbox="201 1089 1409 1161">Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-12 students.</p> <p data-bbox="201 1161 1581 1232">Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.</p> <p data-bbox="201 1232 1482 1304">Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.</p> <p data-bbox="201 1349 791 1385">Centering Ethical and Cultural Leadership</p> <p data-bbox="201 1385 1604 1456">Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.</p> <p data-bbox="201 1456 1478 1492">Develop and apply critical media and information literacies at school and in the community.</p>	Broad Goal

Goal #	Description	Type of Goal
	<p>Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career &amp; college counseling, community partnerships, and local and national programming access.</p> <p>Fostering Multilingualism Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of Dual Language Immersion programs, world language programs, and access to the state Seal of Biliteracy. Systematize structured supports that address the needs of long-term English learners and newcomer students.</p>	

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal provides the structural framework to build welcoming, engaging, responsive, and culturally relevant learning spaces that foster and encourage our students' intrinsic love of learning across all content areas. The actions in this goal also proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access in effort to design effective and responsive professional learning and classroom teaching.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts Academic Indicator - Distance from meeting standard on the ELA SBAC	<p>Overall = 34.2 pts below standard  SocioeconomicallyMath Disadvantaged = 48 pts below standard  Students with Disabilities = 101.9 pts below standard  English Learner = 73.8 pts below standard*  Homeless = 92.8 pts below standard  Foster Youth = not available  African American = 72.5 pts below standard  American Indian = 64.9 pts below standard  Asian = 8.8 pts above standard  Filipino = 1.9 pts above standard  Hispanic/Latinx = 52.6 pts below standard  Pacific Islander = 61.5 pts below standard  Two or more races = 5 pts below standard  White = 3.3 pts above standard</p> <p>(2023 CA Dashboard)</p>			<p>Overall = 5 pts below standard  Socioeconomically Disadvantaged = 20 pts below standard  Students with Disabilities = 70 pts below standard  English Learner = 64 pts below standard  Homeless = 60 pts below standard  Foster Youth = not available  African American = 40 pts below standard  American Indian = 35 pts below standard  Asian = 8.8 pts above standard  Filipino = 0 pts above standard  Hispanic/Latinx = 20 pts below standard  Pacific Islander = 30 pts below standard  Two or more races = 0 pts below standard  White = 4 pts above standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(2026 CA Dashboard)	
1.2	Mathematics Academic Indicator - Distance from meeting standard on the Math SBAC	<p>Overall = 74.8 pts below standard</p> <p>Socioeconomically Disadvantaged = 88.7 pts below standard</p> <p>Students with Disabilities = 135 pts below standard</p> <p>English Learner = 102.8 pts below standard</p> <p>Homeless = 124 pts below standard</p> <p>Foster Youth = not available</p> <p>African American = 120.3 pts below standard</p> <p>American Indian = 143.2 pts below standard</p> <p>Asian = 5.6 pts below standard</p> <p>Filipino = 49.4 pts below standard</p> <p>Hispanic/Latinx = 98.7 pts below standard</p> <p>Pacific Islander = 123.2 pts below standard</p> <p>Two or more races = 50.4 pts below standard</p> <p>White = 37.8 pts below standard</p>			<p>Overall = 55 pts below standard</p> <p>Socioeconomically Disadvantaged = 55 pts below standard</p> <p>Students with Disabilities = 60 pts below standard</p> <p>English Learner = 60 pts below standard</p> <p>Homeless = 60 pts below standard</p> <p>Foster Youth = not available</p> <p>African American = 60 pts below standard</p> <p>American Indian = 65 pts below standard</p> <p>Asian = 0 pts below standard</p> <p>Filipino = 20 pts below standard</p> <p>Hispanic/Latinx = 65 pts below standard</p> <p>Pacific Islander = 80 pts below standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023 CA Dashboard)			Two or more races = 20 pts below standard White = 15 pts below standard  (2023 CA Dashboard)	
1.3	English Learner Progress Indicator based on ELPAC scores	49.4% (2023 CA Dashboard)			55%  (2026 CA Dashboard)	
1.4	English Learner Reclassification Rate	17.8% (2022-23 Internal Data)			25%  (2026-27 Internal Data)	
1.5	Graduation Rate	Overall = 90.8% Socioeconomically disadvantaged = 90.6% Students with Disabilities = 87.7% English Learner = 83% Homeless = 78.9% Foster Youth not available Hispanic/Latinx = 89.3% African American = 88.4% Asian = 97.2% Filipino = 97.7% Pacific Islander = 78.6% White = 87.8%  (2023 CDE Data)			Overall = 95% Socioeconomically disadvantaged = 95% Students with Disabilities = 95% English Learner = 95% Homeless = 95% Foster Youth not available Hispanic/Latinx = 95% African American = 95% Asian = 97.2% Filipino = 97.7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Pacific Islander = 95% White = 95%  (2023 CDE Data)	
1.6	College and Career Preparedness	Overall = 34% Socioeconomically disadvantaged = 30.6% Students with Disabilities = 10.6% English Learner = 15% Homeless = 5.6% Foster Youth not available Hispanic/Latinx = 28.3% African American = 10.1% Asian = 64.8% Filipino = 56.8% Pacific Islander = 21.4% White = 46.9%  (2023 CA Dashboard)			Overall = 40% Socioeconomically disadvantaged = 40% Students with Disabilities = 35% English Learner = 35% Homeless = 35% Foster Youth not available Hispanic/Latinx = 40% African American = 35% Asian = 64.8% Filipino = 56.8% Pacific Islander = 35% White = 46.9%  (2026 CA Dashboard) (2023 CA Dashboard)	
1.7	Number of Students Receiving Academic Achievement Awards	Golden State Merit: 206 Seal of Biliteracy: 73 (55 former ELs) Seal of Civic Engagement: 40			Golden State Merit: 300 Seal of Biliteracy: 100 (70 former ELs)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-24 Internal Data)			Seal of Civic Engagement: 60  (2026-27 Internal Data)	
1.8	CA Science Test - percent of students at or above standard (2024 Dashboard to include distance from standard)	All Students = 26.02% Socioeconomically disadvantaged = 21.31% English Learner = 1.72% Reported disabilities = 8.2% Homeless = 14.29% Foster youth = not available American Indian or Alaska Native = not available Asian = 46.03% Black or African American = 12.15% Filipino = 39.34% Hispanic or Latino = 16.19% Native Hawaiian or Pacific Islander = 9.52% Two or more races = 38% White = 47.73%  (2023 ETS Data)			All Students = 40% Socioeconomically disadvantaged = 35% English Learner = 18% Reported disabilities = 25% Homeless = 30% Foster youth = not available American Indian or Alaska Native = not available Asian = 50% Black or African American = 35% Filipino = 50% Hispanic or Latino = 35% Native Hawaiian or Pacific Islander = 30% Two or more races = 45% White = 50%  (2026 ETS Data)	
1.9	% Teacher Mis-assignments	13 Teachers			0%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-24 Internal Data subject to change with release of state data)				
1.10	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%  (2024 Local Indicator Data)			100%  (2024 Local Indicator Data)	
1.11	Implementation of State Standards for All Students % of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	100% Professional Learning for Teachers: 4.8 Standards-aligned Instructional Materials: 4.6 Policies and Programs to Support Staff: 4 Implementation of Academic Standards: 4 Other Adopted Standards: 4 Support for Teachers and Administrators: 4.3  (2024 Local Indicator Report)			100%	
1.12	Implementation of State Standards for English Learners % of areas related to English Language Development in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation)	100%  (2024 Local Indicator Report)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	or 5 (Full Implementation and Sustainability)					
1.13	% of students meeting a-g requirements	<p>All Students = 35.7%</p> <p>African American = 13.4%</p> <p>Asian = 70.4%</p> <p>Filipino = 72.7%</p> <p>Hispanic = 27.2%</p> <p>White = 40.8%</p> <p>Two or more races = 40.6%</p> <p>English Learner = 18.8%</p> <p>Student with Disabilities = 8.5%</p> <p>Socio-Economically Disadvantaged = 32.5%</p> <p>(Source: 2023 CDE DataQuest)</p>			<p>All Students = 55%</p> <p>African American = 45%</p> <p>Asian = 70%</p> <p>Filipino = 70%</p> <p>Hispanic = 55%</p> <p>White = 55%</p> <p>Two or more races = 55%</p> <p>English Learner = 40%</p> <p>Student with Disabilities = 40%</p> <p>Socio-Economically Disadvantaged = 60%</p> <p>(Source: 2026 CDE DataQuest)</p>	
1.14	% of students who graduate and complete a CTE pathway	<p>All Students = 20.6%</p> <p>African American = 15.2%</p> <p>Asian = 14.8%</p> <p>Filipino = 31.8%</p> <p>Hispanic = 20.9%</p> <p>White = 34.7%</p> <p>Two or more races = 25.0%</p> <p>English Learner = 10.9%</p>			<p>All Students = 30%</p> <p>African American = 30%</p> <p>Asian = 30%</p> <p>Filipino = 30%</p> <p>Hispanic = 30%</p> <p>White = 30%</p> <p>Two or more races = 30%</p> <p>English Learner = 20%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student with Disabilities = 30.2% Socio-Economically Disadvantaged = 20.4%  (Source: 2023 CDE DataQuest)			Student with Disabilities = 30% Socio-Economically Disadvantaged = 30%  (Source: 2026 CDE DataQuest)	
1.15	% of students who meet a-g requirements AND complete a CTE pathway	All Students = 9.6% African American = 5.4% Asian = 10.2% Filipino = 22.7% Hispanic = 9.1% White = 16.3% Two or more races = 6.3% English Learner = 3.6% Student with Disabilities = 5.7% Socio-Economically Disadvantaged = 8.7%  (Source: 2023 CDE DataQuest)			All Students = 15% African American = 15% Asian = 15% Filipino = 15% Hispanic = 15% White = 15% Two or more races = 15% English Learner = 15% Student with Disabilities = 15% Socio-Economically Disadvantaged = 15%  (Source: 2026 CDE DataQuest)	
1.16	% of students who passed an advanced placement (AP)	All students = 56.4% a. English Learners = 58.3%			All students = 65% a. English Learners = 65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	examination with a score of 3 or higher	b. African American = 22.3% c. Hispanic/Latinx = 54.0% d. Asian = 64.9% e. White = 62.2%  (Source College Board and internal data)			b. African American = 55% c. Hispanic/Latinx = 65% d. Asian = 70% e. White = 70%  (Source College Board and internal data)	
1.17	% of 11th graders meeting/exceeding standard on state assessments	ELA: 15.4% Math: 39.16%  (caaspp elpac.ets.org)			ELA: 50% Math: 60%  (caaspp elpac.ets.org)	
1.18	% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable	100%  (2024 Internal Data)			100%	
1.19	Renaissance Star Reading % of Students At/Above State Benchmark	BOY 2023-24 - 42% MOY 2023-24 - 43% EOY 2023-24 - 41%  (2023-23 Internal Data)			BOY 2023-24 - 60%  MOY 2023-24 - 60%  EOY 2023-24 - 65%	
1.20	Renaissance Star CBM Reading % of Students At/Above Benchmark	Fall 2023 - 44% Winter 2023 - 56%			Fall 2023 - 49% Winter 2023 - 61%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Spring 2024 - 57% (2023-23 Internal Data)			Spring 2024 - 62%	
1.21	Renaissance Star Math % of Students At/Above State Benchmark	BOY 2023-24 - 28% MOY 2023-24 - 35% EOY 2023-24 - 56% (2023-23 Internal Data)			BOY 2023-24 - 50%  MOY 2023-24 - 55%  EOY 2023-24 - 60%	
1.22	Renaissance Star CBM Math % of Students At/Above Benchmark	Fall 2023 - 43% Winter 2023 - 63% Spring 2024 - 62% (2023-23 Internal Data)			Fall 2023 - 48% Winter 2023 - 68% Spring 2024 - 67%	
1.23	% of teacher reporting professional development as "Very Effective"	45%			60%	
1.24	% of students with D/F by subject area	High School (1st semester) Business = 11.4% CTE = 14.6% ELD = 9.6% English = 13.4% Mathematics = 27.6% Physical Education = 17.3% ROP = 2.5% Science = 22.3%			High School (1st semester) Business = 6% CTE = 8% ELD = 5% English = 8% Mathematics = 20% Physical Education = 10% ROP = 2.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Social Science/History = 15.8% Special Education = 7.3% VAPA = 14.0% World Language = 16.7%  Middle School (2nd Quarter) ELD = 12.5% Elective (MS only) = 5.2% English = 21.6% Mathematics = 27.3% Physical Education = 6.2% Science = 18.2% Social Science/History = 16.7% Special Education = 13.4% VAPA = 5.6% World Language = 15.8%  (2023-24 Internal Data)			Science = 10% Social Science/History = 9% Special Education = 2.5% VAPA = 8% World Language = 10%  Middle School (2nd Quarter) ELD = 7% Elective (MS only) = 2.5% English = 12% Mathematics = 15% Physical Education = 2.5% Science = 10% Social Science/History = 9% Special Education = 7% VAPA = 2.5% World Language = 7%	
1.25	Number of Students Enrolled in Music Class	Middle School: 487 High School: 252  (2023-24 Internal Data)			Middle School: 510 High School: 275  (2023-24 Internal Data)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.26	% of SPSAs addressing lowest-ranked indicators	2024-25 - 100%			100%	
1.27	Star Reading Average Student Growth Percentile	Fall to Winter 2023 - 49th Percentile  Winter 23 to Spring 2024 - 49th Percentile  (2023-24 Internal Data)			Fall to Winter - 54th Percentile  Winter to Spring -	
1.28	Star Math Average Student Growth Percentile	Fall to Winter 2023 - 49th Percentile  Winter 23 to Spring 2024 - 38th Percentile  (2023-24 Internal Data)			Fall to Winter - 54th Percentile  Winter to Spring -	
1.29	% of students in intervention programs	Baseline data to be collected in 2024-25				
1.30	% of students/families with individual case management meetings and number of meetings per family	Baseline data to be collected in 2024-25				
1.31	Percentage of SLHS Summer School Grades of B- or better	61.6%  (2022-23 Internal Data)			67%	
1.32	% of students participating in the College Career Guidance Initiative	Baseline data to be collected in 2024-25				
1.33	# of graduating students earning college credit	44  (2023 CA Dashboard)			150	

