

San Lorenzo Unified School District

2024-25 LCAP Package



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



San Lorenzo Unified School District

LCFF Budget Overview for Parents

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

CDS Code: 01613090000000

School Year: 2024-25

LEA contact information:

Renee Lama

Assistant Superintendent Educational Services

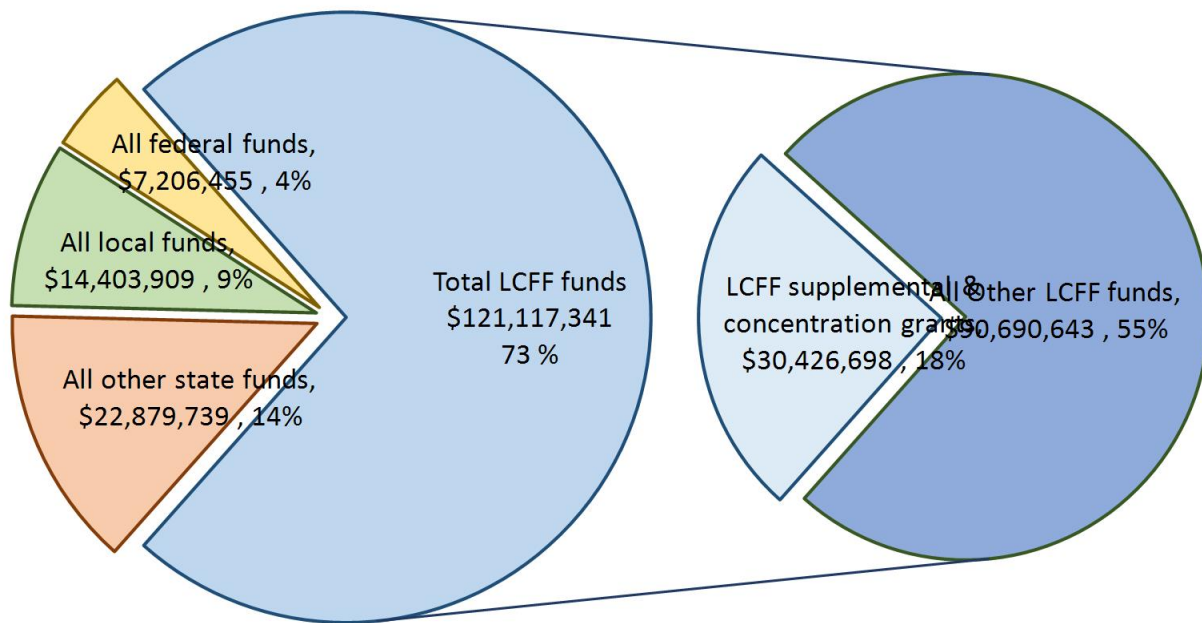
llama@slzusd.org

510-317-4600

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

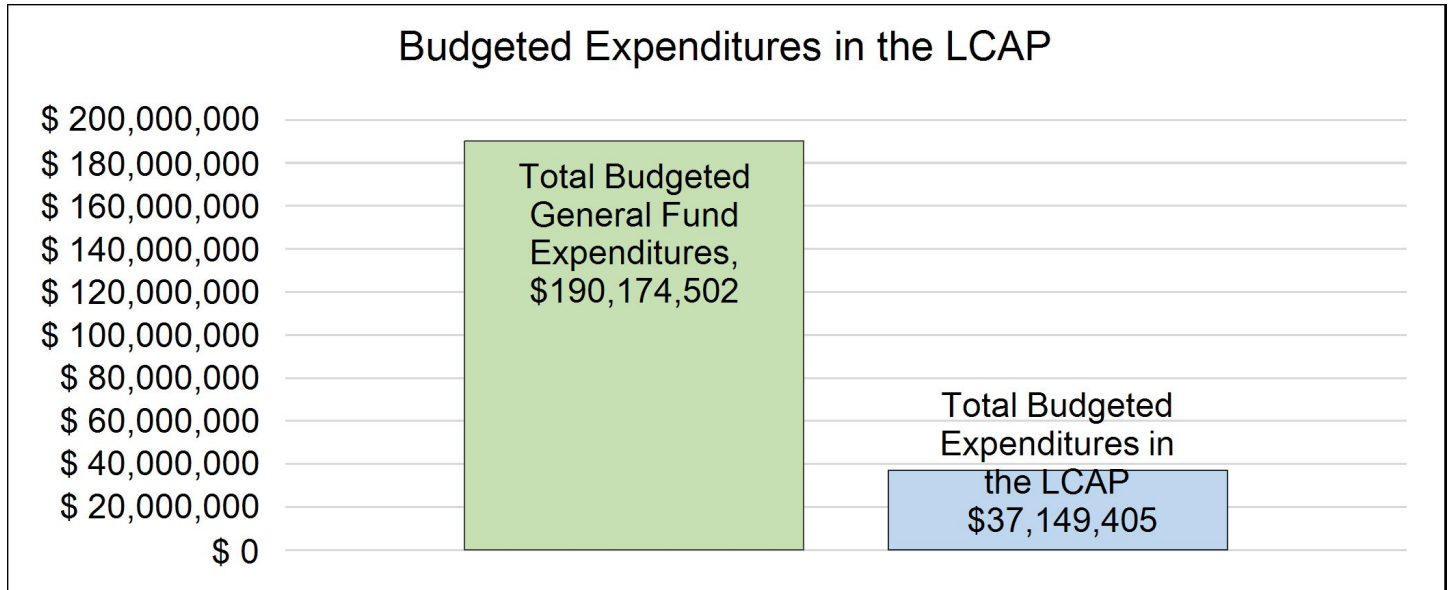


This chart shows the total general purpose revenue San Lorenzo Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Lorenzo Unified School District is \$165,607,444, of which \$121,117,341.00 is Local Control Funding Formula (LCFF), \$22,879,739.00 is other state funds, \$14,403,909.00 is local funds, and \$7,206,455.00 is federal funds. Of the \$121,117,341.00 in LCFF Funds, \$30,426,698.00 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 Lorenzo 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 Lorenzo Unified School District plans to spend \$190,174,502.00 for the 2024-25 school year. Of that amount, \$37,149,405.00 is tied to actions/services in the LCAP and \$153,025,097 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

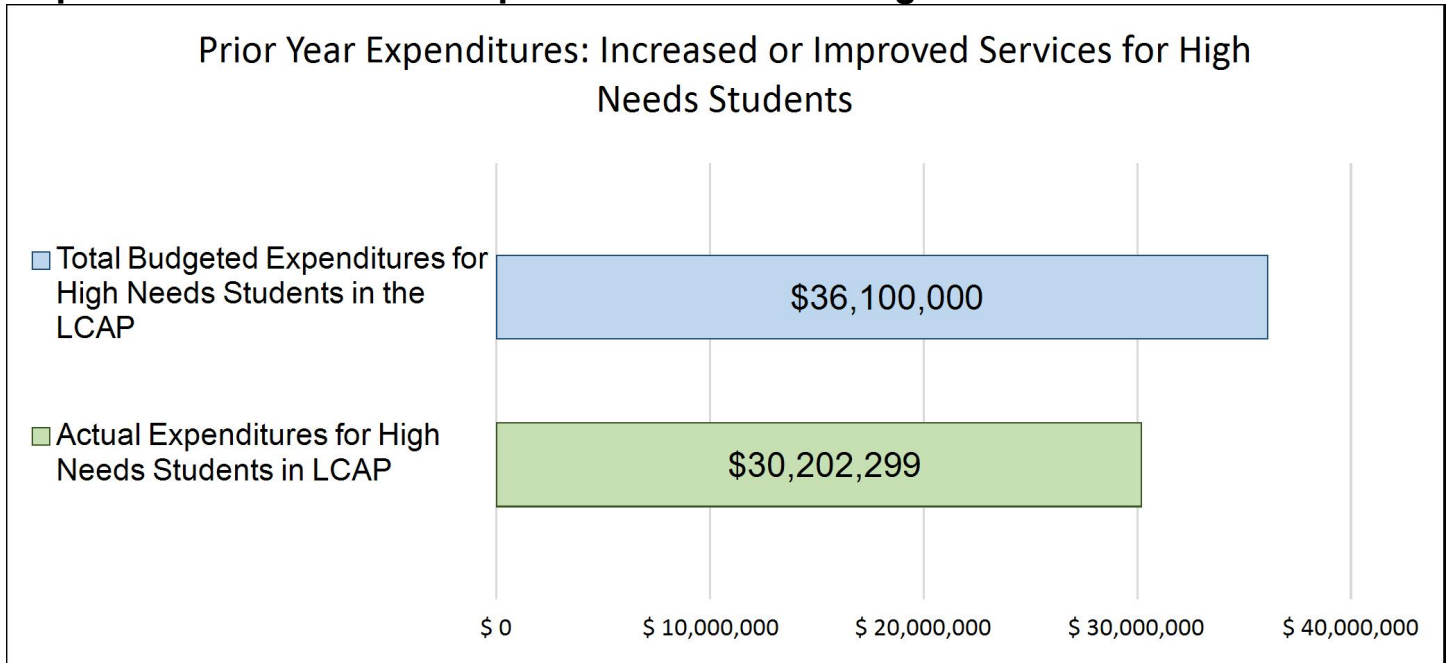
Teacher salaries and benefits, paraprofessional salaries and benefits, special education services, maintenance and operations expenses, utilities, insurance, school and district administration and clerical support, instructional materials and supplies and other outsourced professional services. Additional funding sources include the Extended Learning Opportunity Grant, the Educator Effectiveness Block Grant, and the Learning Recovery Emergency Block Grant.

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

In 2024-25, San Lorenzo Unified School District is projecting it will receive \$30,426,698.00 based on the enrollment of foster youth, English learner, and low-income students. San Lorenzo Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Lorenzo Unified School District plans to spend \$36,989,408.00 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 Lorenzo 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 Lorenzo 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 Lorenzo Unified School District's LCAP budgeted \$36,100,000.00 for planned actions to increase or improve services for high needs students. San Lorenzo Unified School District actually spent \$30,202,299.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-5,897,701 had the following impact on San Lorenzo Unified School District's ability to increase or improve services for high needs students:

A number of the actions identified in the SLZUSD LCAP were funded through short term Federal Grants including ESSER, ELOG, Learning Recovery Emergency Block Grant., etc. In addition, we faced challenges with implementing programs due to COVID protocols and staffing shortages.



San Lorenzo Unified School District

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 Lorenzo Unified School District	Renee Lama Assistant Superintendent Educational Services	llama@slzusd.org 510-317-4600