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

## 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.

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.

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

Not Applicable.

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.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Effective and Engaging ELA Instruction	Provide ongoing professional learning opportunities for TK-12 teachers, administrators, and support staff focused on effective strategies for instruction in English Language Arts aligned to grade-level content standards, with opportunities for cross-content literacy development. This includes supporting school sites to better monitor progress on English Language Arts competencies and skills in order to guide intervention and differentiation needed for subgroups. At elementary, this includes implementation of a structured phonological awareness program TK-2 in order to support effective early reading instruction while also developing rich oral language and vocabulary for all students, with specific attention to English Learners.	\$140,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		In response to outcomes on the 2023-2024 CA Dashboard for ELA, this includes monitoring districtwide for English Learners and for African American students at Bancroft; English Learners at Bancroft, John Muir and McKinley; Hispanic (Latinx) students at Bancroft; Socioeconomically disadvantaged students at Bancroft; and Students with Disabilities at Bancroft, Garfield, and Halkin.		
<b>1.2</b>	Responsive and Rigorous Math Instruction	Provide ongoing professional learning opportunities for TK-12 teachers, administrators, and support staff focused on effective strategies for instruction in Math aligned to grade-level content standards. This work includes creating and providing professional development on TK-12 math toolkit while also engaging in a Math curriculum review for K-8. This action also includes anti-racist, culturally and linguistically responsive universal design for learning teaching professional development through administrator and teacher action research cycles. To address outcomes in the 2023-2024 to CA Dashboard for Math, this action supports improvement goals and monitoring districtwide for English Learners, and for African American students at Bancroft and Jefferson; English Learners at Bancroft and John Muir; Hispanic (Latinx) at John Muir; Socioeconomically Disadvantaged at John Muir; Students with Disabilities at Halkin; and Filipino students at San Leandro High School.	\$140,000.00	Yes
<b>1.3</b>	Meaningful, Research Based ELD Instruction	Provide ongoing professional learning opportunities for TK-12 teachers, administrators, and support staff focused on effective strategies for instruction in English Language Development aligned to content standards correlated to English Proficiency goals. This includes district and site level collaboration on topics (such as: Newcomer pathway, Long-term English Learner coursework, Supporting English Learners with IEPs) to improve systems to address the specific needs of EL subgroups- including LTEL, newcomers, dually (EL + IEP) identified). To address outcomes in the 2023-2024 CA Dashboard for ELPI, this action supports improvement goals and monitoring at Garfield, Jefferson, and McKinley.	\$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.4</b>	Dynamic and Real-world Instruction across Content Areas	Provide ongoing professional learning opportunities for TK-12 teachers, administrators, and support staff focused on effective strategies for instruction in Science, History-Social Studies, VAPA, PE, and the technical arts aligned to grade-level content standards. This action also includes anti-racist, culturally and linguistically responsive universal design for learning teaching professional development through administrator and teacher action research cycles.	\$150,000.00	Yes
<b>1.5</b>	Enhanced Art & Music Programs	Provide richer art experiences through an expansion of art, performance art and music programs. Retain high quality Instrumental, Music and Choir Teachers. Continue to provide musical instrument repair and purchases and supplies for art integration. Strategically outreach to students experiencing low income or in Foster Youth program to encourage school based access to instrumental music and choir to foster of love of music and a stronger connection to school through the arts.	\$420,000.00	Yes
<b>1.6</b>	SPSA Support to Address CA Dashboard Data	To attend to the state LCAP requirement and best provide opportunity to groups with the lowest level of outcome on state measures (as reflected on CA Dashboard), principals will develop specific, measurable and timely actions to improve equitable opportunity and outcome through Single Plan for Student Achievement (SPSA) development and implementation, including practices for engaging educational partners in the process. Educational Services will support site leaders SPSA development through needs assessments, goal writing, metric development and other coaching as needed.	\$45,000.00	Yes
<b>1.7</b>	Grading and Assessing Understanding and Communication Enhancements	To deepen the alignment to academic standards, assessment and reporting, the elementary report card will be revised to reflect all content areas and communicate student performance effectively to families/caregivers. Improve academic progress communication by automating weekly progress (grade) reports to all secondary families. Support effective implementation of SLUSD's grading policy in support of assessing students accurately by collaborating with site leaders and teachers to review and offer strategies for implementation ensuring equitable grading practices are deployed 6-12 grade. Support monitoring	\$375,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and evaluation of grade inflation and deflation to guide professional development and support. Build capacity of leadership teams to support syllabi review and subject area department meetings focused on clear and consistent grading practices and student/parent communication about progress on standards.		
<b>1.8</b>	Equity and Access for Students with Disabilities	Deepen capacity and implementation of Universal Design for Learning in the general education setting to ensure Least Restrictive Environment for students with IEPs and 504s. Continue the Lead and Support model to provide a broad spectrum of services in the general education setting in ELA and Math for students with IEPs in grades 6-12. Increase professional development and training to support TK-3 access to early inclusive programs that prioritizes high quality instruction for every learner by promoting a classroom culture of access, participation and support for all. This includes a strategic focus on our dually identified students (EL + IEP) to ensure program specificity and alignment of the most optimal curriculum and assessments.	\$320,000.00	Yes
<b>1.9</b>	Universal Access Blended Learning Suites and District Digital Assessment Platforms	Maintain and improve the district assessment system, supplemental blended learning platforms, and digital licenses to support differentiation and universal access.	\$756,400.00	Yes
<b>1.10</b>	Implementation of Multi-Tiered Integrated Intervention System (MIISS)	Build and Revise systematic approach to collect and analyze academic and behavioral data to analyze monthly with site administrators and train all staff on the district wide multi-tiered integrated intervention support system (MIISS) to identify, implement and monitor universal and tiered intervention supports to ensure timely and responsive interventions are in place and are specifically identified for student groups that have been identified on the CA Dashboard. This action supports improvement goals and monitoring districtwide efforts to address outcomes in the 2023-2024 to CA Dashboard for Suspension Rates, this action supports improvement goals and monitoring districtwide for African American students, American Indian students, Foster Youth, and Students with Disabilities; and for All students at Lincoln and Washington; African American students at Washington, Bancroft and Lincoln; Socioeconomically Disadvantaged	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students at Bancroft, Lincoln, and Washington; Students with Disabilities at Bancroft, John Muir, Lincoln, and Washington; and Students identifying as Two or More Races at Bancroft and Jefferson.		
1.11	Supplemental Curriculum & Support for Long Term English Learners	Supplemental curriculum to support English Learners, specifically Long Term English Learners (LTELs) and students who are dually identified (LTEL + students with disabilities). Professional development for staff on implementation of curriculum and strategies to support LTELs.	\$25,000.00	Yes
1.12	Wrap Around Services for Foster Youth	Implement Foster Youth onboarding for foster families and youth year round into the school community. This includes workshops, ambassador programs, and home visits to ensure warm handoffs between schools, district, and county agency staff. Conduct routine check ins to monitor academic and social progress, goals for college/career/ and expanded learning (afterschool, summer, extra curricular) and any individualized learning needs	\$150,000.00	Yes
1.13	Summer Learning Opportunities	Provide enrichments and academic support in a summer learning program. ELA: In response to outcomes on the 2023-2024 CA Dashboard for ELA, this includes monitoring districtwide for English Learners, and for African American students at Bancroft; English Learners at Bancroft, John Muir and McKinley; Hispanic (Latinx) students at Bancroft; Socioeconomically disadvantaged students at Bancroft; and Students with Disabilities at Bancroft, Garfield, and Halkin. MATH: To address outcomes in the 2023-2024 to CA Dashboard for Math, this action supports improvement goals and monitoring districtwide for English Learners, and for African American students at Bancroft and Jefferson; English Learners at Bancroft and John Muir; Hispanic (Latinx) at John Muir; Socioeconomically Disadvantaged at John Muir; Students with Disabilities at Halkin; and Filipino students at SLHS. ELPI: To address outcomes in the 2023-2024 to CA Dashboard for ELD, this action supports improvement goals and monitoring at Garfield, Jefferson, and McKinley.	\$361,826.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.14</b>	Dual Language Immersion Programs	Enhance Dual Language Immersion programs by providing targeted professional development to DLI teachers and administrators that will enhance their pedagogical skills, support effective language acquisition strategies, cultural competency, and to align and integrate dual language immersion curriculum across content areas with state standards, research-based best practices, and SLUSD's content and language allocation plan.	\$300,000.00	Yes
<b>1.15</b>	Increase College Acceptance and A-G Completion	Closer analysis of students needing access to support to prepare for college and careers by enrolling students in high school tutoring and credit/grade recovery programs to increase "a-g" graduation rates. Access to PSAT, SAT and AP testing opportunities by supporting testing fees, workshops and training for test preparation to support students' college applications.	\$375,000.00	Yes
<b>1.16</b>	Individual Student College and Career Planning	Provide additional college and career readiness program staffing that will provide support to students in middle and high schools. District will improve access to 4 year programming systems in high schools and launch systems to implement the CCGI (College Career Guidance Initiative) online platform for students 6-12 through site based collaboration, professional learning, and connections with institutes of higher learning. This action will also address outcomes in the 2023-2024 to CA Dashboard for College and Career Readiness, this action supports improvement goals and monitoring districtwide for students experiencing Homelessness and for All Students, with special focus on English Learners, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$178,000.00	Yes
<b>1.17</b>	Early College Credits	Expand Early College Credit Opportunities by offering dual enrollment programs during and after the school day to ensure every student in the graduating class of 2027 earns at least 6 early college credits. This includes creation and monitoring of students' 4 year plans to support a wide range of pathways for college and career success. This action will also address outcomes in the 2023-2024 to CA Dashboard for College and Career Readiness, this action supports improvement goals and monitoring districtwide for students experiencing Homelessness and for All Students,	\$600,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with special focus on English Learners, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.		
<b>1.18</b>	High Quality Career Technical Education	Provide high quality career technical education programs and courses for students' career readiness, opportunity to earn industry certifications and readiness to enter in opportunities in the trades unions and beyond. Partnerships with Eden Area Regional Occupational Center and local businesses to support students with courses and internship placements. This action will also address outcomes in the 2023-2024 to CA Dashboard for College and Career Readiness, this action supports improvement goals and monitoring districtwide for students experiencing Homelessness and for All Students, with special focus on English Learners, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$1,256,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	<p>Positive School Climate and School Connectedness</p> <p>Healthy Minds &amp; Bodies Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives. Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas. Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.</p> <p>Community Schools Expand staffing at each school to provide professional and case management services for our highest need students, specifically Tier 2 and Tier 3 interventions. Design and implement youth development and engagement programs to promote peer to peer education opportunities for health, socio-emotional learning, and restorative justice practices. Provide access to quality on-site mental health counseling services for targeted students through COST. Adopt and implement a social emotional learning curriculum for all schools TK-12 and deploy a SEL screener and assessment system for monthly monitoring and adjustments.</p>	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

This goal was developed in order to provide district and school level focus and attention to developing the conditions and capacity to support students healthy mind and bodies as outlines in our Graduate Profile. In order to do this, this goal outlines the school level climate, conditions (programs, staffing, and dispositions) needed to ensure that the social, mental, physical, and behavioral health of students are supported and resourced by schools in collaboration with the local community.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	District Attendance Rate	92.49%  (2023-24 Internal Data)			95%	
2.2	% of students who are chronically absent (i.e., have missed 10% or more school days throughout the school year) TK-8	Overall = 28.9% Socioeconomically disadvantaged = 31.4% Students with Disabilities = 40.7% English Learner = 28% Homeless = 60.6% Foster Youth = 66.7% Hispanic/Latinx = 34.7% African American = 36.1% American Indian = 36.1% Asian = 12% Filipino = 21.4% Pacific Islander = 55.6% White = 24.1%  (2023 CA Dashboard)			Overall = 18% Socioeconomically disadvantaged = 21% Students with Disabilities = 25% English Learner = 18% Homeless = 45% Foster Youth = 50% Hispanic/Latinx = 24% African American = 26% American Indian = 26% Asian = 10% Filipino = 10% Pacific Islander = 40% White = 14%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(2026 CA Dashboard)	
2.3	% of students suspended once or more	Overall = 4.3% Socioeconomically disadvantaged = 4.9% Students with Disabilities = 8.1% English Learner = 3.6% Homeless = 9.7% Foster Youth = 16.1% Hispanic/Latinx = 4% African American = 11.1% American Indian = 10.2% Asian = 0.9% Filipino = 2.6% Pacific Islander = 4.2% White = 3.7%  (2023 CA Dashboard)			Overall = 3% Socioeconomically disadvantaged = 3% Students with Disabilities = 4.5% English Learner = 3% Homeless = 4.5% Foster Youth = 4.5% Hispanic/Latinx = 3% African American = 4.5% American Indian = 4.5% Asian = 3% Filipino = 3% Pacific Islander = 3% White = 3%  (2026 CA Dashboard)	
2.4	% of students expelled	0% (2 students)  (2022-23 CDE Data)			0%  (2025-26 CDE Data)	
2.5	# of students who have dropped out	Middle School: 3 High School: 29			Middle School: 0 High School: 10	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Internal CALPADS Data)			(Internal CALPADS Data)	
2.6	% of students who report feeling safe and connected at school	49.8% Strongly agree or Agree (2023-24 CHKS)			60% Strongly agree or Agree (2026-27 CHKS)	
2.7	% of parents/guardians who report feeling confident that their child is safe and connected at school	90% Strongly agree or Agree (2023-24 CSPA)			90% Strongly agree or Agree (2026-27 CSPA)	
2.8	% of socioeconomically disadvantaged, English Learner, or Foster Youth students who participate in after-school programs	SED: 19.2% EL: 14.8% FY: 26.9% (2023-24 Internal Data)			SED: 22% EL: 19% FY: 32%	
2.9	# of meetings convened for Foster Youth and McKinney-Vento students/families	Baseline data to be collected in 2024-25				
2.10	Completion Rate of triennial Assessment to determine ongoing educational needs and access to special education services according to Individualized Education Program	85% (as of May 15, 2024) (2023-24 Internal Data)			98%	
2.11	% students with one or more behavioral referral	Baseline to be collected in 2024-25				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	# of behavioral referrals per student/ average referrals per student	Baseline to be collected in 2024-25				
2.13	# of students receiving counseling and medical services	Baseline to be collected in 2024-25				
2.14	Library Multimedia Specialist PD Attendance Rate	95% (2023-24 Internal Data)			95%	
2.15	School facilities are maintained in good repair	100% (2023-24 Local Indicator Report)			100%	
2.16	% of SART/SARB meetings conducted for qualifying students	13 SARB Meetings (2023-24 Internal Data)				
2.17	# of COST Referrals	Behavioral: 790 Academic: 567 Attendance: 133				
2.18	California Healthy Kids Survey measure of School Connectedness	5th Grade 76% Agree 6th Grade 59% Agree 7th Grade 47% Agree 8th Grade 40% Agree 9th Grade 45% Agree 10th Grade 45% Agree 11th Grade 45% Agree			5th Grade 80% Agree 6th Grade 70% Agree 7th Grade 57% Agree 8th Grade 50% Agree 9th Grade 55% Agree 10th Grade 55% Agree	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					11th Grade 55% Agree	
2.19	California School Parent Survey % agree in Parental Involvement	Promotion of parental involvement 41%  Parental Involvement in school 56%  School encourages me to be an active partner with the school in educating my child 43%  School actively seeks the input of parents before making important decisions 34%  Parents feel welcome to participate at this school 44%  (2023-24 Internal Data)			Promotion of parental involvement 46%  Parental Involvement in school 61%  School encourages me to be an active partner with the school in educating my child 48%  School actively seeks the input of parents before making important decisions 39%  Parents feel welcome to participate at this school 49%	

## 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.

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.

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

Not Applicable.

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.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior Interventions and Supports with Research Based Social Emotional Learning & Restorative Practices Training	Provide differentiated professional development training and education for Positive Intervention and Supports and restorative justice practices. Implement peer mentor programs across school sites, with special attention to reduce disproportionality of discipline for students of color, English Learners, Low income, Foster Youth, and/or unhoused students. Continue to provide social emotional training, materials and curriculum. To address outcomes in the 2023-2024 to CA Dashboard for Suspension Rates, this action supports improvement goals and monitoring districtwide for African American students, American Indian students, Foster Youth, and Students with Disabilities; and for All students at Lincoln and Washington; African American students at Washington, Bancroft and Lincoln; Socioeconomically Disadvantaged students at Bancroft, Lincoln, and Washington; Students with Disabilities at Bancroft, John Muir, Lincoln, and Washington; and Students identifying as Two or More Races at Bancroft and Jefferson.	\$130,000.00	Yes
2.2	Suspension and Expulsion Data Reflections	Create systems to implement regular monitoring of student suspension and expulsion data to offer intervention and support. To address outcomes in the 2023-2024 to CA Dashboard for Suspension Rates, this action supports improvement goals and monitoring districtwide for African American students, American Indian students, Foster Youth, and Students	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with Disabilities; and for All students at Lincoln and Washington; African American students at Washington, Bancroft and Lincoln; Socioeconomically Disadvantaged students at Bancroft, Lincoln, and Washington; Students with Disabilities at Bancroft, John Muir, Lincoln, and Washington; and Students identifying as Two or More Races at Bancroft and Jefferson.		
<b>2.3</b>	Safe and Secure District Settings	Provide effective supervision of students in district settings by supporting an increase of staffing to support supervision of students in extended learning spaces and in transition to offsite programs. Provide enhanced professional learning for all staffing in campus supervisor and similar staffing positions to understand how to de-escalate and engage in non-violent crisis prevention as necessary.	\$200,000.00	Yes
<b>2.4</b>	Supporting Mental Wellness and Social Health	Mental health counseling and socio-emotional support to all schools to support students' well being and progress towards pursuing a joyful and vibrant life as outlined in our SLUSD Graduate Profile, This action has a focus on services for multilingual students and student who could otherwise not afford mental health services.	\$716,000.00	Yes
<b>2.5</b>	School Based Health and Social Services	Continue expanded nurses services at school sites including additional contracts and support for timely vision, hearing and health screenings and training. Provide social support services (immigration, WIC, medi-cal) and medical health services access at the Barbara Lee Center for Health and Wellness with focused recruitment and outreach to unduplicated students,	\$815,000.00	Yes
<b>2.6</b>	Diverse School Site Library	Hire and retire high quality Library Multimedia Specialists and Librarians staff with focused professional development on creating responsive and diverse learning spaces that support our unduplicated students	\$740,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.7</b>	Secondary Transitions for all 6-12th grade	Provide family and student transition meetings and events each semester students onboarding to their next grade level and for college and careers after high school. This action will also address outcomes in the 2023-2024 to CA Dashboard for College and Career Readiness, this action supports improvement goals and monitoring districtwide for students experiencing Homelessness and for All Students, with special focus on English Learners, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$150,000.00	Yes
<b>2.8</b>	Student Supports for those who are temporarily unhoused (McKinney-Vento eligible) and in Foster Youth care	Provide a district wide McKinney-Vento/Foster Youth Coordinator to ensure that foster and students experiencing temporary unhoused situations have full access to the same academic resources, services, and extracurricular activities that are available to all students. The McKinney-Vento/Foster Youth Coordinator will provide social-emotional learning interventions, academic/ attendance tracking, intensive case management, and referrals.	\$200,000.00	Yes
<b>2.9</b>	Early Attendance and Outreach Intervention	Begin attendance monitoring and outreach efforts on the first day of school with ongoing weekly ART (Attendance Review Team Meetings) and offer training, workshops and professional development to educational partners on the importance of ensuring students attend school daily. To address outcomes in the 2023-2024 CA Dashboard for Chronic Absenteeism, this action supports improvement goals and monitoring for Foster Youth districtwide, African American and Asian students at Garfield and students with Disabilities at McKinley.	\$200,000.00	Yes
<b>2.10</b>	Coordination of Services Team	Systematize the COST (Coordination of Services Team) processes and procedures district wide by transitioning COST referrals in the Student Information System and through training and professional development on best practices for effective COST programs. To address outcomes in the 2023-2024 to CA Dashboard for Suspension Rates, this action supports improvement goals and monitoring districtwide for African American students, American Indian students, Foster Youth, and Students with Disabilities; and for All students at Lincoln and Washington; African American students at Washington, Bancroft and Lincoln;	\$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Socioeconomically Disadvantaged students at Bancroft, Lincoln, and Washington; Students with Disabilities at Bancroft, John Muir, Lincoln, and Washington; and Students identifying as Two or More Races at Bancroft and Jefferson.		
<b>2.11</b>	Site Based Positive Climate School Connectedness Initiatives	Site based enrichment and tutoring programs, library material enhancements for all students and additional funding for multilingual books, supplementary materials for PE and ART programs at elementary sites with a focus on ensuring improved services for unduplicated students	\$397,470.00	Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	<p>Equity and Inclusion with Families and Employee Engagement</p> <p>SLUSD will support and strengthen reciprocal relationships between families and our community that enhance our students’ positive social, emotional and academic development. All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students.</p> <p>Analyze, Audit, and Respond to Parent Needs Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices. Deliver outstanding, consistent translation services to our multilingual community. Provide and participate in various engagement forums that provide feedback. Build family leadership capacity and ensure a high standard of family engagement. Provide informative, responsive school websites and communication.</p> <p>Talented and Diverse Workforce Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency. Develop the skills for all employees through professional development and create pathways for professional advancement within the organization. Recruit teachers and administrators that reflect the diversity of our students. Engage staff with ongoing training to create school environments that support all students, staff, &amp; families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.</p> <p>Cohesive Collaboration Implement compelling teacher collaboration practices within and across schools to foster cycles of inquiry and expand the sharing and alignment of professional expertise in the service of continuous improvement and success for all learners.</p>	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)
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Priority 3: Parental Involvement (Engagement)  
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

SLUSD strive to support and strengthen reciprocal relationships between families and our community that enhance our students' positive social, emotional, and academic development. This goal focuses on developing and maintaining authentic, dynamic partnerships with our families and our community partners that enhance our students' positive social, emotional, and academic development. Through the following key actions related to this goal, all parents and families, especially those who have historically been marginalized, will be more connected to our schools. All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students. We want to ensure that those who work with our students are the best trained, most qualified, and culturally competent educators available. In our efforts to align all district personnel, we will implement the following actions related to this 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	California School Parent Survey Participation Rate and Summary of Key Indicators Rated "Strongly Agree"	1.205 Respondents  Promotion of parental involvement - 41% Parental Involvement in school - 56% School encourages me to be an active partner with the school in educating my child - 43% School actively seeks the input of parents before making important decisions - 34% Parents feel welcome to participate at this school - 44%			Promotion of parental involvement - 46% Parental Involvement in school - 61% School encourages me to be an active partner with the school in educating my child - 48% School actively seeks the input of parents before making important decisions - 39%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-24 CSPA)			Parents feel welcome to participate at this school - 49%	
3.2	Parent Involvement and Family Engagement % of practices in the Priority 3 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	100%  Building Relationships Between School Staff and Families - 4 Building Partnerships for Student Outcomes - 4.5 Seeking Input for Decision-Making - 4.5  (2024 Local Indicator Report)			100%  (2024 Local Indicator Report)	
3.3	California School Staff Survey Participation Rate and Summary of Key Indicators Rated "Strongly Agree"	473 Respondents  Staff working environment - 34% Staff collegiality - 33% Is a safe place for staff - 37%  (2023-24 CSSS)			Staff working environment - 39% Staff collegiality - 36% Is a safe place for staff - 42%	
3.4	% of district events with interpretation provided	100%  (2023-24 Internal Data)			100% of events	
3.5	% of teaching FTE with appropriate	95.6%			98%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	clear/preliminary credentials					

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.