Goals and Actions

Goal

Goal #	Description
1	Student Achievement: San Lorenzo Unified School District staff, families and community will collaborate to provide all students with a challenging curriculum and quality instruction that ensures successful outcomes and equitable learning opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey for Grades 3-5, 6-8, 9-12 Connected to LCFF State Priority: 6	(2021-22) 85% Participation Rate 50% of student responses as “Strongly Agree” / “Agree” to targeted questions.	A custom survey will be developed and implemented in 2022-23.	In process of developing – see CHKS data	In process of developing – see CHKS data	95% Participation Rate 66.7% of student responses as “Strongly Agree” / “Agree” to targeted questions
NWEA MAP Reading Grade 3 Connected to LCFF State Priority: 4	(2018-19) Meets/Exceeds grade level norm (Winter) All 31.5% English Learners 11.6% Students with Disabilities 4.6% African American 20% Latinx 27.7 % Families in Transition (Homeless) 30%	2021-22 Meets/Exceeds grade level norm (Winter) All 8.9% English Learners 5.6% Students with Disabilities 3.9% African American 5.1% Latinx 6.3 % Families in Transition (Homeless) 0%	2022-23 Meets/Exceeds grade level norm (Winter) All 32.7% English Learners 20.4% Students with Disabilities 9.1% African-American 16.7% Latinx 24.1% Families in Transition (Homeless)11.5%	2023-24 - Winter All Students: 26.6% English Learners: 13% Students with Disabilities: 10.1% African American Students: 3.2% Latin X Students: 22.2% Families in Transition (Homeless): N/A	Meets/Exceeds grade level Winter norm All students 33.5% English Learners 14.6% Students with Disabilities 7.6% African American 23% Latinx 30.7% Families in Transition (Homeless) 33%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Foster Youth (0/4) Pacific Islander 22.2% Asian 53.2% Filipinx 64.3% White 47.5% Two or More Races 39.4%	Pacific Islander Students: 12.5% Asian Students: 37.8% Filipinx Students: 50% White Students: 33.3% Students Two or More Races: 40.6%	
CAASPP ELA Grades 3-8 and 11 Connected to LCFF State Priority: 4	(2017-18) Avg. distance from level 3 (prior Spring–CA Dashboard) All -40.5 English Learners -62 Students with Disabilities -125.3 African American -79 Latinx -55.9 Families in Transition (Homeless) -69.8	No data until Summer 2022	CA Dashboard CAASPP DFL3 (2021-22) All -49.6 points English Learners - 69.1 points Students with Disabilities -137.7 points African-American - 107.3 points Latinx -62.2 points Families in Transition (Homeless) -122 points Foster Youth -79.7 points Pacific Islander -80.6 points Asian +4.3 points Filipinx +6.3 points White -51.8 points Two or More Races - 54.2 points	CA Dashboard CAASPP 2022-23 All -48.6 points English Learners - 81 points Students with Disabilities - 131.3 points African American - 111.2 points Latin X -64.7 points Families in Transition (Homeless) -141.6 points Foster Youth - No Performance Level Pacific Islander - 103.9 points Asian +9.4 points Filipinx +8.9 points White -29.2 points Two or More Races - 27.1 points	Average Distance from Level 3 (prior Spring CA Dashboard - as available) All students -30.5 English Learners -52 Students with Disabilities - 115.3 African American - 69 Latinx - 45.9 Families in Transition (Homeless) - 59.8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math Grades 3-8 and 11 Connected to LCFF State Priority: 4	(2017-18) Avg. distance from level 3 (prior Spring– CA Dashboard) All -71 English Learners - 81.4 Students with Disabilities -161.6 African American - 125.6 Latinx -89.5 Families in Transition (Homeless) -113.7	No data until Summer 2022	CA Dashboard CAASPP DFL3 (2021- 22) All -92.5 points English Learners -105 points Students with Disabilities -160.9 points African-American - 146.5 points Latinx -112.2 points Families in Transition (Homeless) -161.5 points Foster Youth -134.3 points Pacific Islander -127.7 points Asian -9.7 points Filipinx -36.8 points White -90.9 points Two or More Races - 85.4 points	CA Dashboard CAASPP 2022-23 All -85.4 points English Learners - 105.2 points Students with Disabilities -164.3 points African American - 156.4 points Latinx - 108.5 points Families in Transition (Homeless) -195.2 points Foster Youth - No Performance Level Pacific Islander - 142.1 points Asian +3.7 points Filipinx -26.7 points White -71.7 points Two or More Races - 72.4 points	Average Distance from Level 3 (prior Spring CA Dashboard - if available) -66.6 English Learners - 71.4 Students with Disabilities -151.6 African American - 115.6 Latinx - 79.5 Families in Transition (Homeless) - 103.7
CAASPP ELA Grade 11- EAP Connected to LCFF State Priority: 4	(2017-18) Ready for College Rate Grade 11 52% English Learners 1% Students with Disabilities 15% African American- 37%	No data until Summer 2022	% 3s and 4s (2021-22 data file) All 38.9% English Learners 5.0% Students with Disabilities 6.2% African-American 33.3%	2022-23 11th Grade Met or Exceeded Standard All 51.94% English Learners 1.09% Students with Disabilities 5.56%	Ready for College Rate Grade 11 54% English Learners 4% Students with Disabilities 18% African American 40% Latinx 47%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Latinx- 44% Families in Transition (Homeless)** - data not available via CAASPP; using internal data - 20%		Latinx 31.2% Families in Transition (Homeless) 22.2% Foster Youth n/a Pacific Islander 27.3% Asian 64.3% Filipinx 59.2% White 34.0% Two or More Races 39.1%	African-American 25.58% Latinx 45.11% Families in Transition (Homeless) 21.43% Foster Youth n/a Pacific Islander 15.38% Asian 64.3% Filipinx 73.08% White 34.0% Two or More Races 72.72%	Families in Transition (Homeless) 23%
CAASPP Math Grade 11- EAP Connected to LCFF State Priority: 4	(2017-18) Ready for College Rate All 24% English Learners 7% Students with Disabilities 0% African American 4% Latinx 16% Families in Transition (Homeless)** - data not available via CAASPP; using internal data 10%	No data until Summer 2022	% 3s and 4s (2021-22 data file) All 16.7% English Learners 1.4% Students with Disabilities 0% African-American 5.3% Latinx 8.0% Families in Transition (Homeless) 5.6% Foster Youth n/a Pacific Islander 9.1% Asian 46.4% Filipinx 30.3% White 18.9% Two or More Races 26.1%	2022-23 Math Grade 11- EAP Ready for College Rate All Grade 11 25.20% English Learners 2.86% Students with Disabilities 0% African American 2.56% Latinx 11.17% Families in Transition (Homeless) 0%	Ready for College Rate All Grade 11 28% English Learners 10% Students with Disabilities 3% African American 7% Latinx 19% Families in Transition (Homeless) 13%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Reading Running Record Grade 3</p> <p>Connected to LCFF State Priority: 4</p>	<p>(2018-19)</p> <p>Meets/Exceeds grade level expectation (Trimester 2)</p> <p>All 61.9%</p> <p>English Learners 36.5%</p> <p>Students with Disabilities 14.3%</p> <p>African American 51.6%</p> <p>Latinx 59.4%</p> <p>Families in Transition (Homeless) 63.6%</p>	<p>2021-22</p> <p>Meets/Exceeds grade level expectation (Trimester 2)</p> <p>All 51.3%</p> <p>English Learners 37.9%</p> <p>Students with Disabilities 20.8%</p> <p>African American 43.2%</p> <p>Latinx 43.2%</p> <p>Families in Transition (Homeless) 35.7%</p>	<p>2022-23</p> <p>Meets/Exceeds grade level expectation (Trimester 2)</p> <p>All 44.1%</p> <p>English Learners 24.8%</p> <p>Students with Disabilities 10.0%</p> <p>African-American 30.6%</p> <p>Latinx 33.6%</p> <p>Families in Transition (Homeless) 38.5%</p>	<p>2023-24</p> <p>Meets/Exceeds grade level expectation (Trimester 2)</p> <p>All Students: 49.9%</p> <p>English Learners: 30.7%</p> <p>Students with Disabilities: 26%</p> <p>African American Students: 30%</p> <p>Latin X Students: 40.8%</p> <p>Families in Transition (Homeless): N/A</p>	<p>Meets/Exceeds grade level expectation (Trimester 2)</p> <p>All Grade 3 63.9%</p> <p>English Learners 39.5%</p> <p>Students with Disabilities 17.3%</p> <p>African American 54.6%</p> <p>Latinx 62.4%</p> <p>Families in Transition (Homeless) 64.6%</p>
<p>English Learner Reclassification Rate</p> <p>Connected to LCFF State Priority: 4</p>	<p>(2018-19)</p> <p>26%</p>	<p>2020-21</p> <p>3.7%</p> <p>Delivery and validity of online ELPAC during 2020-21 school year was not reliable. Fewer students took the test.</p>	<p>(2021-22)</p> <p>9.6%</p>	<p>2022-23</p> <p>9.1%</p>	<p>15%</p>
<p>Career Technical Education (CTE) Completer</p> <p>Connected to LCFF State Priority: 4</p>	<p>(2018-19)</p> <p>(% of graduates who were completers)</p> <p>All 37.5%</p> <p>English Learners 11.6%</p> <p>Students with Disabilities 37%</p>	<p>(2020-21)</p> <p>(% of graduates who were completers)</p> <p>All 19.4%</p> <p>English Learners 16.9%</p> <p>Students with Disabilities 18.2%</p>	<p>(2021-22)</p> <p>(% of graduates who were completers)</p> <p>All 22.9%</p> <p>English Learners 6.3%</p> <p>Students with Disabilities 22.4%</p>	<p>2022-23</p> <p>(% of graduates who were completers)</p> <p>All 6.2%</p> <p>English Learners 16.7%</p> <p>Students with Disabilities 0%</p>	<p>(% of graduates who were completers)</p> <p>All 41.5%</p> <p>English Learners 19.6%</p> <p>Students with Disabilities 41.5%</p> <p>African American 35.2%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American 29.2% Latinx 36.8% Families in Transition (Homeless) 31.6%	African American 22.2% Latinx 22.8% Families in Transition (Homeless) 20.0%	African-American 9.1% Latinx 26.9% Families in Transition (Homeless) 23.5% Foster Youth 0% Pacific Islander 0% Asian 3.2% Filipinx 9.1% White 20.0% Two or More Races 18.8%	African-American 12.5% Latinx 9.5% Families in Transition (Homeless) 33.3% Foster Youth N/A Pacific Islander 33.3% Asian 3% Filipinx 0% White 7.1% Two or More Races 0%	Latinx 41.5% Families in Transition (Homeless) 37.6%
UC/CSU Eligibility for Admission Connected to LCFF State Priority: 4	(2017-18) All 38.7% English Learners 15.1% Students with Disabilities** 8.2% African American 22.9% Latinx 32.2% Families in Transition (Homeless)** 8% **data not available via Data Quest; using internal data	2020-21 All 35.6% English Learners 8.5% Students with Disabilities** 6.8% African American 20.2% Latinx 31.0% Families in Transition (Homeless)** 20.0% **data not available via Data Quest; using internal data for CSU rather than UC	2021-22 All 42.5% English Learners 8.9% Students with Disabilities 8.0% African-American 30.9% Latinx 37.6% Families in Transition (Homeless) 0% Foster Youth 0% Pacific Islander 21.4% Asian 64.3% Filipinx 60.6% White 28.0% Two or More Races 25.0% **data not available via Data Quest; using internal data for CSU rather than UC	2022-23 All Students: 36% English Learners: 5.3% Students with Disabilities: 7.3% African-American: 26.8% Latinx: 30.9% Families in Transition (Homeless): 14.3% Foster Youth: 0% Pacific Islander: 45.5% Asian: 54.2% Filipinx: 55.4% White: 31.3% Two or More Races: 27.8% **data not available via Data Quest; using	All 40.7% English Learners 18.1% Students with Disabilities** 11.2% African American 25.9% Latinx 35.2% Families in Transition (Homeless)** 11% **data not available via Data Quest; using internal data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				internal data for CSU rather than UC	
<p>Advanced Placement Test Passing Rate</p> <p>Connected to LCFF State Priority: 4</p>	<p>(2017-18)</p> <p>Passing Rate All 40.8%</p> <p>English Learners 2/6</p> <p>Students with Disabilities 3/9</p> <p>African American 17%</p> <p>Latinx 45.3%</p> <p>Families in Transition (Homeless) 4/9</p>	<p>During 2020-21, not enough students took AP tests to make this a viable metric.</p>	<p>During 2021-22, not enough students took AP tests to make this a viable metric.</p>	<p>2022-23</p> <p>All 36%</p> <p>English Learners 25%</p> <p>Students with Disabilities 50%</p> <p>African American 0%</p> <p>Latinx 16.3%</p> <p>Families in Transition (Homeless) 33.3%</p>	<p>All 44.8%</p> <p>English Learners 3/6</p> <p>Students with Disabilities 4/9</p> <p>African American 20%</p> <p>Latinx 47.3%</p> <p>Families in Transition (Homeless) 5/9</p>
<p>Implementation of State Standards</p> <p>EL Access to Core and ELD Standards</p> <p>Broad Course of Study</p> <p>Connected to LCFF State Priority: 7</p>	<p>–100% of Teachers trained on Common Core State Standards</p> <p>– 100% of English Learner Students are enrolled in core instruction classes and are supported with English Language Development daily in their classrooms through both Designated and Integrated ELD</p> <p>– 100% of students are enrolled in a broad course of student, inclusive of all</p>	<p>–100% of Teachers trained on Common Core State Standards</p> <p>– 100% of English Learner Students are enrolled in core instruction classes and are supported with English Language Development daily in their classrooms through both Designated and Integrated ELD</p> <p>– 100% of students are enrolled in a broad course of student, inclusive of all</p>	<p>–100% of Teachers trained on Common Core State Standards</p> <p>– 100% of English Learner Students are enrolled in core instruction classes and are supported with English Language Development daily in their classrooms through both Designated and Integrated ELD</p> <p>– 100% of students are enrolled in a broad course of student, inclusive of all</p>	<p>–100% of Teachers trained on Common Core State Standards</p> <p>– 100% of English Learner Students are enrolled in core instruction classes and are supported with English Language Development daily in their classrooms through both Designated and Integrated ELD</p> <p>– 100% of students are enrolled in a broad course of student, inclusive of all</p>	<p>–100% of Teachers trained on Common Core State Standards</p> <p>– 100% of English Learner Students are enrolled in core instruction classes and are supported with English Language Development daily in their classrooms through both Designated and Integrated ELD</p> <p>– 100% of students are enrolled in a broad course of student, inclusive of all</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Common Core instructional areas	Common Core instructional areas	Common Core instructional areas	Common Core instructional areas	Common Core instructional areas
Recruitment of Highly Qualified Staff Connected to LCFF State Priority: 1	<p>Percentage of Classified and Certificated Vacancies.</p> <p>October 2021 Classified - 137 Certificated - 74</p> <p>October 2022 Classified - 112 Certificated- 65</p> <p>(2023-24) Average number of applications per position posted. Classified Certificated</p>	<p>New metric applied for 2022</p> <p>Average number of applications per position posted October 2021 Classified - 137 Certificated - 74</p>	<p>Average number of applications per position posted October 2022 Classified - 112 Certificated- 65</p>	<p>2023 Average number of applications per position posted. Classified: 5 Certificated: 7</p>	<p>Percentage of Classified and Certificated Vacancies- decrease by 15% in each category.</p> <p>Average number of applications per position posted- 2023-24 = Baseline year</p>
Retention of Highly Qualified Staff Connected to LCFF State Priority: 1	<p>Percentage of Classified and Certificated Resignations (due to salary):</p>	No Data available for year 1; New Metric added in 2022-23	No Data available for year 2; New Metric added in 2022-23	Percentage of Classified and Certificated Resignations (due to salary): 0	Percentage of Classified and Certificated Resignations (due to salary) - Decrease number by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	New metric August 2022 - 23			August 2023	
Career Tech Ed Completers AND UC/CSU Eligibility Connected to LCFF State Priority: 4	(2021-2022) Percentage of students who have completed CTE programs AND are UC or CSU eligible.	2021-2022 CTE Completers + CSU Eligible All 6.3% African-American/Black 3.6% Asian 3.2% Filipino 9.1% Hispanic/Latinx 8.2% Pacific Islander 0.0% Two or More Races 6.3% White 0.0% English Learners 0.0% Families in Transition (Homeless) 0.0% Foster Youth 0.0% Socio-Economically Disadvantaged 6.2% Students w/Disabilities 2.6%	2021-22 All 42.5% English Learners 8.9% Students with Disabilities 8.0% African-American 30.9% Latinx 37.6% Families in Transition (Homeless) 0% Foster Youth 0% Pacific Islander 21.4% Asian 64.3% Filipino 60.6% White 28.0% Two or More Races 25.0% **data not available via Data Quest; using internal data for CSU rather than UC	2022-23 All Students: 36% English Learners: 5.3% Students with Disabilities: 7.3% African-American: 26.8% Latinx: 30.9% Families in Transition (Homeless): 14.3% Foster Youth: 0% Pacific Islander: 45.5% Asian: 54.2% Filipino: 55.4% White: 31.3% Two or More Races: 27.8% **data not available via Data Quest; using internal data for CSU rather than UC	All 40.7% English Learners 18.1% Students with Disabilities** 11.2% African American 25.9% Latinx 35.2% Families in Transition (Homeless)** 11% **data not available via Data Quest; using internal data
Progress towards English Proficiency Connected to LCFF State Priority: 4	(2021-22) Percentage of English Learner students who make progress toward	2020-2021 Data not available	2021-2022 52.7% made progress with at least one level	2022-23 41.7% made progress with at least one level	58% made progress 7% maintained an overall level 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English proficiency as measured by the English Language Proficiency Assessments for California.		5.1% maintained an overall level 4	1.8% maintained an overall level 4	
Professional Development focused on intervention strategies for low-income, English Learner, or Foster Youth students. Connected to LCFF State Priority: 7	(2023-24) This is a new metric for the 2023-24 LCAP. Baseline data will be collected in October 2023 and March 2024 and reported in the 2024-25 LCAP. Percentage of teachers who participate in professional development focused on intervention strategies for low-income, English Learner, or Foster Youth students	This is a new metric for the 2023-24 LCAP; no Year 1 outcome data is available. Collect baseline date from PD Days in October 2023 and March 2024	This is a new metric for the 2023-24 LCAP; no Year 2 outcome data is available.	PD Days in October 2023 and March 2024 Teacher attendance: 43%	65% teacher attendance.
Professional Development focused on intervention strategies for students with disabilities	(2023-24) This is a new metric for the 2023-24 LCAP. Baseline data will be collected in October 2023 and March 2024	This is a new metric for the 2023-24 LCAP; no Year 1 outcome data is available. Collect baseline date from PD Days in	This is a new metric for the 2023-24 LCAP; no Year 2 outcome data is available.	PD Days in October 2023 and March 2024 Teacher attendance: 43%	65% teacher attendance.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Connected to LCFF State Priority: 7	and reported in the 2024-25 LCAP. Percentage of teachers who participate in professional development focused on intervention strategies for students with disabilities.	October 2023 and March 2024			

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 LCAP for the 2023-24 school year is the end of a three-year cycle. In analyzing the contributing actions for our LCAP goal for Student Achievement, almost all of the planned actions were implemented with the majority of planned actions implemented fully as intended and as described in the LCAP. Professional Development was a big focus as demonstrated by the cost and detail in action step 1.3 with professional development sessions focused on the major descriptors from the action item including racial equity and components of MTSS. Instructional coaches and New Teacher Induction were important initiatives that contributed towards creating and facilitating professional development focused on MTSS Tier 1 instructional practices, supporting EL students and implementing English Language Development strategies, new curriculum adoption programs, and supporting our new teachers. Our Highly Qualified Staff and CPT Action steps were important to progress on our goal to retain and attract highly qualified staff. One of the planned metrics that was not implemented was the creation of a survey to measure student experiences. It was determined that the implementation and analysis of the California Healthy Kids Survey was able to meet the need to measure student experiences in various grade levels and an additional survey would be redundant and unnecessary.

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 majority of our planned expenditures for our 2023-24 LCAP were completed with a few exceptions. While we had a major focus on Professional Development and allocated a significant amount of funds, we did not spend the majority of the funds allocated. Due to the limited availability of several one-time use funds, the majority of the costs for our professional development were spent using those one-time

use dollars. The same scenario applies to the use of funds for Summer School described in action 1.9. Summer School will also be paid out of one-time use funds instead of utilizing LCAP funds as planned.

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

This LCAP three-year cycle began in 2021-22 with schools reopening after the COVID-19 pandemic. The expected outcomes for our goal of Student Achievement for both the 2021-22 and 2022-23 school year were heavily impacted by staffing and student attendance. The California School Dashboard has just recently returned to the original format in order to measure performance this 2023-24 school year. In analyzing our academic metrics for the last two years (2021-22 and 2022-23) the majority of the data is stagnant with a few areas of growth and the majority of metrics not meeting the expected outcomes that were established at the beginning of the cycle. While the academic achievement metric has not seen the desired growth, the action steps included in the 2023-24 LCAP to attract and retain staff have had the largest impact in that staffing levels are more consistent and stable and student attendance has been improving.

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.

For the new LCAP cycle beginning in 2024-25, we have made changes to Goal 1 Student Achievement. The new goal is aligned with the new Strategic Plan that includes aspirational goals, metrics, and action steps. Our new goal is still focused on student achievement but reflects the Strategic Plan message to, "Ensure each and every student completes high school and is ready for college, career, and life success." Our metrics will include all of the required metrics as determined by the California Department of Education as well as metrics from the California School Dashboard. While we continued to include action steps that focus on professional development and teachers on special assignment, we consolidated several actions in order to align those actions with appropriate metrics to measure effectiveness and to reflect the language of the new goal.

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

Goals and Actions

Goal

Goal #	Description
2	Student Engagement: San Lorenzo Unified School District staff, families and community will collaborate to inspire students to become committed, caring and connected to their learning, school and community