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.

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

Not Applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Highly Qualified Staff	Allocate funds necessary to sustain the compensation increases that have been provided to all employee groups to attract and retain highly qualified staff that create the collaborative and engaged personnel to deliver high-quality educational experiences to students with attention to attracting employees who are able to be successful with students who are English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors. This amount includes benefits and salaries for all employee groups including certified, classified, and management.	\$17,072,345.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.2</b>	Translation and Support Services	Provide outstanding, consistent translation services so that families can access critical information to support their child's learning. Provide expert oral or written translation with contracted services as necessary. Provide centralized bilingual translators in the two highest targeted languages and provide a systematic process for school sites to access translation services when needed using additional services. Provide culturally relevant marketing and communications throughout the district.	\$348,000.00	Yes
<b>3.3</b>	Family Support by School Office Staff and District wide Communication Enhancement	Retain office staff to support TK-12 schools with family communications and supporting students health and safety through collaboration with families with attention to outreaching and supporting students (and families) who are English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors. Provide training and professional learning to support school and family connectedness.	\$305,000.00	Yes
<b>3.4</b>	Clear and Effective District Wide Communications to Families	Maintain and maximize the potential of existing communication channels (ParentSquare and websites) to deliver timely, responsive, and accurate information regarding district resources and support. Including providing parents with an annual schedule of events for sites. Establish ongoing cycles of review and response to address specific needs of students and families of English Learners, Low income, and Foster Youth. Ensure district and site accessibility in all languages spoken in the district for all communication portals, i.e. ParentSquare, telephone answering system, etc. with attention to monitoring use and access by families of English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors.	\$263,000.00	Yes
<b>3.5</b>	Parent/Caregiver Education Programs	Provide parent/caregiver education about social emotional tools & topics and continue School SMARTs leadership sessions. Provide family learning series that address transition to middle school/high school, Early Literacy, understanding of Science instruction and content.	\$83,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	<p>Equity Multiplier</p> <p>Targeted support to ensure resources are provided to students transitioning schools.</p> <p>Provide all students an opportunity to develop the skills, knowledge, and character traits necessary to become responsible, well-rounded individuals through real world learning experiences that prepares them for a successful future.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>SLUSD has developed this goal to improve outcomes at our school with high nonstability rates and socioeconomically disadvantaged pupil rates, Lincoln Continuation School and San Leandro Virtual Academy. The following actions resulted from community engagement events at both school that included discussion of the lowest performance areas on the CA Dashboard. As a new school in the district, San Leandro Virtual Academy does not have performance indicator levels assigned on the 2023 CA Dashboard. Lincoln Continuation school has the following areas of lowest performance on the dashboard that informed the actions: Suspension (African American students, Socioeconomically disadvantaged students, and Students with disabilities), College and Career Indicator (English Learners, Hispanic/Latinx students, and Socioeconomically disadvantaged students).</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	COURSE COMPLETION RATES a. CTE Courses b. Industry recognized certifications c. Early College Credit courses d. a-g courses	Baseline data to be collected.				
4.2	UC Doorways # a-g approved courses	Lincoln: 20 courses  SLVA: 0 courses  (2023-24 ucop.edu data)			Lincoln: 26 courses  SLVA: 15 courses	
4.3	Graduation rates	Lincoln: 83%  SLVA: 95%  (2023 CA Dashboard)			Lincoln: 90%  SLVA: 98%	
4.4	English Language Progress Indicator % making progress	Lincoln: 16.1%  SLVA: 30%  (2023 Ca Dashboard)			Lincoln: 24%  SLVA: 25%	
4.5	Suspension rates	Lincoln: 9%  SLVA: 0.5%  (2023 CA Dashboard)			Lincoln: 4%  SLVA: 0.5%	
4.6	Attendance rates	Lincoln: 75.01%				



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SLVA: Elementary: 85.75% Middle: 67.22% High: 67.33%  (2023-24 Internal Data)				
4.7	Internship Completion	Baseline data to be collected.				
4.8	SBAC ELA and Math Distance from Standard	Lincoln ELA: 132.2 points below Math: 223 points below  SLVA ELA: 92.2 points below Math: 137.8 points below  (2023 CA Dashboard)			Lincoln ELA: 100 points below Math: 180 points below  SLVA ELA: 80 points below Math: 100 points below	
4.9	Renaissance STAR Reading and Math % of students at/above state benchmark on midyear assessment	Lincoln ELA: 0% Math: 20%  SLVA Elementary ELA: 50% Math: 36%  SLVA Middle ELA: 38% Math: 20%  SLVA High ELA: 55% Math: 61%			Lincoln ELA: 20% Math: 30%  SLVA Elementary ELA: 60% Math: 50%  SLVA Middle ELA: 50% Math: 40%  SLVA High ELA: 62% Math: 68%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-24 Internal Data)				
4.10	EL Reclassification Rate	Lincoln 4.4%  SLVA 10.3%  (2022-23 Internal Data)			Lincoln 14%  SLVA 20%	
4.11	California School Parent Survey - % strongly agree	Lincoln Promotion of parental involvement: 58% Parents feel welcome to participate at this school: 50% School provides parents with advice and resources to support my child's social and emotional needs: 100%  SLVA Baseline data not available  (2023-24 California School Parent Survey)			Lincoln Promotion of parental involvement: 65% Parents feel welcome to participate at this school: 60% School provides parents with advice and resources to support my child's social and emotional needs: 100%	
4.12	College and Career Indicator % prepared	Lincoln: 1%  SLVA: 10%			Lincoln: 15%  SLVA: 25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.13	California Healthy Kids Survey % agree/strongly agree Academic	<p>Lincoln School Connectedness: 57%</p> <p>Academic Motivation: 57%</p> <p>School perceived as safe: 66%</p> <p>Current alcohol or drug use: 28%</p> <p>Social emotional distress: 38%</p> <p>Experienced chronic sadness/hopelessness: 36%</p> <p>SLVA - Grade 11 School Connectedness: 60%</p> <p>Academic Motivation: 65%</p> <p>School perceived as safe: n/a</p> <p>Current alcohol or drug use: 9%</p> <p>Social emotional distress: 35%</p> <p>Experienced chronic sadness/hopelessness: 45%</p> <p>(2023-24 California Healthy Kids Survey)</p>			<p>Lincoln School Connectedness: 67%</p> <p>Academic Motivation: 67%</p> <p>School perceived as safe: 76%</p> <p>Current alcohol or drug use: 18%</p> <p>Social emotional distress: 28%</p> <p>Experienced chronic sadness/hopelessness: 26%</p> <p>SLVA - Grade 11 School Connectedness: 70%</p> <p>Academic Motivation: 75%</p> <p>School perceived as safe: n/a</p> <p>Current alcohol or drug use: 5%</p> <p>Social emotional distress: 25%</p> <p>Experienced chronic sadness/hopelessness: 35%</p>	

## 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.

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.

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

Not Applicable.

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.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increase CTE Pathway Completion and Early College Credit	Academic counselor will develop academic plans for each student ensuring they have access to earn a minimum of 3 credits or early college credit or complete a CTE pathway course with industry certification by the time they earn their high school diploma. Counselor will support advising and social emotional support check ins for students to motivate and complete goals.To address outcomes in the 2023-2024 to CA Dashboard for College and Career Readiness, this action supports improvement goals and monitoring for All Students at Lincoln High School with special focus on English Learners, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$70,000.00	No
4.2	Increase A-G Approved Courses at Lincoln High School	Lincoln high teachers and administrators will work with the Teaching, Learning and Educational Equity Department on writing and creating a-g courses to submit to the UC doorways in order to increase students	\$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		opportunities to meet the UC/CSU requirements. To address outcomes in the 2023-2024 CA Dashboard for College and Career Readiness, this action supports improvement goals and monitoring for All Students at Lincoln High School with special focus on English Learners, Hispanic (Latinx) students, and Socioeconomically disadvantaged students.		
4.3	Attendance Incentive Campaign	Recognition program for regular attendance and for attendance gains for students experiencing absenteeism	\$10,000.00	No
4.4	EL Targeted Support	Lincoln High School will hire, train and utilize an EL para to provide academic support to English Learners throughout the school day and specially in preparation for ELPAC assessments. In coordination with EL coach and site administration, the EL Para will monitor EL students' grades in courses to provide tutoring and logistical support to ensure a 5-10% increase in ELPAC score and completion of CCI.	\$50,000.00	No
4.5	Supporting Mental Wellness and Social Health	Mental health additional counseling and socio-emotional support students' well being and progress towards pursuing a joyful and vibrant life.	\$35,000.00	No
4.6	Office Support Connection Additions	Family, caregiver and student outreach additional support with focused additional hours for office staff for targeted identified family and student communications and supporting students' connection for attending school daily with supportive daily communications.	\$28,000.00	No
4.7	Exposure Activities to Work Based Learning and Real World Connections Field Trips & Activities	Support field trips and events for College and Career awareness and planning and work based learning field trips and activities to promote positive connections with self and others.	\$15,733.00	No
4.8	Effective and Engaging Instruction	Provide teacher early onboarding connection opportunities with families and students and options for additional tutoring and project learning opportunities throughout the year.	\$9,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>4.9</b>	Coordination and Transition for Quality Enter and Exit of SLVA	Provide coordination around semester intake and exit meetings and parent outreach weekly for connection and support. Ensure documentation and policies are implemented for virtual academy students and families. Support coordination of events and activities that prepare students for success.	\$105,000.00	No
<b>4.10</b>	Attendance Incentive Campaign	Recognition program for regular attendance and for attendance gains for students experiencing absenteeism and missing assignments.	\$5,000.00	No
<b>4.11</b>	Office Support Connection Additions	Family, caregiver and student outreach additional support with focused additional hours for office staff for targeted identified family and student communications and supporting students' connection for attending school daily with supportive daily communications.	\$28,000.00	No
<b>4.12</b>	Successful Planning	Academic counselor will develop academic plans for each student ensuring they have access to earn a minimum of 3 credits or early college credit by the time they graduate and meet a-g qualifications and will support advising and social emotional support check ins for students to motivate and complete goals.	\$70,000.00	No
<b>4.13</b>	Exposure to Field Trips (Virtual and in Person) & College/Career	Support field trips and events for College and Career awareness and activities to promote positive connections with self and others through virtual and in person activities and events for family, students and staff.	\$16,680.00	No

# 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
\$28,062,041	\$3,183,796

## 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
30.547%	0.000%	\$0.00	30.547%

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	<p><b>Action:</b> Effective and Engaging ELA Instruction</p> <p><b>Need:</b> CAASPP and STAR data reveal a need for intervention and support for students in reading. STAR CBM shows a need to support early literacy through phonological awareness.</p> <p><b>Scope:</b></p>	Supporting literacy across the content areas as well as implementing daily phonological awareness in grades TK-2 will lay a solid foundation for reading TK-12. This is provided on a LEA-wide basis because SLUSD's theory of action is that using our unduplicated groups as focal students in developing strong practices and curricula in ELA while monitoring student progress will render not only better academic outcomes of these groups but raise the professional capacity of our staff to meet the needs of all students.	1.1 CAASPP ELA Distance from Standard 1.19 STAR Reading At/Above State Benchmark 1.20 STAR CBM Reading At/Above Benchmark 1.23 % of teachers reporting effectiveness of PD