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Surveys and Focus Groups Grades 3-5, 6-8, 9-12 Connected to LCFF State Priority: 5	(2021-22) 85% Participation Rate Overall 50% of student responses as “Strongly Agree” / “Agree” to targeted questions	A custom survey will be developed and implemented in 2022-23.	In process of developing – see CHKS data	In process of developing – see CHKS data	95% Participation Rate 66.7% of student responses as “Strongly Agree” / “Agree” to targeted questions
California Healthy Kids Survey Connected to LCFF State Priority: 6	(2018-19) Perception of: School Connectedness 5th- 70% 7th - 54% 9th - 53% 11th- 43% Caring Adults in School 5th- 80% 7th- 56%	CHKS Participation Rate - 81% CHKS Perception of School Connectedness Grade 5-71% Grade 7-55% Grade 9-52% Grade 11-48%	2022-23 California Healthy Kids Participation Rate Grade 5 – 61% Grade 7 – 89% Grade 9 – 78% Grade 11 – 56% Non-Traditional –51% School Connectedness Grade 5 – 70%	2023-24 California Healthy Kids Participation Rate Grade 5 – 48% Grade 7 – 82% Grade 9 – 51% Grade 11 – 80% Non-Traditional - 90% School Connectedness Grade 5 – 74%	5th- 72% 7th- 56% 9th- 55% 11th- 45% 5th- 82% 7th- 58% 9th- 50% 11th- 57%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	9th- 48% 11th - 55%	CHKS Caring Adults in School Grade 5-75% Grade 7-48% Grade 9-49% Grade 11-49%	Grade 7 – 46% Grade 9 – 46% Grade 11 – 39% Non-Traditional –56% Caring Adults in School Grade 5 – 81% Grade 7 – 47% Grade 9 – 50% Grade 11 – 48% Non-Traditional –62%	Grade 7 – 45% Grade 9 – 47% Grade 11 – 37% Non-Traditional – 63% Caring Adults in School Grade 5 – 83% Grade 7 – 46% Grade 9 – 49% Grade 11 – 52% Non-Traditional – 83%	
Satisfactory Attendance Connected to LCFF State Priority: 5	(2018-19) (Attending 95% or more of total school days) All- 69.6% English Learners- 71% Students with Disabilities- 56.7% African American- 57.6% Latinx- 66.1% Families in Transition (Homeless)- 48.4%	2021-22 (End of Quarter 3) All- 33.2% English Learners- 29.4% Students with Disabilities- 28% African American- 24.1% Latinx- 26.4% Families in Transition (Homeless)- 21.2%	2022-23 (End of Quarter 3) All 43.0% English Learners 42.0% Students with Disabilities 32.5% African-American 31.0% Latinx 36.5% Families in Transition (Homeless) 31.2% Foster Youth 41.3% Pacific Islander 29.5% Asian 74.0% Filipinx 57.1% White 38.1% Two or More Races 38.0%	2023-24 (End of Quarter 3) All 66.74% English Learners 34%% Students with Disabilities 19% African-American 51.83% Latinx 62.13% Families in Transition (Homeless) 77% Foster Youth 2.67% Pacific Islander 59.65% Asian 87.33% Filipinx 77.72% White 58.1% Two or More Races 65.83%	(Attending 95% or more of total school days) All- 71.6% English Learners- 71.5% Students with Disabilities- 59.7% African American- 60.6% Latinx- 69.1% Families in Transition (Homeless)- 51.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism/Truancy Connected to LCFF State Priority: 5	(2018-19) (Attending 90% or less of total school days) All- 9.8% English Learners- 9% Students with Disabilities - 18.2% African American- 16.8% Latinx- 10.3% Families in Transition (Homeless)- 29.1%	2021-22 (End of Quarter 3) All- 40.3% English Learners- 43.9% Students with Disabilities - 48.9% African American- 51.6% Latinx- 45.7% Families in Transition (Homeless)-58.6%	2022-23 (End of Quarter 3) All 28.5% English Learners 29.7% Students with Disabilities 39.5% African-American 41.8% Latinx 32.7% Families in Transition (Homeless) 46.2% Foster Youth 34.8% Pacific Islander 36.7% Asian 8.3% Filipinx 16.5% White 26.6% Two or More Races 33.3%	2023-24 (End of Quarter 3) All 25.3% English Learners 26.5% Students with Disabilities 33.6% African-American 36.4% Latinx 28.6% Families in Transition (Homeless) 37.9% Foster Youth 38.6% Pacific Islander 33.1% Asian 8.9% Filipinx 13.4% White 26.5% Two or More Races 28.8%	(Attending 90% or less of total school days) All- 8.3% English Learners- 8% Students with Disabilities - 16.2% African American- 14.8% Latinx- 9.3% Families in Transition (Homeless)- 26.1%
Suspension Rate Connected to LCFF State Priority: 6	(2018-19) All- 4.2% English Learners - 15.9% Students with Disabilities - 21.6% African American - 28.9% Latinx- 51% Families in Transition (Homeless)- 5.5%	2021-22 (Number of students/total number of students) All- 2.8% English Learners - 2.0% Students with Disabilities - 4.3% African American - 9.1% Latinx- 2.6% Families in Transition (Homeless)- 5.0%	2022-23 (End of Quarter 3) (Number of students/total number of students) All 2.7% English Learners 1.9% Students with Disabilities 6.7% African-American 8.8% Latinx 2.4% Families in Transition (Homeless) 2.2% Foster Youth 6.5%	2023-24 (End of Quarter 3) (Number of students/total number of students) All 2.41% English Learners 1.75% Students with Disabilities 2.41% African-American 8% Latinx 2.35% Families in Transition (Homeless) Foster Youth Pacific Islander 2.63%	All- 2% English Learners - 1% Students with Disabilities - 3% African American - 8% Latinx- 1% Families in Transition (Homeless)- 4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Pacific Islander 4.3% Asian 0.6% Filipinx 1.3% White 3.5% Two or More Races 2.0%	Asian .35% Filipinx 1.09% White Two or More Races 2.52%	
Expulsion Rate Connected to LCFF State Priority: 6	(2018-19) Number of Expulsions- 0 Number of Suspended Expulsions- 7 Number of Expulsion Referrals- 10	2021-22 Number of Expulsions- 1 Number of Suspended Expulsions- 2 Number of Expulsion Referrals- 6 (but 3 dropped)	2022-23 (End of Quarter 3) Number of Expulsions – 0 Number of Suspended Expulsions – 0 Number of Expulsion Referrals – 6 (but all dropped)	2023-24 (End of Quarter 3) Number of Expulsions – 3 Number of Suspended Expulsions – 0 Number of Expulsion Referrals – 0	Number of Expulsions- 0 Number of Suspended Expulsions- 2 Number of Expulsion Referrals- 4
High School Graduation Rate Connected to LCFF State Priority: 5	(2017-18) DataQuest All- 90.3% English Learners- 75.2% Students with Disabilities- 70.1% African American- 86.7% Latinx- 88.2% Families in Transition (Homeless)- 82.4%	2021-22 (Aeries) All- 96.8% English Learners- 90.3% Students with Disabilities- 91.4% African American- 94.7% Latinx- 97.2% Families in Transition (Homeless)- 92.0%	CA Dashboard (2021-22) All 92.7% English Learners 81.8% Students with Disabilities 80.6% African-American 88.9% Latinx 93.6% Families in Transition (Homeless) 84.8% Foster Youth n/a Pacific Islander 77.8% Asian 91.7% Filipinx 97.1% White 91.9%	CA Dashboard 2022-23 All 89.7% English Learners 78.4% Students with Disabilities 75.2% African-American 87.5% Latinx 88.1% Families in Transition (Homeless) 81.3% Foster Youth N/A Pacific Islander 92.3% Asian 94.1% Filipinx 89.7% White 94.4%	All- 98% English Learners- 92% Students with Disabilities- 93% African American- 97% Latinx- 99% Families in Transition (Homeless)- 94%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Two or More Races 90.0%	Two or More Races 94.4%	
Middle School Drop Out Rate Connected to LCFF State Priority: 5	(2017-18) 0%	2021-22 (Aeries) 0%	0%	0%	0%
High School Drop Out Rate Connected to LCFF State Priority: 5	(2016-17) All 1.3% English Learners 3.8% Students with Disabilities N/A African American 1.5% Latinx 1.7%	2020-21 All 4.9% English Learners 10.8% Students with Disabilities 5.6 African American 7.3% Latinx 5.6% Families in Transition (Homeless)- 11.7%	Data Quest Four-Year Adjusted Cohort Outcome (2021-22) All 3.8% English Learners 9.4% Students with Disabilities 6.6% African-American 6.4% Latinx 2.6% Families in Transition (Homeless) 9.1% Foster Youth n/a Pacific Islander 16.7% Asian 5.4% Filipinx 0% White 6.8% Two or More Races 5.3%	Data Quest Four-Year Adjusted Cohort Outcome (2022-23) All - 5.8% English Learners - 11.1% Students with Disabilities 3.8% African-American 6.3% Latinx 6.7% Families in Transition (Homeless) 6.5% Foster Youth n/a Pacific Islander 7.7% Asian 3.4% Filipinx 5.1% White 3.7% Two or More Races 5.6%	All 2% English Learners 8% Students with Disabilities 3% African American 5% Latinx 3% Families in Transition (Homeless)- 9%
AP Course Enrollment Connected to LCFF State Priority: 4	(17-18) All 29.6% English Learners 0.9%	2021-22 (Grades 10-12) All 25.2%	2022-23 (Grades 10-12) All 25.5%	2023-2024 (Grades 10-12) All (Grades 10-12) 29.5%	All- 92.3% English Learners 79.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities 3.4% African American 15.6% Latinx 23.5% Families in Transition (Homeless) 7.5%	English Learners 7.5% Students with Disabilities 2.6% African American 16.5% Latinx 15.8% Families in Transition (Homeless) 6.7%	English Learners 6.3% Students with Disabilities 1.2% African-American 13.1% Latinx 15.5% Families in Transition (Homeless) 5.3% Foster Youth 0% Pacific Islander 15.8% Asian 62.4% Filipinx 42.4% White 22.9% Two or More Races 38.6% We offer fewer AP courses in 2022-23 as compared to 2021-22 AHS 14 to 12 EBA 6 to 4 SLz 9 to 9	African-American/Black 13.1% Asian 69.8% Filipinx 56.8% Hispanic/Latinx 17.2% Pacific Islander 10.0% Two or More Races 46.2% White 30.2% English Learners 8.2% Families in Transition (Homeless) 4.0% Foster Youth 8.3% Socio-Economically Disadvantaged 26.0% Students w/Disabilities 3.3%	Students with Disabilities 74.1% African American 90.7% Latinx 91.2% Families in Transition 86.4%
Retention of Highly Qualified Staff Connected to LCFF State Priority: 1	(2022-23) Number of 1-18 year Certificated resignations (due to salary): 2022-23 - 32 teachers	New metric added in 2022-23, No data for Year 1	New metric added in 2022-23, No data for Year 2	(2022-23) Number of 1-18 year Certificated resignations (due to salary): 2023-2024 - 0 teachers	Decrease resignations (due to salary) by 10%.

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.

For Goal 2, Student Engagement, the 2023-24 LCAP has several important action steps that focus on staffing in order to provide supplemental support services for our Socioeconomically Disadvantaged students, English Learner Students, and Homeless students. This support staff includes a Teacher on Special Assignment for Restorative Practices, Social Workers, Library Staff, Supplemental School Site Counselors, Bilingual Paraprofessionals, Psychologists and Paraeducators, Music Teachers for Elementary, and Supplemental Nurses. While the majority of the staff described in the actions were hired and the positions were filled, we had a significant challenge hiring Social Workers. Several districts in the Bay Area have been trying to hire Social Workers and they all have had challenges due to the limited availability of Social Worker personnel. Another hiring challenge was trying to staff supplemental Nurses. Similar to the Social Worker challenge, several neighboring school districts have also been trying to staff additional nurses and there is a limited pool of personnel available for hire. While none of the hiring challenges described required any necessary changes to the action steps for the 2023-24 LCAP, however, the implementation was limited due to the staffing challenge.

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 the 2023-24 LCAP, and Goal 2 Student Engagement there were only a few differences in planned versus actual expenditures. The differences were due to the difficulty in hiring Social Workers and Supplemental Nurses which resulted in lower than expected expenditures in these two areas. All of the other contributing action steps to address the goal of Student Engagement are expected to be expended as budgeted with minor differences based on the current estimates.

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

In analyzing the actions for Goal 2 Student Engagement and the accompanying metrics, there are several areas that indicate progress and areas that indicate more support and focus are needed. The challenge when looking at Desired Outcomes for many of the metrics is understanding the impact of resuming school after the Pandemic in 2021-22. To better understand the data, we focused more on the last two years of metrics as well as the changes between the two years to determine the next steps and inform conversations on the effectiveness of the described actions. The California Healthy Kids Survey is a key metric when looking at Student Engagement and the data indicates positive growth in key areas for several grade levels in School Connectedness and Caring Adults in School. This data continues to inform the effectiveness of several of our actions including the ongoing implementation of our Restorative Practices programs, College and Career Programs, and supplemental Counselor staffing. The positive growth in attendance and chronic Absenteeism are other important data points that also reinforce the effectiveness of several actions in goal 2 Student Engagement. The Student Engagement data and analysis do indicate some slight decreases in graduation rate and high-school dropout rate which are two important areas to focus on in the next LCAP.

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 2021-2024 three-year LCAP cycle prioritizes Student Engagement as a key goal while the metrics and action steps demonstrate success after resuming school following the COVID-19 pandemic. For the new upcoming LCAP cycle beginning in 20224-25, the goal of Student Engagement is still present however it is not defined in its own goal. Rather it is incorporated into a few different goals. Several of the action steps from Goal 2 Student Engagement have been consolidated and updated and can be found in the new LCAP as Goal 2 Develop students' understanding of civic responsibility and support their engagement in activities that advance social justice as well as Goal 3 Cultivate social-emotional and environmental wellness as a foundation for high performance of both students and school employees. These goals are from the new Strategic Plan that was introduced to the San Lorenzo community in February 2024 and based on the Strategic Plan's committee work to provide a more coherent plan that embraces the vision and mission for our students, schools, and community.

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	Basic Services-Conditions for Learning: San Lorenzo Unified School District will provide exceptional services, school facilities and highly qualified staff who ensure a healthy, safe and supportive learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Wide Highly Qualified Teachers Connected to LCFF State Priority: 1	(2018-19) 96.2% Fully Credentialed	97% (436 highly qualified)	Data Quest Teaching Assignment Monitoring Outcomes (Clear 2020-21) 80.7%	2023-24 Teaching Assignment Monitoring Outcomes Not Available	98.7% Highly Qualified Teachers
Family Surveys and Focus Groups Connected to LCFF State Priority: 3	(2021-22) 85% Participation	We had planned to create our own survey and will implement in 2022-23. Currently, we reference CHKS survey data: CHKS Participation Rate - 81% Latinx Parent Advisory Committee Attendance - Increased through the SY	2022-23 1242 Parent/Family respondents on the California School Parent Survey (CSPS) Average of 147 participants at AAFAC events Average of 25-30 participants in Latino Parent Advisory Committee	2023-24 1024 Parent/Family respondents on the California School Parent Survey (CSPS) Average of ____ participants at AAFAC events Average of ____ participants in Latino Parent Advisory Committee	95% Participation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		African American Family Advisory Council Attendance-decreased through the SY	27 participants in Promotor(as) We just started a Native American family advisory group and an AAPI family advisory group	__ participants in Promotor(as) We just started a Native American family advisory group and an AAPI family advisory group	
Student Surveys and Focus Groups Connected to LCFF State Priority: 5	(2021-22) 85% Participation	We had planned to create our own survey and will implement in 2022-23. Currently, we reference CHKS survey.	In process of developing – see CHKS data Average of 10 student participants on the Superintendent Advisory Council	In process of developing – see CHKS data	95% Participation
SARC/Facilities Report Connected to LCFF State Priority: 1	(2018-19) 6 Sites Overall Rating: Good; 7 Sites Overall Rating Fair; 3 Site Overall Rating: Poor	2021-22 FIT Results 10 Sites Overall Rating Exemplary; 5 Sites Overall Rating Good; 1 Site Overall Rating Fair	2022-23 FIT Results Overall Exemplary – 1 site Overall Good – 14 sites	2023-24 FIT Results Overall Exemplary – 1 site Overall Good – 14 sites	All Sites Overall Rating: Good
Textbook Sufficiency Connected to LCFF State Priority: 1	(2019-20) 100% Textbook Sufficiency	100% Textbook Sufficiency	2022-23 100% Textbook Sufficiency	2023-2024 100% Textbook Sufficiency	100% Textbook Sufficiency
Suspension Rate Connected to LCFF State Priority: 6	(2018-19) All- 4.2% English Learners - 15.9%	2021-22 (Number of students/total number of students) All- 2.8%	2022-23 (End of Quarter 3) (Number of students/total number of students)	2023-24 (End of Quarter 3) (Number of students/total number of students)	All- 2% English Learners - 1% Students with Disabilities - 3% African American - 4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities - 21.6% African American - 28.9% Latinx- 51% Families in Transition (Homeless)- 5.5%	English Learners - 2.0% Students with Disabilities - 4.3% African American - 9.1% Latinx- 2.6% Families in Transition (Homeless)- 5.0%	All 2.7% English Learners 1.9% Students with Disabilities 6.7% African-American 8.8% Latinx 2.4% Families in Transition (Homeless) 2.2% Foster Youth 6.5% Pacific Islander 4.3% Asian 0.6% Filipinx 1.3% White 3.5% Two or More Races 2.0%	All 2.9% English Learners 1.5% Students with Disabilities 3.5% African-American 7.4% Latinx 2% Families in Transition (Homeless) 4.3% Foster Youth 1.7% Pacific Islander 1.5% Asian 0% Filipinx 0% White 0.1% Two or More Races 0.1%	Latinx- 1% Families in Transition (Homeless)- 4% Foster Youth 4.5% Pacific Islander 2% Asian 0.6% Filipinx 1% White 1% Two or More Races 10%

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.