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		
<b>1.2</b>	<p><b>Action:</b> Responsive and Rigorous Math Instruction</p> <p><b>Need:</b> Our student achievement data show the need to improve math outcomes for unduplicated groups while specifically attending to gaps in elementary math learning progressions.</p> <p><b>Scope:</b> LEA-wide</p>	The action research and curricula analysis in this action will provide e a sharp lens on how to design quality lessons and assessments for math that support student learning. This is provided on a LEA-wide basis because SLUSD's theory of action is that using our unduplicated groups as focal students in developing strong practices and curricula in Math while monitoring student progress will render not only better academic outcomes of these groups but raise the professional capacity of our staff to meet the needs of all students.	<p>1.2 CAASPP Math Distance from Standard</p> <p>1.21 STAR Math At/Above State Benchmark</p> <p>1.22 STAR CBM Math At/Above Benchmark</p> <p>1.23 % of teachers reporting effectiveness of PD</p>
<b>1.4</b>	<p><b>Action:</b> Dynamic and Real-world Instruction across Content Areas</p> <p><b>Need:</b> Student grades, completion of advanced placement courses, and completion of a-g in high school shows a need to support students in engaging with content based learning in science, social studies, VAPA and PE.</p> <p><b>Scope:</b> LEA-wide</p>	Creating formative assessment and cross-content teaching strategies that support literacy and critical thinking where VAPA, PE, Science and History/Social Science education intersect with reading across the technical subjects standards will provide students a cohesive framework for accessing content across domains. This is provided on a LEA-wide basis because SLUSD's theory of action is that using our unduplicated groups as focal students will render not only better academic outcomes of these groups but raise the professional capacity of our staff to meet the needs of all students.	<p>1.8 CAST Distance from Standard</p> <p>1.23 % of teachers reporting effectiveness of PD,</p> <p>1.24 D/F rates for Science, Social Science, VAPA, PE, and Technical Arts</p>
<b>1.5</b>	<p><b>Action:</b> Enhanced Art &amp; Music Programs</p> <p><b>Need:</b> Increasing completion of VAPA a-g requirements in performing arts is a need for students experiencing low-income</p>	This is provided on a LEA-wide basis because SLUSD's theory of action is that using our unduplicated groups as focal students in developing robust school based access to performing arts/music will render not only better engagement in school and thus academic outcomes of these groups but raise the	1.25 Enrollment in music courses by grade



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
	<b>Scope:</b> LEA-wide	professional capacity of our staff to meet the needs of all students.	
<b>1.6</b>	<b>Action:</b> SPSA Support to Address CA Dashboard Data  <b>Need:</b> Current SPSAs need more SMART goals for unduplicated students and students in red on CA Dashboard  <b>Scope:</b> LEA-wide	This is provided on a LEA-wide basis because SLUSD's theory of action is that using our unduplicated groups as focal students in developing responsive and measurable SPSA actions will raise academic outcomes of these groups but also raise the professional capacity of our staff to meet the needs of all students.	1.1 and 1.2 CAASPP Distance from Standard 1.3 ELPI 2.2 Chronic Absenteeism 1.26 % of SPSAs addressing lowest-ranked indicators
<b>1.7</b>	<b>Action:</b> Grading and Assessing Understanding and Communication Enhancements  <b>Need:</b> Unduplicated students show high need for intervention in ELA and Math based on grades so there is a need to analyze accuracy of the grades in guiding more strategic support by standards.  <b>Scope:</b> LEA-wide	Inconsistent and inequitable grading practices more adversely affect unduplicated students and can mask performance needs. Attending to inaccuracies in grading can support all students with a clearer picture of their progress and next steps.	1.1 and 1.2 CAASPP Distance from Standard 1.24 D/F Rate
<b>1.8</b>	<b>Action:</b> Equity and Access for Students with Disabilities  <b>Need:</b>	Supporting a deeper understanding of how to support dually identified students while also supporting UDL in the general education classroom will not only support unduplicated students but also widen access and inclusion for all students.	1.1 and 1.2 CAASPP Distance from Standard 1.23 % of teachers reporting effectiveness of PD

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
	<p>Unduplicated students are highly represented in special education and in referrals for testing.</p> <p><b>Scope:</b> LEA-wide</p>		
<b>1.9</b>	<p><b>Action:</b> Universal Access Blended Learning Suites and District Digital Assessment Platforms</p> <p><b>Need:</b> Unduplicated students performance data in math and ELA shows a need for timely support and intervention</p> <p><b>Scope:</b> LEA-wide</p>	<p>Access to multilingual, on demand intervention and extra support during the school day and at home can remedy learning gaps while also providing opportunities for acceleration as needed. While the platforms and resources in this action are selected to best serve unduplicated students in terms of universal access needs, this is an LEA-wide action because these tools will support growth for all students while also developing the capacity for differentiated teaching and small group instruction for our staff.</p>	<p>1.19 and 1.21 STAR Reading and Math At/Above State Benchmark 1.27 and 1.28 Star Reading and Math Growth Percentile</p>
<b>1.10</b>	<p><b>Action:</b> Implementation of Multi-Tiered Integrated Intervention System (MIISS)</p> <p><b>Need:</b> CA Dashboard data and CHKS data show a need to support unduplicated students with timely access to the right level of intervention.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Our MIISS efforts will be focused on our intervention specialists supporting direct instruction and building capacity for all school staff to serve English Learners, students who qualify for intervention due to the intersection of academic need and socioeconomic status, and students who are highly mobile, such as Foster Youth and our unhoused youth. Our centralized staff will focus outreach and coordination between sites and local providers to ensure timely interventions, data monitoring, and supports needed based on Differentiated Assistance goals from state and county. These actions should raise the quality and versatility of our MIISS programs and protocols to provide safeguards specifically for our unduplicated student population while also</p>	<p>1.1 and 1.2 CAASPP Distance from Standard 1.29 % of students in intervention</p>

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
		documenting the areas where services are increased and improved and where adjustments may need to be made in real time.	
1.11	<p><b>Action:</b> Supplemental Curriculum &amp; Support for Long Term English Learners</p> <p><b>Need:</b> CAASPP ELA and Math data for unduplicated students (as well as other subgroups in CA Dashboard) reveal need for additional curriculum to bridge learning gaps</p> <p><b>Scope:</b> LEA-wide</p>	Implementation of focused curriculum designed for these needs will support progress not only for these groups but for all students as the strategies and routines become parts of core practices, enhancing our capacity for more universally designed teaching.	1.1 CAASPP Distance from Standard 1.3 English Language Progress Indicator 1.19 Star Reading % At/Above Benchmark 1.4 Reclassification Rate
1.13	<p><b>Action:</b> Summer Learning Opportunities</p> <p><b>Need:</b> CAASPP and local data indicates a need to provide support and intervention and support math, language and literacy during extended learning times</p> <p><b>Scope:</b> LEA-wide</p>	<p>Our summer school and after (before, if possible) school programs will be focused on increasing the offering of programs specifically designed to support English Learners and increasing participation of students who qualify for intervention due to the intersection of academic need and socioeconomic status, and students who are highly mobile, such as Foster Youth and our unhoused youth. With this design in mind, access for all students will open up as both universal design principles are utilized and there is an increased effort on recruitment and family outreach. This expansion of learning opportunity is an added service that should support all students' academic achievement who qualify as a result of . local assessments.</p>	1.19 and 1.21 Star Math and Reading % At/Above Benchmark 1.31 Number of Summer School Grades of B or better

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
1.15	<p><b>Action:</b> Increase College Acceptance and A-G Completion</p> <p><b>Need:</b> Prior data analysis shows that we have increased college readiness as our unduplicated students are enrolling in APs and taking the exams, applying to college more easily with the support services offered in our college and career counseling center. We want to see more growth in this area.</p> <p><b>Scope:</b> Schoolwide</p>	One on one support to guide students with the courses and potential credit or grade recovery needed to graduate and offering free test prep and exams to support college application process will remove barriers not only for unduplicated students but create systems that support a stronger college going and graduation culture across campuses. For this reason, this goal is schoolwide.	1.13 a-g completion 1.5 Graduation Rates 1.16 AP exam 3 or higher
1.16	<p><b>Action:</b> Individual Student College and Career Planning</p> <p><b>Need:</b> Increase College and Career Readiness indicator rate on CA Dashboard for unduplicated students</p> <p><b>Scope:</b> Schoolwide</p>	Additional program staff focused on college and career pathway work in grades 6-12 will be able to analyze root causes for where pathways have barriers and support new programs to remedy those pitfalls. Ultimately, this work in the service of students who have historically been underserved will strengthen postsecondary support systems for all students and therefore it is a schoolwide action.	1.6 College and career preparedness 1.13 a-g completion rates 1.32 Participation Rate in College Career Guidance Initiative
1.17	<p><b>Action:</b> Early College Credits</p> <p><b>Need:</b> Unduplicated student college readiness rates</p>	Improving access to dual enrollment will not only support a more college ready culture on campuses but also bolster unduplicated students' opportunity to enter post secondary with confidence and access to higher level courses in their interest areas. This is a school-wide goal as these efforts	1.5 Graduation Rate 1.6 College and Career Indicator % prepared 1.7 Academic Achievement Awards 1.13 a-g completion

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
	<b>Scope:</b> Schoolwide	will support staff in creating the systems and relationships needed with community colleges and universities to provide all students with more access to college level coursework during the core high school day and in extended learning spaces.	1.14 CTE Completion 1.16 AP Passing Rate 1.33 % students completing college credit
<b>1.18</b>	<b>Action:</b> High Quality Career Technical Education  <b>Need:</b> These actions, collectively housed at our high schools from prior LCAPs, focus on increasing access to college and career readiness for all students but the actions stemmed from an analysis of our graduation rates for English Language Learners, access to quality career education, and work certification programs for our English Language Learners and low-income students.  <b>Scope:</b> Schoolwide	This supports our students who would otherwise not have access to highly specialized career certification and pathway programming as this action provides not only the on site coursework, work based learning opportunities, and mentorship, but also the transportation to the regional facility in Hayward. While this program is open to all students, our unduplicated student population benefits from the specialized support structures and programs that are only available to them via Eden Area ROP through both the regional center as well as Eden Area ROP teachers and support structures located at the San Leandro High School campus. While these actions were driven to ensure equity through college and career readiness for our unduplicated students, the wealth of services provided through these actions benefit all students at our high schools and have created a larger college-going, workforce-ready culture for all students. For this reason, it is a schoolwide action.	1.5 Graduation Rate 1.6 College and Career Indicator % prepared 1.14 CTE Completion
<b>2.1</b>	<b>Action:</b> Positive Behavior Interventions and Supports with Research Based Social Emotional Learning & Restorative Practices Training  <b>Need:</b> Need to reduce disproportionality of discipline for students of color, English Learners, Low	Provide differentiated professional development training and education for Positive Intervention and Supports and restorative justice practices as well as building peer mentor programs will not only support unduplicated students but it will bring consistent and just practices to the forefront, benefitting all students.	2.3 Suspension Rates 2.11 # of students with one or more referrals and average number of referrals per 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
	income, Foster Youth, and/or unhoused students  <b>Scope:</b> LEA-wide		
<b>2.2</b>	<b>Action:</b> Suspension and Expulsion Data Reflections  <b>Need:</b> Need to reduce disproportionality of suspension for students of color, English Learners, Low income, Foster Youth, and/or unhoused students  <b>Scope:</b> LEA-wide	Regular monitoring will support looking at students intersectional identities and getting to know the conditions which may affect disproportionate suspension rates. Communicating this data to staff can support the work needed to analyze the use of disproportionate suspension by educators in order to get to root causes. This kind of work builds a more solid foundation of caring and democratic schools that will benefit all students, hence this action is schoolwide.	2.3 Suspension Rate 2.4 Expulsion Rate 2.11 Referral Rate
<b>2.3</b>	<b>Action:</b> Safe and Secure District Settings  <b>Need:</b> Reduce disproportionate suspension rates among unduplicated students and subgroups in CA Dashboard  <b>Scope:</b> LEA-wide	Providing additional supervision to support students in extended learning spaces will create less distractions for those students while ensuring a more positive school climate for all students.	2.3 Suspension Rate 2.11 Referral Rate
<b>2.4</b>	<b>Action:</b> Supporting Mental Wellness and Social Health  <b>Need:</b>	Provide students who are low-income more mental health counseling sessions beyond what is currently standard practice with most mental health providers. This action with LCFF funding allows for these services in order to specifically	2.2 Chronic Absenteeism 2.1 District Attendance 2.13 # students receiving counseling services

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
	<p>Feedback from students specifically at the high school level should a need for on-demand mental health services that could be accessed when in crisis without appointment. Feedback from families indicated a need for mental health services that included family counseling and in Spanish.</p> <p><b>Scope:</b> LEA-wide</p>	benefit the unduplicated students and the families, while improving the overall structure and spectrum of mental health services in SLUSD.	
<b>2.5</b>	<p><b>Action:</b> School Based Health and Social Services</p> <p><b>Need:</b> Feedback from community indicated need to support unduplicated student with access to more universal screening and medical care and resource related to immigration services</p> <p><b>Scope:</b> LEA-wide</p>	Vision and hearing screenings alongside access to medical services within the district will support students who otherwise may not have access while creating the infrastructure for a community schools model across the district for all students.	2.2 Chronic Absenteeism, 2.1 Attendance Rate, 2.13 # students receiving medical services
<b>2.6</b>	<p><b>Action:</b> Diverse School Site Library</p> <p><b>Need:</b> Unduplicated students need access to quality texts and a space for tutoring and support on campus.</p> <p><b>Scope:</b></p>	This action is focused on ensuring access to our libraries- with a focus on ensuring quality programming and relevant materials for our English Learners, spaces for academic intervention groups for our low income students who need academic support, and spaces for tutoring for our Foster Youth and students who are unhoused through contracted services that land in the libraries during extended learning times. This	2.14 LMMD PD attendance 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
	LEA-wide	action enables our secondary library programming to foster literacy across the content areas and through technology integration through high levels of collaboration between our library services and core content courses, as evidenced through programs such as Project Lit Circle, which have resulted in increased library materials and circulation of books among students who have traditionally not been successful in English Language Arts. The placement of high interest, rigorous texts within the library AND core content classrooms has created a greater schoolwide culture around reading and reading to learn.	
<b>2.7</b>	<p><b>Action:</b> Secondary Transitions for all 6-12th grade</p> <p><b>Need:</b> DELAC and PAC feedback on need to better support students between teachers, grades, and into postsecondary</p> <p><b>Scope:</b> LEA-wide</p>	Creating transition meetings for this groups of students will support families with information needed to assist their student into the next phase of learning while also building the confidence of student to self-advocate and guide their own educational path. This kind of approach will create a map for how all students can be transitioned between semesters and grade and is therefore scalable and thus a LEA wide action,	<p>2.3 Suspension Rate</p> <p>2.2 Chronic Absenteeism</p> <p>2.19 CSPA Results</p>
<b>2.9</b>	<p><b>Action:</b> Early Attendance and Outreach Intervention</p> <p><b>Need:</b> Reduce chronic absenteeism rates</p> <p><b>Scope:</b> LEA-wide</p>	Supporting a culture of daily attendance while addressing the root causes for missing school will support unduplicated students in coming to school more often and benefitting from the services designed for them available on site. Programs that encourage daily attendance and assist the district in addressing root causes for absence will enhance the school climate and academic	<p>2.2 Chronic Absenteeism</p> <p>2.16 % of SART/SARB meetings conducted for qualifying students</p>



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
		outcomes of all students so this is a LEA wide action for that reason.	
<b>2.10</b>	<p><b>Action:</b> Coordination of Services Team</p> <p><b>Need:</b> Feedback from community input and student achievement data points to need for closer, timely monitoring for referrals into more intensive supports for academics, behavior and physical health support for unduplicated students</p> <p><b>Scope:</b> LEA-wide</p>	Creating a system that makes visible a variety of student data, tried interventions, and progress will guide educators and community based partners in providing more responsive supports. This infrastructure will undoubtedly benefit all students and is therefore an LEA-wide action.	2.3 Suspension Rates 2.17 # of COST referrals
<b>2.11</b>	<p><b>Action:</b> Site Based Positive Climate School Connectedness Initiatives</p> <p><b>Need:</b> increase access to broad course of study and</p> <p><b>Scope:</b> LEA-wide</p>	Providing site based enrichment and tutoring designed for unduplicated students' interests will boost school connectedness and academic readiness while creating a more positive school climate for other students who may also attend and benefit from services designed for unduplicated student but scaled schoolwide.	2.1 Attendance 2.3 Suspension 2.18 CHKS student connectedness
<b>3.1</b>	<p><b>Action:</b> Highly Qualified Staff</p> <p><b>Need:</b> These actions stem from an analysis of the community input (from previous LCAP processes and current) and input from the DELAC on continued need to attract and retain highly</p>	Retaining and increasing staff that have undergone the SLUSD trainings for how to integrate anti-bias frameworks with real world learning (teaching staff ) and cultural competency with responsive customer service (support staff) in order to close the opportunity gap and bridge long-standing home-school divides is a major initiative in our strategic plan focused on unduplicated students. That these	3.5 % of teaching FTE with appropriate clear/preliminary credentials

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
	<p>qualified staff that come to work in San Leandro Unified specifically because we serve English Learners, students who are from working class homes and need financial security (SED) and our foster youth.</p> <p><b>Scope:</b> LEA-wide</p>	<p>efforts can support our professionals (classified and certificated employees) in staying SLUSD to ensure stability benefit all students in the district.</p>	
3.3	<p><b>Action:</b> Family Support by School Office Staff and District wide Communication Enhancement</p> <p><b>Need:</b> Feedback from DELAC and community on need for multilingual and culturally responsive staff</p> <p><b>Scope:</b> LEA-wide</p>	<p>These actions also attend to the input for more staff in the front office and over the phone to support families as well as more staff with bilingual credentials and stipends to be able to provide these services in Spanish. While these services stem from addressing the specific needs and requests from our DELAC in thinking about the needs of English Learners, the staff who are providing these services will surely be supporting students schoolwide and parents who may not represent unduplicated students.</p>	3.1 CSPA Key Indicators
3.4	<p><b>Action:</b> Clear and Effective District Wide Communications to Families</p> <p><b>Need:</b> Our families, via the educational partners input from our last LCAP 2017-2020, stated the need for better, proactive communication systems so that our unduplicated families are more readily and easily linked into not only school matters but also with one another, to encourage their own</p>	<p>These systems were procured and designed with unduplicated students in mind (multilingual, multiple modes of access, access for caregivers, etc.) but are raising the quality of services and outreach for all students in San Leandro Unified.</p>	3.1 CSPA Key Indicators

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
	collaboration and engagement as a community. Input this year supported continuing this action.  <b>Scope:</b> LEA-wide		
<b>3.5</b>	<b>Action:</b> Parent/Caregiver Education Programs  <b>Need:</b> A wider variety of parent engagement identified as an area of growth by PAC and DELAC.  <b>Scope:</b> LEA-wide	From workshops on immigration in primary languages to support our newcomer families to affinity group support for student with disabilities to parent academies to learn about academics and school governance, SLUSD is committed to creating safe and engaging space for students whose families have been historically marginalized from schools and whose voices need to be centered. This increase in services should render higher degrees of parent engagement, an area of growth the LCAP seeks to address based on feedback from LCAP PAC and DELAC.	3.1 CSPA Key Indicators

### **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
<b>1.3</b>	<b>Action:</b> Meaningful, Research Based ELD Instruction  <b>Need:</b>	This type of professional training and collaboration will raise the capacity of all staff to teach across linguistic differences while harnessing a more assets based approach to for not only English Learners but all students learning Academic	1.3 ELPI 1.1 CAASPP ELA Distance from Standard 1.4 EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>ELPAC data shows a need to support professional development to hone in on the intersection between real-world learning strategies like project based learning and arts integrated learning AND rigorous English Language Development goals for multilingual learners across the content areas.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	English, which can include student who speak non-mainstream English but are not English Learners which is why it is an LEA-wide goal.	
1.12	<p><b>Action:</b> Wrap Around Services for Foster Youth</p> <p><b>Need:</b> CA Dashboard data for Foster youth shows need to reduce chronic absenteeism and suspensions</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	A case management approach can support getting to root issues for why student are missing school and inform better outreach and intervention/supports. This approach should also support better handoffs between schools and agencies including communication on behavior goals and plans to reduce potential discipline and suspensions.	<p>2.3 suspension rates</p> <p>2.1 attendance data</p> <p>1.5 Graduation rate</p> <p>1.24 D/F rates,</p> <p>1.30 % of students/families with individual case management meetings and number of meetings per family</p>
1.14	<p><b>Action:</b> Dual Language Immersion Programs</p> <p><b>Need:</b> PAC and DELAC feedback to continue to increase access to programs that sustain primary language for English learners</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Supporting the capacity of educators to deliver Dual Language Immersion in Spanish and Mandarin can promote primary language development, curb language and culture loss among our multilingual students, and support biliteracy.	<p>1.1 CAASPP ELA Distance from Standard,</p> <p>1.19 STAR Reading At/Above State Benchmark,</p> <p>1.20 STAR CBM Reading At/Above Benchmark,</p> <p>1.23 % of teachers reporting effectiveness of PD</p>
2.8	<b>Action:</b>	Considering that this group of students has high mobility, the district aims to provide additional	2.9 # of meetings per student/family

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Student Supports for those who are temporarily unhoused (McKinney-Vento eligible) and in Foster Youth care</p> <p><b>Need:</b> Listening session feedback pointed to a continued need for support in accessing tutoring and extra curricular activities</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	tutoring time and one-on-one mentoring to close learning gaps caused by interruptions to their education and create a strong bond to our community and programs. Progress will be monitored through local assessments (STAR reading and math) as well by monitoring attendance/participation in order to ensure access and improved intervention services for our Foster Youth and unhoused students.	
3.2	<p><b>Action:</b> Translation and Support Services</p> <p><b>Need:</b> Community input and DELAC feedback on need for translation services</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	SLUSD plans to increase parent engagement by using multiple ways of communicating to parents and the community with additional translation support and tailoring services driven by the direct input of these groups. While these services are most often used by multilingual families, the materials and resources created to be more universally accessible and visual support all students and families.	3.4 % of district communications and events with translation offered

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

### ***Additional Concentration Grant Funding***

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

In order to retain highly qualified staff and continue to keep positions fully staffed at schools with unduplicated students exceeding the 55% threshold during a difficult labor market and an ongoing worker shortage, the add-on funding is being used towards a combination of salaries

and additional support positions in order to increase services and create a more responsive, positive, and safe school environment conducive to rigorous learning.