For Goal 3 Basic Services in the 2023-24 LCAP there were not any substantive differences in planned actions and implementation of these actions. This goal has several actions that provide important support services and programs for the San Lorenzo Unified School District. These include the DICE program for independent contract education, the Continuation high school program at Royal Sunset, additional certificated and classified staff for several school sites, campus safety, home-to-school transportation, and district committees. All of our school sites also receive supplemental site funding in order to support their individual programs and needs through this goal.

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 Basic Services goal has actions and expenditures that are specific to a handful of school sites, such as the DICE and Continuation High School programs, and other actions that support programs and services throughout San Lorenzo Unified. For this goal there are currently not any significant differences in budgeted expenditures and actual expenditures for the 2023-24 LCAP.

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

In order to measure the effectiveness of Goal 3 Basic Services action steps in the 2023-24 LCAP, some metrics align with the state priorities, and a few are designated as required metrics for the LCAP process. These metrics include Teacher Assignment data, the Facilities Inspection Team reports from the School Accountability Report Card, and the Textbook Sufficiency metric. Other metrics include family participation in district committees, suspension rate, and student surveys. The student survey was originally going to be created by the school district, however after several meetings, it was determined that the data that was intended to be gathered from the custom survey could be gathered from the California Healthy Kids Survey just as effectively. The analysis of these metrics indicates positive results in many areas including textbook sufficiency, suspension, and FIT reports. The metric for Parent Involvement indicates additional work to be done to engage parents and increase participation in our district committees.

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.

For the next LCAP cycle beginning next school year, 2024-25, the Basic Services goal has been incorporated into several new goals for coherence. This includes aligning action steps for the DICE program and the Continuation High School to Goal 1 Ensure that each and every student completes high school and is ready for college, career, and life success, and the District Committees action step to Goal 4 Ensure an excellent, effective, and supportive learning environment for all students, families, and employees. The action step for campus safety has been updated to include maintaining a welcoming environment and will be aligned with Goal 3 Cultivate social-emotional and environmental wellness as a foundation for high performance of both students and school employees. The required metrics will continue to be present in the new LCAP as well as the metric to measure parent and family involvement in District Committees in Goal 4.

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	Family Involvement: San Lorenzo Unified School District will build meaningful relationships and cultivate authentic engagement with family and community partners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Surveys and Focus Groups Connected to LCFF State Priority: 3	2021 85% Participation 50% of family responses as “Strongly Agree” / “Agree” to targeted questions	CHKS Participation 81% An SLZUSD survey will be implemented in 2022-23.	In process of developing An SLZUSD survey– see CHKS data 2022 1242 Parent/Family respondents on the California School Parent Survey (CSPS)	2022 CHKS Data Survey is administered once every two years. 1242 Parent/Family respondents on the California School Parent Survey (CSPS) Participation Rate Grade 5 48% Grade 7 82% Grade 9 51% Grade 11 80% Non-Traditional 80% School Connectedness Grade 5 74% Grade 7 45% Grade 9 47% Grade 11 37% Non-Traditional 63% Caring Adults in School	95% Participation 66.7% of family responses as “Strongly Agree” / “Agree” to targeted questions

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Grade 5 78% Grade 7 46% Grade 9 49% Grade 11 52% Non-Traditional 78% Cal-SCHLS (CHKS) - Meaningful Participation Grade 5 49% Grade 7 23% Grade 9 22% Grade 11 20%	
Community Affinity Group Events: African-American Family Advisory Council Latino/a/x Parent Advisory Committee Native American Family Advisory Council Asian American Pacific Islander Community Advisory Connected to LCFF State Priority: 3	(2023-24) This is a new metric for the 2023-24 LCAP, so baseline data will be collected in 2023-24 and reported in the 2024-25 LCAP Collect Family information/sign ins at events. Compare percentage of attendees to student demographic information.	This is a new metric for the 2023-24 LCAP	This is a new metric for the 2023-24 LCAP Average of 147 participants at AAFAC events Average of 25-30 participants in Latinx Parent Advisory Committee Started Native American and AAPI Committees.	2023-2024 Average of 147 participants at African American Family Advisory Council (AAFAC) events Average of 30 participants in Latinx Parent Advisory Committee Started Native American and Asian American/Pacific Islander (AAPI) Committees (no data). Average of 50 participants in District English Learner	Increase average # of participants by 10% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Advisory Council (DELAC)</p> <p>Average of 20 participants in Virtual Parent Support Group for families of Students with Disabilities</p> <p>Average of 20 participants in the LCAP Steering Committee with has representation of parents English Learners, Socioeconomically Disadvantaged, Foster Youth and Students with Disabilities.</p>	
<p>Family/Parent Participation in school and district family engagement events and training.</p> <p>Connected to LCFF State Priority: 3</p>	<p>(2023-24) This is a new metric for the 2023-24 LCAP, so baseline data will be collected in 2023-24 and reported in the 2024-25 LCAP</p> <p>Collect Family information/sign-ins at events and trainings. Compare the percentage of</p>	<p>This is a new metric for the 2023-24 LCAP</p>	<p>This is a new metric for the 2023-24 LCAP</p> <p>27 participants in Promotor(as) program.</p>	<p>2023-24 Promotor(as) Program participation - 0</p>	<p>Increase average # of participants by 10% each year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	attendees to student demographic information: low-income, English Learner, and Foster Youth, Students with Disabilities.				

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.

For the 2023-24 LCAP, Goal 4 focused on Family Involvement, many of the contributing actions were implemented as described including School Community Liaisons, Translation Services, Family Engagement opportunities for African American families and Bilingual students. However, the actions describing Family Training Opportunities, Family Engagement for AAPI and Native American families were limited in their implementation. Several opportunities for Family Training were incorporated into the agendas during District Committees instead of facilitating separate, specific training events. The family engagement events for our AAPI and Native American families have been scheduled for the end of the year in order to facilitate more conversations for how to move forward for next school year.

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

For Family Involvement, Goal 4, there were a few material differences in budgeted expenditures and estimated actual expenditures. The Translation Services budget was exceeded due to the increased demand for translation at events and meetings. The actions describing Family Training Opportunities, Family Engagement for AAPI and Native American families were limited in their implementation resulting in these expenditures currently not being expended as originally budgeted.

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

In analyzing the metrics for Goal 4 Family Involvement a few key ideas stand out. We continue to have a good number of families participate in our California School Parent Survey which provides important data to gauge involvement. We also continue to have good participation in

our African American Family Advisory Committee. We recently increased the number of Community School Liaisons to support school sites and it is expected that this will have an impact on Family Involvement metrics including participation.

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.

While Family Involvement remains a key priority in the new LCAP beginning next school year, 2024-25, the Goal has been changed to reflect and align with the new Strategic Plan introduced in February 2024. The new goal is to Ensure an excellent, effect, and supportive learning environment for all students, families, and employees. Many of the action steps described in the 2024-25 LCAP will be included in the new LCAP including District Committees, Translation Services, Family training, and School Community Liaisons.

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	Students whose families are in transition (FIT), Students with Disabilities, and African-American students: San Lorenzo Unified School District staff, families and community will collaborate to provide students with supports needed to improve attendance rates (FIT students, African-American Students) and decrease referral and suspension rates (students with disabilities, African-American Students).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Satisfactory Attendance Connected to LCFF State Priority: 5	2021-22 (End of Quarter 3) All- 33.2% Students with Disabilities - 28% African American- 24.1% Families in Transition (Homeless)- 21.2%	New metric with last year's LCAP	2022-23 (End of Quarter 3) All 43.0% Students with Disabilities 32.5% African-American 31.0% Families in Transition (Homeless) 31.2%	2023-24 (End of Quarter 3) All 51.5% African-American/Black 39.6% Families in Transition (Homeless) 36.3% Students w/Disabilities 41.7%	All- 71.6% Families in Transition (Homeless)- 51.4% Students with Disabilities - 42% African-American Students- 41%
Suspension Rate Connected to LCFF State Priority: 6	2021-22 (Number of students/total number of students) All- 2.8%	New metric with last year's LCAP	2022-23 (End of Quarter 3) (Number of students/total number of students) All 2.7%	2023-24 (End of Quarter 3) All 2.9% Students with Disabilities 7.3%	(Number of students/total number of students) All- 2.0% Families in Transition - 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities - 4.3% African American- 9.1% Families in Transition - 5.0%(Homeless)-		Students with Disabilities 6.7% African-American 8.8% Families in Transition (Homeless) 2.2%	African-American 7.4% Families in Transition (Homeless) 4.3%	Students with Disabilities - 3.3% African-American Students- 5%
Chronic Absenteeism Connected to LCFF State Priority: 5	(2018-19) (Attending 90% or less of total school days) All- 9.8% Students with Disabilities - 18.2% African American- 16.8% Families in Transition (Homeless)- 29.1%	New metric with last year's LCAP	2022-23 (End of Quarter 3) All- 28.5% Students with Disabilities - 39.5% African-American- 41.8% Families in Transition (Homeless) 46.2%	2023-24 (End of Quarter 3) All 25.3% Students with Disabilities 33.6% African-American 36.4% Families in Transition (Homeless) 37.9%	(Attending 90% or less of total school days) All- 8.3% Families in Transition (Homeless)- 26.1% Students with Disabilities - 16.2% African American- 14.8%

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.

This goal in the 2023-24 LCAP is specific to Students whose families are in transition, Students with Disabilities, and African-American students in order to address attendance/chronic absenteeism and suspensions. There are three action steps and only one is designated as contributing. This action is in reference to the action step in Goal 2.3 for Social Workers. As described in the Annual Update in Goal 2, we

had a significant challenge hiring Social Workers. Several districts in the Bay Area have been trying to hire Social Workers and they all have had challenges due to the limited availability of Social Worker personnel. This impacted the implementation of this action step as originally planned.

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

As described in the Goal 2 section of the Annual Update, the budgeted expenditures were impacted by the limited availability of Social Worker candidates available for hire.

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 analysis of the metrics for Students whose families are in transition, Students with Disabilities, and African-American students for attendance/chronic absenteeism there were some positive results with all three groups making significant progress in both attendance percentages and chronic absenteeism. The additional School Community Liaisons were able to engage families and help advocate for attendance programs and initiatives.

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.

Since this is the end of the current LCAP cycle, Goal 5 will not be included in the 2024-25 LCAP. However, the actions to continue to improve in attendance, chronic absenteeism, and suspensions for Students whose families are in transition, Students with Disabilities, and African-American students will continue to be important metrics to continue in the new LCAP. We will also look to continue action steps to involve more Social Workers to support these groups as well as Community Liaisons.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



San Lorenzo Unified School District

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 Lorenzo Unified School District	Renee Lama Assistant Superintendent Educational Services	llama@slzusd.org 510-317-4600

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.

San Lorenzo Community

The Community of San Lorenzo is situated in unincorporated Alameda County between the cities of San Leandro and Hayward. Without rules of incorporation, it lacks a City Council and other amenities afforded to incorporated communities. The 2020 United States Census reported that 29,581 people reside in San Lorenzo, an increase of 6,129 since the 2010 census. There are 8,939 households, another increase of 1,514 households since 2010. 71% of people in San Lorenzo are living in poverty. The racial makeup is approximately 44% White (19% non-Hispanic), <1% African American, <1.0% Native American, 28% Asian, <1% Pacific Islander, 25% from other races, and 14% from two or more races. Roughly 42% of the population is Hispanic or Latino of any race. While the community of San Lorenzo is located in unincorporated Alameda County, the school district boundaries include parts of the cities of San Leandro and Hayward.

San Lorenzo Students

According to annual enrollment data in DataQuest for the 2023-24 school year, of the 8123 students enrolled in TK-12 schools in San Lorenzo, 57% are Latinx, 17% are Asian, 8% are Black/African American, 6% percent are white, 6.5% percent are Filipinx, 1.4% are Pacific Islander, and 3.5% percent are multiracial.

30% of our students are currently classified as English Learners, with an additional 23% being formerly classified as English Learners and now considered Reclassified Fluent English Proficient. Almost 40% of the students in San Lorenzo speak Spanish as their first language, while 38% speak English as their first language. Other languages represented include Cantonese (9%), Filipino (3%), Vietnamese (3%) and Arabic (1%). 58% of our students are multilingual. 77% of our students are eligible for the Federal Free and Reduced Lunch Program, indicating that a family of four earns less than \$45,000/year. Based on calculations using the Local Control Funding Formula, San Lorenzo has an unduplicated pupil count (UDP) of 72%. This indicates that 72% of the district's students are either socio-economically disadvantaged, English Learners, or Foster Youth. Many of our students fall into more than one of these categories but can only be counted once.