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	0.021	0.03
Staff-to-student ratio of certificated staff providing direct services to students	0.049	0.055

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 %)
Totals	91,864,123	28,062,041	30.547%	0.000%	30.547%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$28,062,041.00	\$448,413.00			\$28,510,454.00	\$5,690,000.00	\$22,820,454.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Effective and Engaging ELA Instruction	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$140,000.00	\$140,000.00				\$140,000.00	
1	1.2	Responsive and Rigorous Math Instruction	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$140,000.00	\$140,000.00				\$140,000.00	
1	1.3	Meaningful, Research Based ELD Instruction	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$250,000.00	\$100,000.00	\$350,000.00				\$350,000.00	
1	1.4	Dynamic and Real-world Instruction across Content Areas	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$150,000.00	\$150,000.00				\$150,000.00	
1	1.5	Enhanced Art & Music Programs	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$400,000.00	\$20,000.00	\$420,000.00				\$420,000.00	
1	1.6	SPSA Support to Address CA Dashboard Data	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$45,000.00	\$45,000.00				\$45,000.00	
1	1.7	Grading and Assessing Understanding and Communication Enhancements	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$375,000.00	\$375,000.00				\$375,000.00	
1	1.8	Equity and Access for Students with Disabilities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$200,000.00	\$120,000.00	\$320,000.00				\$320,000.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Low Income										
1	1.9	Universal Access Blended Learning Suites and District Digital Assessment Platforms	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$756,400.00	\$756,400.00				\$756,400.00	
1	1.10	Implementation of Multi-Tiered Integrated Intervention System (MISS)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	
1	1.11	Supplemental Curriculum & Support for Long Term English Learners	English	Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.12	Wrap Around Services for Foster Youth	Foster	Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$150,000.00	\$0.00	\$150,000.00				\$150,000.00	
1	1.13	Summer Learning Opportunities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$361,826.00	\$361,826.00				\$361,826.00	
1	1.14	Dual Language Immersion Programs	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Washington, Halkin, and Jefferson Elementary, Bancroft Middle	Ongoing	\$240,000.00	\$60,000.00	\$300,000.00				\$300,000.00	
1	1.15	Increase College Acceptance and A-G Completion	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro High, Lincoln High, San Leandro Virtual Academy	Ongoing	\$0.00	\$375,000.00	\$375,000.00				\$375,000.00	
1	1.16	Individual Student College and Career Planning	English Foster	Learners Youth	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: San	Ongoing	\$0.00	\$178,000.00	\$178,000.00				\$178,000.00	



Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low	Income			Low Income	Leandro High, Lincoln High, San Leandro Virtual Academy									
1	1.17	Early College Credits	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro High, Lincoln High, San Leandro Virtual Academy	Ongoing	\$0.00	\$600,000.00	\$600,000.00				\$600,000.00	
1	1.18	High Quality Career Technical Education	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro High, Lincoln High, San Leandro Virtual Academy	Ongoing	\$0.00	\$1,256,000.00	\$1,256,000.00				\$1,256,000.00	
2	2.1	Positive Behavior Interventions and Supports with Research Based Social Emotional Learning & Restorative Practices Training	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$130,000.00	\$0.00	\$130,000.00				\$130,000.00	
2	2.2	Suspension and Expulsion Data Reflections	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	
2	2.3	Safe and Secure District Settings	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$160,000.00	\$40,000.00	\$200,000.00				\$200,000.00	
2	2.4	Supporting Mental Wellness and Social Health	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$716,000.00	\$0.00	\$716,000.00				\$716,000.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	School Based Health and Social Services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$815,000.00	\$0.00	\$815,000.00				\$815,000.00	
2	2.6	Diverse School Site Library	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$740,000.00	\$0.00	\$740,000.00				\$740,000.00	
2	2.7	Secondary Transitions for all 6-12th grade	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$150,000.00	\$0.00	\$150,000.00				\$150,000.00	
2	2.8	Student Supports for those who are temporarily unhoused (McKinney-Vento eligible) and in Foster Youth care	Foster Low	Youth Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	\$100,000.00	\$100,000.00	\$200,000.00				\$200,000.00	
2	2.9	Early Attendance and Outreach Intervention	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$200,000.00	\$0.00	\$200,000.00				\$200,000.00	
2	2.10	Coordination of Services Team	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$300,000.00	\$0.00	\$300,000.00				\$300,000.00	
2	2.11	Site Based Positive Climate School Connectedness Initiatives	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$397,470.00	\$397,470.00				\$397,470.00	
3	3.1	Highly Qualified Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$17,072,345.00	\$17,072,345.00				\$17,072,345.00	
3	3.2	Translation and Support Services	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$348,000.00	\$0.00	\$348,000.00				\$348,000.00	
3	3.3	Family Support by School Office Staff and District wide Communication Enhancement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$305,000.00	\$0.00	\$305,000.00				\$305,000.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Clear and Effective District Wide Communications to Families	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$263,000.00	\$263,000.00				\$263,000.00	
3	3.5	Parent/Caregiver Education Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$83,000.00	\$83,000.00				\$83,000.00	
4	4.1	Increase CTE Pathway Completion and Early College Credit	All		No				Ongoing	\$70,000.00	\$0.00		\$70,000.00			\$70,000.00	
4	4.2	Increase A-G Approved Courses at Lincoln High School	All		No				Ongoing	\$0.00	\$6,000.00		\$6,000.00			\$6,000.00	
4	4.3	Attendance Incentive Campaign	All		No				Ongoing	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
4	4.4	EL Targeted Support	All		No				Ongoing	\$50,000.00	\$0.00		\$50,000.00			\$50,000.00	
4	4.5	Supporting Mental Wellness and Social Health	All		No				Ongoing	\$35,000.00	\$0.00		\$35,000.00			\$35,000.00	
4	4.6	Office Support Connection Additions	All		No				Ongoing	\$28,000.00	\$0.00		\$28,000.00			\$28,000.00	
4	4.7	Exposure Activities to Work Based Learning and Real World Connections Field Trips & Activities	All		No				Ongoing	\$0.00	\$15,733.00		\$15,733.00			\$15,733.00	
4	4.8	Effective and Engaging Instruction	All		No				Ongoing	\$0.00	\$9,000.00		\$9,000.00			\$9,000.00	
4	4.9	Coordination and Transition for Quality Enter and Exit of SLVA	All		No				Ongoing	\$105,000.00	\$0.00		\$105,000.00			\$105,000.00	
4	4.10	Attendance Incentive Campaign	All		No				Ongoing	\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	
4	4.11	Office Support Connection Additions	All		No				Ongoing	\$28,000.00	\$0.00		\$28,000.00			\$28,000.00	
4	4.12	Successful Planning	All		No				Ongoing	\$70,000.00	\$0.00		\$70,000.00			\$70,000.00	
4	4.13	Exposure to Field Trips (Virtual and in Person) & College/Career	All		No				Ongoing	\$0.00	\$16,680.00		\$16,680.00			\$16,680.00	

# 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
91,864,123	28,062,041	30.547%	0.000%	30.547%	\$28,062,041.00	0.000%	30.547 %	<b>Total:</b>	\$28,062,041.00
								<b>LEA-wide Total:</b>	\$24,305,041.00
								<b>Limited Total:</b>	\$1,348,000.00
								<b>Schoolwide Total:</b>	\$2,409,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Effective and Engaging ELA Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$140,000.00	
1	1.2	Responsive and Rigorous Math Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$140,000.00	
1	1.3	Meaningful, Research Based ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$350,000.00	
1	1.4	Dynamic and Real-world Instruction across Content Areas	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
1	1.5	Enhanced Art & Music Programs	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$420,000.00	
1	1.6	SPSA Support to Address CA Dashboard Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	
1	1.7	Grading and Assessing Understanding and	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$375,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Communication Enhancements			Low Income			
1	1.8	Equity and Access for Students with Disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$320,000.00	
1	1.9	Universal Access Blended Learning Suites and District Digital Assessment Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$756,400.00	
1	1.10	Implementation of Multi-Tiered Integrated Intervention System (MISS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
1	1.11	Supplemental Curriculum & Support for Long Term English Learners	Yes	LEA-wide	English Learners	All Schools	\$25,000.00	
1	1.12	Wrap Around Services for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$150,000.00	
1	1.13	Summer Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$361,826.00	
1	1.14	Dual Language Immersion Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Washington, Halkin, and Jefferson Elementary, Bancroft Middle	\$300,000.00	
1	1.15	Increase College Acceptance and A-G Completion	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro High, Lincoln High, San Leandro Virtual Academy	\$375,000.00	
1	1.16	Individual Student College and Career Planning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro High, Lincoln High, San Leandro Virtual Academy	\$178,000.00	
1	1.17	Early College Credits	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro High, Lincoln High, San	\$600,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Leandro Virtual Academy		
1	1.18	High Quality Career Technical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro High, Lincoln High, San Leandro Virtual Academy	\$1,256,000.00	
2	2.1	Positive Behavior Interventions and Supports with Research Based Social Emotional Learning & Restorative Practices Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	
2	2.2	Suspension and Expulsion Data Reflections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
2	2.3	Safe and Secure District Settings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
2	2.4	Supporting Mental Wellness and Social Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$716,000.00	
2	2.5	School Based Health and Social Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$815,000.00	
2	2.6	Diverse School Site Library	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$740,000.00	
2	2.7	Secondary Transitions for all 6-12th grade	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
2	2.8	Student Supports for those who are temporarily unhoused (McKinney-Vento eligible) and in Foster Youth care	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$200,000.00	
2	2.9	Early Attendance and Outreach Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.10	Coordination of Services Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
2	2.11	Site Based Positive Climate School Connectedness Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$397,470.00	
3	3.1	Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,072,345.00	
3	3.2	Translation and Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$348,000.00	
3	3.3	Family Support by School Office Staff and District wide Communication Enhancement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$305,000.00	
3	3.4	Clear and Effective District Wide Communications to Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$263,000.00	
3	3.5	Parent/Caregiver Education Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$40,919,069.00	\$45,601,213.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Comprehensive Standards-Based Science and History/Social Science Education	Yes	\$5,000.00	\$5000
1	1.2	Tier 1 Instructional Support System and Training	Yes	\$705,000.00	\$745000
1	1.3	Science, Technology, Engineering, Arts and Math (STEAM) Lab and Maker Space	No	\$15,000.00	\$15000
1	1.4	Technology Educator Consultants	Yes	\$150,000.00	\$150000
1	1.5	Music, Art, Theater Performance and Club Enhancements	No	\$400,000.00	\$425000
1	1.6	African American STEM Scholar Program	No	\$42,500.00	\$42500
1	1.7	High-quality Math Instruction	Yes	\$200,000.00	\$200000
1	1.8	Differentiated Math Instruction	No	\$25,000.00	\$25000
1	1.9	Targeted Support for Students with Disabilities	No	\$450,000.00	\$475000
1	1.10	Adaptive Curriculum Support Materials for Students with Disabilities	No	\$15,371.00	\$15000



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	1.11	Professional Development on Integrated and Designated English Language Development	Yes	\$400,000.00	\$410000
1	1.12	English Language Learner Program Restoration	Yes	\$600,000.00	\$625000
1	1.13	Instructional Technology to support Early Literacy Intervention and English Language Development	Yes	\$125,000.00	\$125000
1	1.14	English Learner Development Academy	Yes	\$22,000.00	\$22000
1	1.15	Early Grade Supplemental Curriculum and Materials	No	\$50,000.00	\$50000
1	1.16	Comprehensive and Inclusive Assessment System	Yes	\$120,000.00	\$120000
1	1.17	Formative and Summative Assessment Teams	No	\$5,000.00	\$5000
1	1.18	Aeries Analytics Platform to Monitor Interventions	No	\$50,000.00	\$50000
1	1.19	Expanded Learning Intervention and Enrichment Programs	Yes	\$950,000.00	\$1100000
1	1.20	Alternative Education Programs	No	\$130,000.00	\$120000
1	1.21	English Language Development in Expanded Learning Environments	Yes	\$200,000.00	\$210000
1	1.22	Tutoring Support for Foster Youth and Students in the McKinney Vento Program	Yes	\$25,000.00	\$40000
1	1.23	5th Grade Outdoor Education	No	\$250,000.00	\$250000
1	1.24	Alternative and Expanded Learning Opportunities	Yes	\$245,000.00	\$245000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.25	Enhance Implementation of our Multi-tiered Integrated Intervention Support System	Yes	\$1,400,000.00	\$1400000
1	1.26	Multi-tiered Integrated Intervention Support System Staff	Yes	\$288,000.00	\$300000
1	1.27	Blended Learning Programs to Support TK-12 Student Academic Goals	No	\$500,000.00	\$650000
1	1.28	Secondary Intervention Counselors	Yes	\$440,000.00	\$460000
1	1.29	Targeted Class Size Reductions for Academic Interventions	Yes	\$180,000.00	\$190000
1	1.30	Long Term English Learner Support	Yes	\$35,000.00	\$40000
1	1.31	Secondary Parent Engagement and Resource Connector Support Staff	Yes	\$333,000.00	\$350000
1	1.32	Retain High Quality Secondary School Counselors	Yes	\$405,669.00	\$425000
1	1.33	Transition and Case Management Services for English Learners	Yes	\$15,000.00	\$15000
1	1.34	Building Educator Capacity to Support All Students	Yes	\$50,000.00	\$50000
2	2.1	Work-Based Learning Expansion	No	\$110,000.00	\$110000
2	2.2	Implementation of the State Seal of Civic Engagement	No	\$2,500.00	\$2500
2	2.3	Ethnic Studies District Programs	No	\$35,000.00	\$35000