San Lorenzo School District

The district was established on November 8, 1859, and is one of the oldest continuously operating school systems in the State of California. From a humble beginning in 1850 with only six students and a tiny portable schoolhouse, the District peaked in 1970 with 18,000 students enrolled in 28 schools. The 2023-2024 year completes Superintendent Dr. Daryl Camp's fifth year in San Lorenzo Unified. The district collaborates with multiple cities and county government departments to access and organize services for students and families. The school district partners with many local initiatives to create multiple opportunities for students and families. San Lorenzo Unified School District consists of nine elementary schools, three middle schools, and four high schools.

District-wide all teachers have focused on implementation of State Standards and best practices to guide classroom instruction and ensure student engagement. Administrators and teachers use multiple measures of assessment, including NWEA and CAASPP to determine program needs. Teachers utilize formative and summative data across grade and subject areas to inform instruction. Weekly collaboration, planning, and analysis of lesson objectives, student work samples, and performance on common assessments drive the delivery of curriculum and the instructional strategies utilized. Analysis of data determines intervention course offerings.

High School Program

In 2004, the school district adopted wall-to-wall Small Learning Communities and currently offers eight different programs for all 2,929 high school students. Based on their Small Learning Community (SLC) assignment, students attend one of two district high school sites. San Lorenzo High School and East Bay Arts High School are co-located on the San Lorenzo High campus. A third high school site, Royal Sunset HS, houses the district's continuation program and is designated as an Equity Multiplier school for the 2024-2025 school year. The details for the Equity multiplier designation and plan for Royal Sunset High School can be found in Goal 5 of this LCAP. In addition, San Lorenzo USD provides a program opportunity for students of all grades who cannot attend their home school for various reasons. The District Independent Contracted Education (DICE) program allows students to receive several hours of instruction each week, 1:1 with a highly qualified teacher, while taking on the obligation to complete additional study hours at home.

Middle School Program

The three district middle schools serve 1,640 sixth-, seventh-, and eighth-grade students in a comprehensive program. Teachers utilize formative and summative data across grade and subject areas to inform instruction. Weekly collaboration, planning, and analysis of lesson objectives, student work samples, and performance on common assessments drive the delivery of curriculum and the instructional strategies utilized. Analysis of data determines intervention course offerings. In working towards our District's Graduate Profile, students engage in academic conversation strategies that enable them to elaborate upon their ideas, support their ideas with evidence, and build upon other students' ideas. The elective course offerings are designed to expose students to various courses, enrich their school experience, and nurture well-rounded students.

Elementary School Program

The nine elementary schools have 134 classroom teachers who serve 3,554 students in grades from Transitional Kindergarten to Fifth Grade. Each school follows the District model of Balanced Literacy and Language. Most teachers in grades TK-3 have received professional development in the Sobrato Early Academic Language (SEAL) model that supports building Academic Language for English Learners. Every school has a Teacher on Special Assignment who provides academic intervention and support for identified students.

District Guiding Principals

The Mission of our District reads, "To ensure lifelong learning, San Lorenzo Unified School District, staff, families, and community will collaborate to advance authentic knowledge, skills, and attributes that will ensure our students are creative and critical thinkers, ready to fully participate in our changing community and world." Our Vision statement states, "As a result of their education, all students will become compassionate, collaborative, and creative problem-solvers, who are resilient, well-informed, civically engaged advocates for equity and social justice." The Preamble to our Anti Bias Guiding Principles affirms that " We, the educators of the San Lorenzo Unified School District, are committed to working daily to interrupt, disrupt, and dismantle systems that act to replicate historical inequalities and commit to examining systemic, institutional, and individual biases that make us complicit on that replication." We have based our 2024-2027 LCAP on the tenets of this Mission and Vision and our Anti Bias Guiding Principles. We believe implementing these actions and services will result in positive student outcomes. Our active family engagement work has yielded increased participation in developing these plans, further supporting our equity efforts with our community.

In 2024, the San Lorenzo Unified adopted the Four Year Strategic Plan with the following aspirational goals

Aspirational Goal 1: Ensure that each and every student completes high school and is ready for college, career, and life success.

Aspirational Goal 2: Develop students' understanding of civic responsibility and support their engagement in activities that advance social justice.

Aspirational Goal 3: Cultivate social emotional and environmental wellness as a foundation for high performance of both students and school employees.

Aspirational Goal 4: Ensure an excellent, effective and supportive learning and working environment for all students, families, and employees.

Reflections: Annual Performance

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

As we begin a new LCAP cycle with the 2024-2025 school year, we are focusing on the data from the California School Dashboard to establish baseline data points as well as measure progress and achievement. There have been several opportunities to review the California School Dashboard and local data with educational partners including our LCAP Steering Committee, District English Learner Advisory Committee, Instructional Leadership Teams at school sites, School Site Councils, English Learner Advisory Committees, and administrative leadership teams. The review of the data determined several areas to celebrate positive growth and several areas in which we have to focus on and improve.

The LCAP Annual Update provides a review of the metrics used to measure effectiveness of the Goals and Actions as determined in the 2021-2024 LCAP for San Lorenzo USD. In the Goal Analysis section, substantive differences in planned actions and actual implementation was shared. In addition any material differences between Budgeted Expenditures and Estimated Actual Expenditures were provided. Finally, an explanation of effectiveness of specific actions for each goal was discussed.

We saw gains in Math on the California School Dashboard for the Academic Performance metric. At the same time, we maintained our levels of achievement in English Language Arts for All Students. The Students with Disabilities group made gains as well as our White students and Asian students in Language Arts. Our Asian students made slight growth and scored 3.7 points above standard and our White students made significant gains increasing 28.2 points in Math. However, the metric for All Students is 48.6 points below standard in English Language Arts and 85.4 points below standard in Mathematics. Our African American students, English Learners, Homeless students, and Pacific Islander students declined or maintained achievement in Language Arts and Math with our African American students being 111.2 points below standard in Language Arts and 156.4 points below standard in Math. Homeless students scored 141.6 points below standard in Language Arts and declined to 195.2 points below standard in Math. Our English Learners scored 81 points below standard in Language Arts and maintained Math achievement at 105.2 points below standard. Pacific Islander students declined in Language Arts scoring 103.9 points below standard and also declined in Math scoring 142.1 below standard. These groups are our lowest-performing groups in Language Arts and Math on the California School Dashboard.

We also saw gains on the English Learner Progress Indicator on the California School Dashboard with 39% of our EL students making progress towards English Language Proficiency. This is an increase of 12.7% from the 2022 school year. 41.7% of our EL students increased one level on the English Learner Progress Indicator and 32.1% of our students maintained their levels on the metric.

Based on the College and Career indicator on the California School Dashboard our English Learners, Homeless students, and Students with Disabilities are our lowest-performing groups with less than 10% of the students from each group prepared for College and Career.

In reviewing the Academic Engagement metrics on the California School Dashboard we saw areas for improvement and growth. Our Chronic Absenteeism rate improved for All Students by declining 15.2% points to 31.7%. Our Students with Disabilities, Homeless students, and Hispanic students made the most improvement with declines in their chronically absent rates. However, our lowest-performing group, our Pacific Islander students, did not make any improvements in Chronic Absenteeism and maintained a 50% chronically absent rate.

The Graduation metric declined slightly by 3% on the California School Dashboard. The majority of our student groups declined on the graduation metric with only our White students and Asian students improving their graduation percentages.

AFRICAN AMERICAN RED-ELA

CAASPP ELA (N=307); 65.8% NOT MET; 19.87% NEARLY MET

AFRICAN AMERICAN RED-MATH

CAASPP MATH (N=305); 82.62% NOT MET; 12.46% NEARLY MET

AFRICAN AMERICAN RED=SUSPENSION

11.6% suspended at least one day; Maintained 0%; Number of Students: 708

ENGLISH LEARNERS RED-ELA

CAASPP ELA (N=1222)
71.52% NOT MET; 19.23% NEARLY MET
ENGLISH LEARNERS RED-MATH
CAASPP MATH (N=1214); 71.42% NOT MET; 19.11% NEARLY MET
ENGLISH LEARNERS RED-CCI
%AGE Prepared-6.1%; %AGE Approaching Prepared-18.2%; %AGE Not Prepared-75.8%

HOMELESS RED-ELA
CAASPP ELA (N=132); 81.06% NOT MET; 8.33% NEARLY MET
HOMELESS RED-MATH
CAASPP MATH (N=131); 79.39% NOT MET; 14.50% NEARLY MET
HOMELESS RED-CCI; %AGE Prepared-9.7%; %AGE Approaching Prepared-22.6%; %AGE Not Prepared-67.7%

PACIFIC ISLANDER RED-ELA
CAASPP ELA (N=67); 46.15% NOT MET; 38.46% NEARLY MET
PACIFIC ISLANDER RED-MATH
CAASPP MATH (N=63); 76.19% NOT MET; 12.70% NEARLY MET
PACIFIC ISLANDER RED-CHRONIC ABSENTEEISM
50% chronically absent; Maintained 0%' Number of Students: 86

STUDENTS WITH DISABILITIES RED-CCI
%AGE Prepared-1.9%; %AGE Approaching Prepared-20.0%; %AGE Not Prepared-78.1%

Multiple student groups at the district level, school, and student group within a school with the lowest performance level on the CA Dashboard are identified in the Appendix under LCAP Required Actions Spreadsheet. This document identifies specific student groups districtwide who have Red Indicators in areas on the California Dashboard as well as specific student groups with Red Indicators at specific schools. The spreadsheet gives additional detail as to which actions in the 2024-2027 LCAP will address the Red Indicators, both district and school wide.

Reflections: Technical Assistance

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

The Alameda County Office of Education (ACOE) has provided the San Lorenzo Unified School District with invaluable ongoing support for Differentiated Assistance. This support aims to enhance the district's capacity to improve student outcomes through the Local Control and Accountability Plan (LCAP) process. This process involves making strategic decisions on using resources provided by the Local Control Funding Formula (LCFF) and other state, local, and federal funding sources to address students' needs. ACOE has been instrumental through regular meetings, guidance, continuous review, and provision of resources. They have also allocated funding to support the review and drafting of our new three-year LCAP plan and have partnered with WestEd to conduct a Systemic Instructional Review (SIR). Moving

forward, ACOE will continue to offer assistance, including appointing a part-time administrator to manage the work stemming from the SIR findings.

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.

East Bay Arts High School

Support for Identified Schools

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

The Coordinator for Grants and Compliance met with the principal of East Bay Arts High School in February 2024 to review the CSI data and CSI requirements. The principal met with the East Bay Arts SSC and analyzed the suspension data. Based on a needs assessment and a root-cause analysis, it was determined that a TSA for Restorative Practices would be an effective use of CSI funds to address the suspension metric from the California School Dashboard. This evidence-based activity will help to support staff to implement restorative practices to address student behavior, improve the school climate, as well as support students and families in resolving conflicts using a restorative practices model. While CSI funds cannot be used for permanent employees, this position will be implemented on a temporary basis for the 2024-25 school year only. The team also discussed other uses of the funds in the event that the position could not be filled. These include consultant work to address racial bias since the majority of students suspended were students of color as well as extra hours for staff to engage in collaboration and professional development on restorative practices. These evidence-based practices are detailed in the Fostering Belonging, Transforming Schools: The Impact of Restorative Practices research paper from the Learning Policy Institute published in May 2023.

Monitoring and Evaluating Effectiveness

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

The San Lorenzo USD will monitor and evaluate the implementation and effectiveness of the CSI plans at East Bay Arts High School in systematic ways to support students and school improvement. The school will be supported with a School Level Needs Assessment for plan development and provided data to identify resource inequities. Further, a school monitoring process will be in place to support their unique needs and improvement plans.

Student engagement indicators will be monitored by both principal and district staff quarterly to identify effective practices for student improvement. Indicators will include referral and suspension data for the school site. Surveys for school climate will be conducted with students, staff, and families and reviewed twice a year by both principal and district staff. Written and oral feedback will be provided to the site principal regarding data from progress indicators. Effective restorative practices implementation data will be identified collected, and analyzed. Plan adjustments will be implemented based on the analyzed data.