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	2.4	Ethnic Studies 6-12 Program	No	\$30,000.00	\$30000
2	2.5	High Quality Career Technical Education	No	\$820,000.00	\$820000
2	2.6	Eden Area Regional Occupational Center	Yes	\$1,402,490.00	\$1517784
2	2.7	Students as Effective Communicators and Collaborators	No	\$25,000.00	\$25000
2	2.8	Retain High Quality Library Multimedia Specialists/Secondary Librarians	Yes	\$547,477.00	\$560000
2	2.9	Digital School Libraries	No	\$88,000.00	\$88000
2	2.10	Project Learning Support	No	\$15,000.00	\$15000
2	2.11	College and Career Family and Student Engagement	Yes	\$88,000.00	\$88000
2	2.12	College Advisor Fellow from University of California	Yes	\$36,000.00	\$36000
2	2.13	PSAT/SAT and AP Test Fees and Support	No	\$75,000.00	\$75000
2	2.14	Expansion of Mentorships and Early College Credit	No	\$15,000.00	\$15000
2	2.15	Tutoring for Graduation and College Preparation	No	\$75,000.00	\$75000
2	2.16	Work Based Learning for Career and College Preparation	No	\$77,000.00	\$77000
2	2.17	TK-12 College and Career Readiness	No	\$0.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.18	TK-12 College and Career Readiness Tracker	No	\$5,000.00	\$5000
2	2.19	Expand Multilingual Learning Resources for Home Learning	Yes	\$20,000.00	\$20000
2	2.20	Multilingual Family Engagement Webinars and Workshops	Yes	\$50,000.00	\$50000
2	2.21	Dual Language Immersion Pathway and Spanish Biliteracy Pathway Cohorts	Yes	\$240,000.00	\$260000
2	2.22	Bilingual Programming, Multilingualism, and Translanguaging Professional Development	Yes	\$60,000.00	\$60000
2	2.23	Newcomer Support for English Language Learners	Yes	\$10,000.00	\$10000
2	2.24	Long Term English Learner support System	No	\$15,000.00	\$15000
2	2.25	Emotion Regulation and Trauma-Informed Training	No	\$20,000.00	\$20000
2	2.26	Positive Behavior Interventions and Supports, Restorative Justice Training, Community Building and Creating Restorative Peer Mentors	No	\$50,000.00	\$50000
2	2.27	Integration of Social Emotional Learning into Classroom and Expanded Learning Spaces	No	\$75,000.00	\$75000
2	2.28	Support Healthy Mind and Bodies through PE	No	\$8,000.00	\$8000
2	2.29	Social Emotional Learning Training for Teachers	No	\$5,000.00	\$5000
2	2.30	Social Emotional Curriculum	No	\$125,000.00	\$125000

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	2.31	Program Coordinator Prevention and Intervention	No	\$87,000.00	\$87000
2	2.32	Coordinator of Well Being and Access to Pathways after High School	No	\$185,000.00	\$205000
2	2.33	Coordinators to Support Academic and Behavioral Intervention System	No	\$26,500.00	\$26500
2	2.34	School Nurses and Health Education	No	\$403,420.00	\$425000
2	2.35	Expand Mental Health Specialists/Interns and Programs	Yes	\$800,000.00	\$800000
2	2.36	Research, Data, Evaluation and Assessment for Tiered Intervention	No	\$1,500.00	\$1500
2	2.37	Systematize Tiered Interventions for Chronic Absenteeism	No	\$1,500.00	\$1500
2	2.38	Healthy School Meals and Positive Eating Environments	No	0	\$0
3	3.1	Employee On-boarding	No	\$1,000.00	\$1000
3	3.2	Provide Quality Services Through Customer (Public) Service Training	No	\$1,000.00	\$1000
3	3.3	Employee Engagement	No	\$1,000.00	\$1000
3	3.4	Cultural Competency Training	Yes	\$178,750.00	\$178750
3	3.5	Personnel Staff Training	No	\$1,000.00	\$1000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Increasing Systems for Effective Communication	No	\$0.00	\$0
3	3.7	Streamlined Fiscal Processes	No	\$0.00	\$0
3	3.8	Employee Recognition	No	\$0.00	\$0
3	3.9	Recruitment to Retirement Support	No	\$13,000.00	\$15000
3	3.10	Employee Wellness	No	\$500.00	\$500
3	3.11	Highly Qualified Staff	Yes	\$16,433,247.00	\$19689362
3	3.12	Professional Pathways	No	\$120,000.00	\$120000
3	3.13	Recruiting for Diversity	No	\$7,000.00	\$7000
3	3.14	Inclusive School Environment Training	No	\$25,000.00	\$25000
3	3.15	Sharing Professional Expertise and Experience	Yes	\$70,000.00	\$70000
3	3.16	Bilingual Stipends	Yes	\$200,000.00	\$240000
3	3.17	Family Support by School Office Staff	Yes	\$360,000.00	\$360000
3	3.18	New Teacher Professional Development	No	\$5,000.00	\$5000
3	3.19	Health Related Training	No	\$2,000.00	\$2000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.20	Behavior Support Training	No	\$2,000.00	\$2000
4	4.1	Parent Engagement	Yes	\$605,428.00	\$645000
4	4.2	Translation and Support Services	Yes	\$175,000.00	\$180000
4	4.3	Family Learning Symposiums	No	\$10,000.00	\$10000
4	4.4	Community Partnerships	No	\$0.00	\$0
4	4.5	Family Resource Center, Barbara Lee Health and Wellness Center	Yes	\$15,000.00	\$15000
4	4.6	Family Leadership Groups	No	\$2,500.00	\$2500
4	4.7	Early Childhood Family Engagement	No	\$0.00	\$0
4	4.8	Clear and Effective District Wide Communications to Families	Yes	\$328,743.00	\$328743
4	4.9	Centralized Enrollment Platform	No	\$40,922.00	\$40922
4	4.10	Family Advocacy Groups	No	\$0.00	\$0
5	5.1	Continue Maintaining and Caring for School Site Buildings and Grounds	Yes	\$5,370,000.00	\$5987396
5	5.2	Upgrade School Networks	No	\$425,883.00	\$425000

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	5.3	Establish an Energy Efficient Vehicle Fleet	No	\$200,000.00	\$200000
5	5.4	Enact Student Device Update and Replacement Program.	No	\$689,413.00	\$700000
5	5.5	Student Hotspot Program	Yes	\$200,000.00	\$200000
5	5.6	Upgrade District Web Filtering	No	\$0.00	\$0
5	5.7	Internet Resiliency Project	No	\$50,000.00	\$50000
5	5.8	Consolidate Technology Training Resources into Central Website.	No	\$0.00	\$0
5	5.9	Develop Training via District TEC Program	No	\$0.00	\$0
5	5.10	Provide Technology Support Options for Students and Families	No	\$421,000.00	\$421000
5	5.11	Retain Barbara Lee Health and Wellness Facility	Yes	\$150,000.00	\$150000
5	5.12	Data Assessment, Evaluation and Technology Integration Team	Yes	\$358,756.00	\$358756



# 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)
\$27,490,106.00	\$26,282,560.00	\$27,490,106.00	(\$1,207,546.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Comprehensive Standards-Based Science and History/Social Science Education	Yes	\$5,000.00	\$5000		
1	1.2	Tier 1 Instructional Support System and Training	Yes	\$110,000.00	\$110,000		
1	1.4	Technology Educator Consultants	Yes	\$150,000.00	\$150,000		
1	1.7	High-quality Math Instruction	Yes	\$200,000.00	\$200,000		
1	1.11	Professional Development on Integrated and Designated English Language Development	Yes	\$150,000.00	\$150,000		
1	1.12	English Language Learner Program Restoration	Yes	\$50,000.00	\$50,000.00		
1	1.13	Instructional Technology to support Early Literacy Intervention and English Language Development	Yes	\$100,000.00	\$100,000.00		
1	1.14	English Learner Development Academy	Yes	\$22,000.00	\$22,000.00		
1	1.16	Comprehensive and Inclusive Assessment System	Yes	\$120,000.00	\$120,000.00		
1	1.19	Expanded Learning Intervention and Enrichment Programs	Yes	\$300,000.00	\$300,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.21	English Language Development in Expanded Learning Environments	Yes	\$200,000.00	\$210,000.00		
1	1.22	Tutoring Support for Foster Youth and Students in the McKinney Vento Program	Yes	\$10,000.00	\$10,000.00		
1	1.24	Alternative and Expanded Learning Opportunities	Yes	\$215,000.00	\$215,000.00		
1	1.25	Enhance Implementation of our Multi-tiered Integrated Intervention Support System	Yes	\$1,400,000.00	\$1,400,000.00		
1	1.26	Multi-tiered Integrated Intervention Support System Staff	Yes	\$288,000.00	\$300,000.00		
1	1.28	Secondary Intervention Counselors	Yes	\$440,000.00	\$440,000.00		
1	1.29	Targeted Class Size Reductions for Academic Interventions	Yes	\$180,000.00	\$190,000.00		
1	1.30	Long Term English Learner Support	Yes	\$20,000.00	\$20,000.00		
1	1.31	Secondary Parent Engagement and Resource Connector Support Staff	Yes	\$333,000.00	\$350,000.00		
1	1.32	Retain High Quality Secondary School Counselors	Yes	\$405,669.00	\$425,000.00		
1	1.33	Transition and Case Management Services for English Learners	Yes	\$15,000.00	\$15,000.00		
1	1.34	Building Educator Capacity to Support All Students	Yes	\$50,000.00	\$50,000.00		
2	2.6	Eden Area Regional Occupational Center	Yes	\$1,402,490.00	\$1,517,784.00		
2	2.8	Retain High Quality Library Multimedia Specialists/Secondary Librarians	Yes	\$547,477.00	\$560,000.00		
2	2.11	College and Career Family and Student Engagement	Yes	\$88,000.00	\$88,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.12	College Advisor Fellow from University of California	Yes	\$36,000.00	\$36,000.00		
2	2.19	Expand Multilingual Learning Resources for Home Learning	Yes	\$20,000.00	\$20,000.00		
2	2.20	Multilingual Family Engagement Webinars and Workshops	Yes	\$50,000.00	\$50,000.00		
2	2.21	Dual Language Immersion Pathway and Spanish Biliteracy Pathway Cohorts	Yes	\$240,000.00	\$260,000.00		
2	2.22	Bilingual Programming, Multilingualism, and Translanguaging Professional Development	Yes	\$10,000.00	\$10,000.00		
2	2.23	Newcomer Support for English Language Learners	Yes	\$10,000.00	\$10,000.00		
2	2.35	Expand Mental Health Specialists/Interns and Programs	Yes	\$500,000.00	\$500,000.00		
3	3.4	Cultural Competency Training	Yes	\$153,750.00	\$153,750.00		
3	3.11	Highly Qualified Staff	Yes	\$16,433,247.00	\$17,384,645		
3	3.15	Sharing Professional Expertise and Experience	Yes	\$45,000.00	\$45,000.00		
3	3.16	Bilingual Stipends	Yes	\$200,000.00	\$240,000.00		
3	3.17	Family Support by School Office Staff	Yes	\$360,000.00	\$360,000.00		
4	4.1	Parent Engagement	Yes	\$60,428.00	\$60,428.00		
4	4.2	Translation and Support Services	Yes	\$50,000.00	\$50,000.00		
4	4.5	Family Resource Center, Barbara Lee Health and Wellness Center	Yes	\$15,000.00	\$15,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.8	Clear and Effective District Wide Communications to Families	Yes	\$218,743.00	\$218,743.00		
5	5.1	Continue Maintaining and Caring for School Site Buildings and Grounds	Yes	\$370,000.00	\$370,000.00		
5	5.5	Student Hotspot Program	Yes	\$200,000.00	\$200,000.00		
5	5.11	Retain Barbara Lee Health and Wellness Facility	Yes	\$150,000.00	\$150,000.00		
5	5.12	Data Assessment, Evaluation and Technology Integration Team	Yes	\$358,756.00	\$358,756.00		

# 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)
\$92,609,345	\$27,490,106.00	0%	29.684%	\$27,490,106.00	0.000%	29.684%	\$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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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 \(California Legislative Information\)](#);
  - **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.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) 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.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

#### Year 1 Outcome

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

#### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

#### Target for Year 3 Outcome

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

#### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- 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:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

#### Identified Need(s)

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

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

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

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

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



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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**



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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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