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
Strategic Thinking and Planning Committee,	In 2023 the SLzUSD Board Trustees approved the new Strategic Plan Goals. This year the work has been to align those goals as the new LCAP goals and create action steps to support each goal aligned to our District's Mission, Vision, Anti-Bias Guiding Principles, and Graduate Profile. Metrics and assessment tools will also be revisited.
LCAP Steering Committee	<p>The LCAP Steering Committee includes parent representatives from each school and all labor groups and has a total of 21 members, representing every school, each bargaining group and representative students from the secondary level. This group serves as the District Parent Advisory Group and has representation of parents from multiple student groups, including parents/guardians of students who are English Learners, Socioeconomically Disadvantaged, Foster Youth and Students with Disabilities.</p> <p>Throughout the school year, the LCAP Steering Committee met regularly to monitor the implementation of the current LCAP plan. At meetings in January and February, the members reviewed meetings In April and May 2023, the district held meetings for the multi-stakeholder LCAP Steering Committee. This group consists of members of each stakeholder group as follows: Parents, Community, CSEA, San Lorenzo Teachers Association, and Administrators. Several of these members participated in prior years and have institutional knowledge of the LCAP process. Attendees discussed updates to the LCAP metrics and feedback from high school</p>

Educational Partner(s)	Process for Engagement
	<p>leadership classes. Members also provided feedback on goals and actions.</p> <p>Several themes emerged through all of these venues: opportunities for parent and family involvement and participation, the ongoing need for student socio-emotional and mental health support, and the need to retain and recruit highly qualified staff to support stability for our students. Investing in our staff.</p> <p>The theme of ensuring we have highly qualified staff will be supported by using LCFF resources to support the recruitment and retention of staff. The investment of increased salaries for teachers and staff across the board will not only provide stability and consistency for students but also allow for increased educational services for students at school sites.</p> <p>All meetings and documents have been translated into Spanish and Chinese. We held our Steering Committee meetings in the evenings and provided interpretation services for parents that needed them. Our meeting notes and data are on our district LCAP webpage, which we call the LCAP Portal, at www.slzUSD.org.</p>
School Site Councils,	<p>Each School Plan for Student Achievement is aligned to the District LCAP and site administrators work throughout the school year to conduct a cycle of inquiry, developing a comprehensive needs assessment, including a review of the California Dashboard, with all educational partners at each school site to develop goals aligned with the district/strategic plan goals. Then site administrators and SSC representatives identify strategic actions that are research based best practices to best address the identified needs of students at their school. Site budgets are also shared with site educational partners and allocated to specific goals and actions based on their feedback. All SPSAs are then reviewed by district administrators and presented to the Board of Trustees in May to be approved for the 2024-2025 school year.</p>
Arroyo HS and San Lorenzo HS Leadership classes,	<p>The mission of the Student Leaders of Arroyo High School is to create a positive influence on our students by leading events and giving them many different opportunities. Students can do this by creating events and pushing positive messages daily to create an environment that everyone is comfortable participating in. ASB represents all the</p>

Educational Partner(s)	Process for Engagement
	<p>students at Arroyo to fulfill each students unique requirements and desires.</p> <p>San Lorenzo High School's Associated Student Body holds the following CORE Principles which are essentially the foundation of their program.</p> <p>Create a safe and welcoming environment.</p> <p>Create strong relationships between staff and students.</p> <p>Value everyone's voice</p> <p>Create inclusive and diverse events for the student body.</p> <p>These two groups are representative of the students at their respective schools and provide input and feedback on the developed LCAP.</p>
Superintendents Student Advisory Committee,	The purpose of the Student Advisory Council, established after the introduction of Board Policy 9150 Student Board Member, is to discuss matters of policy and business mentioned at the meetings of the Board of Education, and beyond, for the operation of our school district and representation of the Student Body.
Family/Community Affinity Groups,	The African American Family Advisory Council is a group of educators and parents who meet to discuss the educational experiences and progress of African American students in the San Lorenzo Unified School District.
Virtual Parent Support Group	Each month all parents/guardians of students with disabilities are invited to an online support group opportunity. This is created as an opportunity to share concerns and challenges with a specific focus on the needs of families of students with disabilities. The District Social Worker then shares the perspective of these families at the LCAP Steering Committee meetings
District English Language Advisory Council (DELAC).	The San Lorenzo Unified School District supports the participation of all parents in their children's educational experience, including the parent of English Learners. The District's goal is to empower parents to support and meet their children's educational needs, encouraging parent participation in both district level such as the District English Learner Advisory Committee (DELAC) and school level committees such as the English Learner Advisory Committees (ELAC). The SLZ

Educational Partner(s)	Process for Engagement
	DELAC meets throughout the year to gather parent/guardian input regarding the specific needs of San Lorenzo English Learners. At the meeting on April 17, parents/guardians reviewed the proposed LCAP and were requested to share their input regarding the goals and actions for 2024-2027.
Other school personnel	Other school personnel were able to participate in the input process through School Site Council, and representative bargaining groups and the LCAP Steering Committee representation which serves as the District Parent Advisory Council.
SELPA Engagement	Through the Director of Special Services, the LEA engaged in discussions with the Mid Alameda County SELPA Administrator throughout the year to determine actions that can support Students with Disabilities and their families. Several meetings were held to review input from all educational partner groups, gather additional input and make any additions and/or changes that were needed
Equity Multiplier Engagement	The Equity Multiplier designation for Royal Sunset High School, prompted meetings in the Spring of 2023 with the site admin team to plan how to engage educational partners. After reviewing the criteria for Equity Multiplier designation, the site admin team presented the information to their SSC in order to receive input on recommended strategies to address the nonstability rate data as well as review the CA School Dashboard data. The site admin engaged the staff during a staff meeting to get their input as well.

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

San Lorenzo Unified continues to be in declining enrollment and faces ongoing challenges to adjust our budget to reflect these new circumstances. Several important areas of focus have emerged based on discussions with our educational partners. One major change is that the LCAP Steering Committee recommended that the LCAP Goals reflect the San Lorenzo USD Strategic Plan Aspirational Goals that were shared with the community in the Spring of 2024. This will ensure a more streamlined alignment within the district and increased transparency reflecting the Goals of the District. In service to these goals, the Steering Committee also made several recommendations to increase and improve services for English Learners, students who are socioeconomically disadvantaged and families in transition (homeless). These include professional development for certificated and classified staff related to instruction, intervention and social-emotional learning . They are also asking for more individualized supports for both Newcomers and Long Term English Learners (1.4, 1.6, 1.14). A common thread through the educational partner forums was the need to continue and increase support for student mental health and social-emotional well-being (3.2, 3.4). As such, our number of counselors (2.4) and social workers (3.6) remains steady. Last year Wellness Centers were created at school sites, and the Steering Committee recommends providing staffing at each school (3.3). In

discussion with the San Lorenzo DELAC, parents and families expressed the need for support with the availability of translation and interpretation services, given the increasing requests for family engagement across the district (4.2). In addition, all educational partners expressed the desire to increase parent/family engagement at the school site and district level (4.1, 4.3, 4.4).

SELPA- Special Education Local Plan Area Administrator

San Lorenzo's LCAP strategically embeds support for students with disabilities into the overall interventions and goals of the district. It is clear that focus has been given to students with disabilities, and the goals are related to the areas of need identified by their data and Differentiated Assistance status. Ensuring that the professional development and student interventions target staff and students in these identified groups is key to their success. San Lorenzo makes every effort to incorporate support for families of students with disabilities and has created opportunities to build community and solicit feedback.

Equity Multiplier - Royal Sunset High School - Based on the feedback and recommendations from the SSC and the staff at Royal Sunset High School, LCAP Goal 5 has actions and metrics to monitor and address attendance, school climate, and academics, including extra hours for attendance personnel who can connect with families to provide support and resources, professional development for staff focused on PBIS strategies to improve school climate, and supplemental academic intervention resources to support achievement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure that each and every student completes high school and is ready for college, career and life success.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Ensuring that each and every student completes high school and is ready for college, career, and life success is essential so the San Lorenzo Unified School District can fulfill its mission to advance authentic knowledge, skills and attributes that will allow our students to be creative and critical thinkers, ready to participate in our changing community and world. Completing high school and being prepared for college, career, and life success will empower our students to pursue their passions, achieve their goals, and lead fulfilling lives.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA Dashboard ELA 3-8 and 11	2023 California Dashboard CAASPP 2022-2023 Distance From Standard All -48.6 points English Learners - 81 points Students with Disabilities - 131.3 points African American - 111.2 points Latin X -64.7 points			CAASPP 2025-2026 Distance From Standard All-18 points English Learners - 36 points Students with Disabilities -86 points African American - 66 points Latin X -20 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Families in Transition (Homeless) -141.6 points Foster Youth - No Performance Level Pacific Islander - 103.9 points Asian +9.4 points FilipinX +8.9 points White -29.2 points Two or More			Families in Transition (Homeless) -96 points Foster Youth - No Performance Level Pacific Islander -59 points Asian +10 points FilipinX -7 points White -42 points Two or More -42 points	
1.2	CA Dashboard Math Grades 3-8 and 11	2023 California Dashboard CAASPP Distance From Standard All -85.4 points English Learners -105.2 points Students with Disabilities -164.3 points African American -156.4 points Latinx - 108.5 points Families in Transition (Homeless) -195.2 points Foster Youth - No Performance Level Pacific Islander - 142.1 points Asian +3.7 points Filipinx -26.7 points White -71.7 points			2026 California Dashboard CAASPP Distance From Standard All -55 points English Learners - 60 points Students with Disabilities -119 points African American - 111 points Latinx -63 points Families in Transition (Homeless) -150 points Foster Youth - No Performance Level Pacific Islander 97 points Asian +23 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races - 72.4			Filipinx +4 points White -41 points Two or More Races -27	
1.3	California Dashboard College and Career Indicator (CCI) High school graduates who are placed in the "Prepared" level on the College/Career Indicator.	2023 California Dashboard All- 27.1% English Learners 6.1% Students with Disabilities 1.9% African American 12.7% Latinx 19.3% Families in Transition (Homeless) 9.7%			2026 California Dashboard All- 42% English Learners 26.1% Students with Disabilities 22% African American 32% Latinx 39% Families in Transition (Homeless) 29%	
1.4	Graduation Rate	2023 California Dashboard All 89.7% English Learners 78.4% Students with Disabilities 75.2% Socioeconomically Disadvantaged 89.3% African-American 87.5% Latinx 88.1% Families in Transition (Homeless) 81.3% Foster Youth N/A Pacific Islander 92.3% Asian 94.1% Filipinx 89.7% White 94.4%			2026 California Dashboard All 95% English Learners 86% SED 95% Students with Disabilities 83% African-American 95% Latinx 95% Families in Transition (Homeless) 89% Pacific Islander 95% Asian 95% Filipinx 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races 94.4%			White 95% Two or More Races 95%	
1.5	California Dashboard Implementation of State Standards Local Indicator	2023 California Dashboard Implementation of State Standards Local Indicator Professional Development Full Implementation in all areas Instructional Materials ELA-Full Implementation Math- Initial Implementation Social Science Full Implementation ELD Standards Initial Implementation NGSS Beginning Development Policy and Program Support Initial Implementation in all areas			2026 California Dashboard Implementation of State Standards Local Indicator Professional Development Full Implementation and Sustainability in all areas Instructional Materials Full implementation and Sustainability in all areas Policy and Program Support Full Implementation and Sustainability in all areas	
1.6	CTE Pathway Completion	2023 California Dashboard Complete at least one CTE Pathway All Students 11.5% African American 7.8%			2026 California Dashboard Complete at least one CTE Pathway All Students 21%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian 4.2% FilipinX 3.8% Hispanic 14.8% Pacific Islander 7.7% White 14.8% Two+ Races 11.1% English Learners 8.2% SED 12% SWD 14.3% Families in Transition 15.6%			African American 20% Asian 15% FilipinX 15% Hispanic 20% Pacific Islander 15% White 20% Two+ Races 20% English Learners 20% SED 20% SWD 20% Families in Transition 20%	
1.7	Met CSU/UC Graduation Requirements	2023 California Dashboard Met CSU/UC Requirements All Students 33.8% African American 23.4% Asian 52.9% FilipinX 53.6% Hispanic 28.1% Pacific Islander 38.5% White 27.8% Two+ Races 27.8% English Learners 12% SED 31% SWD 7.6% Families in Transition 12.5%			2026 California Dashboard Met CSU/UC Requirements All Students 75% African American 75% Asian 75% FilipinX 75% Hispanic 75% Pacific Islander 75% White 75% Two+ Races 75% English Learners 75% SED 75% SWD 75% Families in Transition 75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Professional Development focused on intervention strategies for low income, English Learner, or Foster Youth students.	2024 –100% of Teachers trained on Common Core State Standards – 100% of English Learner Students are enrolled in core instruction classes and are supported with English Language Development daily in their classrooms through both Designated and Integrated ELD – 100% of students are enrolled in a broad course of student, inclusive of all Common Core instructional areas			2027 –100% of Teachers trained on Common Core State Standards – 100% of English Learner Students are enrolled in core instruction classes and are supported with English Language Development daily in their classrooms through both Designated and Integrated ELD – 100% of students are enrolled in a broad course of student, inclusive of all Common Core instructional areas	
1.9	Professional Development focused on intervention strategies for students with disabilities	2024 43% of assigned staff participate in Professional Development focused on intervention strategies for students with disabilities.			2027 90% of assigned staff will participate in Professional Development focused on intervention strategies for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					students with disabilities	
1.10	CA Science Test	2023 CAST Percentage of students who Met or Exceeded All students 21.10% Black/African American 1.53% Filipinx 26.36% Latinx 13.41% SED 17.07% SWD 4.02% English Learners 1.9%			2026 CAST Percentage of students who Met or Exceeded All students 31% Black/African American 17% Filipinx 36% Latinx 28% SED 21% SWD 19% English Learners 17%	
1.11	NWEA MAP Reading Grade 3 NOTE: This local assessment will be replaced in the Fall of 2024. New metrics will be added next year, when baseline data is available.	2023-2024 - Winter All Students: 26.6% English Learners: 13% Students with Disabilities: 10.1% African American Students: 3.2% Latin X Students: 22.2% Families in Transition (Homeless): N/A Pacific Islander Students: 12.5% Asian Students: 37.8% FilipinX Students: 50% White Students: 33.3% Students Two or More Races: 40.6%			2027 - Winter All Students: 42% English Learners: 33% Students with Disabilities: 30% African American Students: 23% Latin X Students: 42% Families in Transition (Homeless): N/A Pacific Islander Students: 32% Asian Students: 53% FilipinX Students: 53%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					White Students: 48% Students Two or More Races: 55%	
1.12	California Dashboard Implementation of State Standards EL Access to Core and ELD Standards Broad Course of Study Connected to LCFF State Priority: 7	2024 100% of Teachers trained on Common Core State Standards – 100% of English Learner Students are enrolled in core instruction classes and are supported with English Language Development daily in their classrooms through both Designated and Integrated ELD			2027 100% of Teachers trained on Common Core State Standards – 100% of English Learner Students are enrolled in core instruction classes and are supported with English Language Development daily in their classrooms through both Designated and Integrated ELD	
1.13	Met CTE Pathway completion and UC/CSU Requirements	2023 All Students: 36% English Learners: 5.3% Students with Disabilities: 7.3% African-American: 26.8% Latinx: 30.9% Families in Transition (Homeless): 14.3% Foster Youth: 0%			2026 All Students: 51% English Learners: 25% Students with Disabilities: 27% African-American: 46% Latinx: 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pacific Islander: 45.5% Asian: 54.2% Filipinx: 55.4% White: 31.3% Two or More Races: 27.8%			Families in Transition (Homeless): 34% Foster Youth: 20% Pacific Islander: 55% Asian: 65% Filipinx: 65% White: 52% Two or More Races: 27.8%	
1.14	Percentage of English Learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC)	2023 California Dashboard Based on ELPAC 41.7% made progress with at least one level 1.8% maintained an overall level 4 32.1% progressed at least one level 24% decreased at least one level			2026 California Dashboard Based on ELPAC 52% made progress with at least one level 10% maintained an overall level 4 42% progressed at least one level 14% decreased at least one level	
1.15	English Learner Reclassification Rate	2023 9.1%			2026 18%	
1.16	AP Pass Rate with a score of 3 or higher	2023 All 36% English Learners 25% Students with Disabilities 50% African American 0% Latinx 16.3% Families in Transition (Homeless) 33.3%			2026 All 46% English Learners 40% Students with Disabilities 55% African American 15% Latinx 31%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Families in Transition (Homeless) 46%	

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	Supplemental Instructional Resources and Activities	Funding for supplemental resources, activities, materials and supplies including technology, supplemental books and curriculum, and services to support instruction and improve academic achievement for all students with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students in ELA and Math as demonstrated on the CA Dashboard.	\$600,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Professional Development for Certificated and Classified Staff	Provide professional development for all certificated and classified staff aligned with Multi-Tiered System of Support, State Standards, District Anti Bias Principles, Graduate Profile, Health and Wellness Action Plan, and the District Vision to ensure that all students, with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students, have access to the core curriculum.	\$1,000,000.00	Yes
1.3	Teachers on Special Assignment	Support district-wide and site Teachers' on Special Assignment to provide professional development to support Tier 1 best practices so that all students, with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students, have access to the core curriculum. Site Instructional Coaches will not only support PD and Coaching on Tier 1 best practices but will also support students with Tier 2 interventions based on data cycles.	\$2,000,000.00	Yes
1.4	English Learner Newcomer Program	Provide personnel and resources for our English Learner Newcomer Programs to maintain class size reduction and support students new to the country. This action will specifically address low performance for English Learners in ELA and Math.	\$805,000.00	Yes
1.5	Formative Assessments	Provide local formative assessment systems, resources, materials, activities, and services to measure student growth and progress throughout the year for all students with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students in core curriculum areas of ELA and Math. This allows for opportunities to better disaggregate learning outcomes in real-time, rather than wait for state assessment results to allow teachers and other support staff to differentiate instructional approaches that are aligned with culturally	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		relevant practices in order to recognize and support the diversity of needs within the student population.		
1.6	Dual Language Immersion and Bilingual Program	Provide a primary grade Dual Language Immersion program for students in grades K-5 at Hesperian Elementary and a K-4 Bilingual program at Colonial Acres Elementary to enable students to become bilingual, biliterate, and bicultural in English and Spanish. This action will contribute to positive academic outcomes for English Learners, low income and foster and unhoused youth through the precepts of bilingual instruction.	\$2,212,579.00	Yes
1.7	Highly Qualified Staff	Sustain compensation increases to attract and retain highly qualified staff with attention to attracting employees who can be successful in providing effective, culturally relevant instruction consistent with District Goals for students who are English Learners, Low income, Foster Youth, and/or unhoused or unaccompanied minors. This includes benefits and salaries for all employee groups, including certificated, classified, and management.	\$9,500,000.00	Yes
1.8	Common Planning Time	Provide Common Planning Time, where half of the days will be co-planned with site Instructional Leadership Teams to support all students with a specific focus on students who are English Learners, Socioeconomically Disadvantaged, Homeless, Foster Youth, and Students with Disabilities. This will offer focused time and support to identify instructional practices that are aligned to culturally relevant teaching and learning as well as increased differentiation of student needs. Provide professional development for use of Common Planning Time for teachers to engage in cycles of inquiry utilizing student data and incorporate best practices/teaching strategies into their lessons and classroom activities.	\$2,000,000.00	Yes
1.9	Small Learning Communities	Provide additional funding for Small Learning Communities at the High School level for personnel, resources, materials and supplies, and services that support all students with a specific focus on Low Income students, English Learners, Homeless and Foster Youth, African American students,	\$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and Students with Disabilities to ensure high school graduation, pass A-G courses with a grade of C or better, and inspire students to participate in future college and career opportunities.		
1.10	College and Career Program	Provide personnel, resources, supplies and materials, and services for all students with a specific focus on Low Income students, English Learners, Foster Youth, African American students, and Students with Disabilities to support the college and career pathways program. This will allow increased access to students who might be the first in their family to aspire to a college education or professional career. It will provide the unique support demanded for students who might otherwise not be able to navigate the demands of transitioning to post high school college/career.	\$1,027,800.00	Yes
1.11	Additional Certificated Staffing	Provide additional certificated staffing to support class size reduction with a specific focus on supporting Low Income students, English Learners, and Foster Youth. This provides a smaller adult/student ratio, increased opportunities to access services and support, and a higher chance of recruiting and hiring a full-time teacher, thus ensuring a highly qualified teacher in every classroom. Any additional staffing will be based on student needs as core schedules are drafted at the beginning of the school year.	\$1,700,729.00	Yes
1.12	Continuation High School	Provide a continuation high school program for students needing an alternative high school program with a specific focus on supporting Low Income students, English Learners, and Foster Youth.	\$1,355,000.00	Yes
1.13	District Independent Contract Education	The District Independent Contract Education (DICE) program is a voluntary alternative educational opportunity. The program is designed to serve elementary, middle, and high school students with a specific focus on supporting Low Income students, English Learners, and Foster Youth.	\$839,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Students are instructed by certificated teachers in individual and/or small groups.		
1.14	Bilingual Paraprofessionals	Provide funding for Bilingual Paraprofessionals to support English language development for English Learners. Bilingual Paraprofessionals will support primary language literacy as well as language skills transfer to English that are requirements of Common Core English Language Development and English Language Arts standards.	\$800,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Develop students' understanding of civic responsibility and support their engagement in activities that advance social justice.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

Developing students' understanding of civic responsibility and supporting their engagement in activities that advance social justice is essential for fostering active citizenship, promoting social cohesion, addressing injustice, building critical thinking skills, preparing global citizens, and encouraging lifelong learning and engagement.

By engaging students in activities that advance social justice, educators cultivate empathy, compassion, and respect for diverse perspectives. Equipping students with the tools to recognize and address social injustices prepares them to challenge systemic inequalities and advocate for marginalized groups. This can lead to tangible changes in policies, practices, and attitudes that perpetuate discrimination and oppression. The key word in this goal is engagement. We want our students to be engaged in their academics since academic success is the foundation in learning to evaluate information, consider multiple viewpoints, and develop informed opinions in order to navigate current and future complex global challenges.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Dashboard Graduation Rate	2023 California Dashboard All 89.7% English Learners 78.4% SED 89.3% Students with Disabilities 75.2% African-American 87.5% Latinx 88.1%			2026 California Dashboard All 95% English Learners 86% SED 95% Students with Disabilities 83% African-American 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Families in Transition (Homeless) 81.3% Pacific Islander 92.3% Asian 94.1% Filipinx 89.7% White 94.4% Two or More Races 94.4%			Latinx 95% Families in Transition (Homeless) 89% Pacific Islander 95% Asian 95% Filipinx 95% White 95% Two or More Races 95% Blue	
2.2	California Dashboard Suspension Rate	2023 California Dashboard All Students- 3.6% Asian 1.2% African American 11.6% FilipinX 1.3% LatinX 3.3% Pacific Islander 5.0% White 4.7% Two+Races 3.8% SED 4.0% EL 2.6% SWD 7.0% Foster Youth 11.1% Families in Transition 5.3%			2026 California Dashboard All Students- 1% Asian 1% African American 7% FilipinX 1% LatinX 1% Pacific Islander 2% White 1% Two+Races 1% SED 1% EL 1% SWD 3% Foster Youth 6% Families in Transition 2%	
2.3	California Dashboard Chronic Absenteeism	2023 California Dashboard All Students 37.7 Asian 10.8 % African American 50.2% FilipinX 20% LatinX 34.5%			2026 California Dashboard All Students- 23% Asian 5% African American 30% FilipinX 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pacific Islander 50% White 29.9 % Two+Races 40.9% SED 34.1% EL 29.6% SWD 43.6% Foster Youth 47.1% Families in Transition 47.8%			LatinX 14% Pacific Islander 30% White 15% Two+Races 21% SED 15% EL 15% SWD 23% Foster Youth 27% Families in Transition 28%	
2.4	California Healthy Kids Survey	2023 Metric Cal-SCHLS (CHKS) - Caring Adults Student Group Grade 5 83% Grade 7 46% Grade 9 59% Grade 11 52% Grade NT (Non-Traditional) 83% Metric Cal-SCHLS (CHKS) - Meaningful Participation Student Group Grade 5 48% Grade 7 23% Grade 9 22% Grade 11 20% Grade NT (Non-Traditional) 32% Metric			2025 Metric Cal-SCHLS (CHKS) - Caring Adults Student Group Grade 5 93% Grade 7 56% Grade 9 69% Grade 11 62% Grade NT (Non-Traditional) 93% Metric Cal-SCHLS (CHKS) - Meaningful Participation Student Group Grade 5 58% Grade 7 33% Grade 9 32% Grade 11 30% Grade NT (Non-Traditional) 42%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Cal-SCHLS (CHKS) - School Connectedness Student Group Grade 5 74% Grade 7 45% Grade 9 47% Grade 11 37% Grade NT (Non-Traditional) 63%			Metric Cal-SCHLS (CHKS) - School Connectedness Student Group Grade 5 84% Grade 7 55% Grade 9 57% Grade 11 90% Grade NT (Non-Traditional) 47%	
2.5	Expulsion Rate CDE Data Quest	2023 CDE Data Quest Five Year Cohort Outcomes 3.5% HS Expulsion Rate			2026 CDE Data Quest Five Year Cohort Outcomes 0% HS Expulsion Rate	
2.6	HS Dropout Rate: CDE Data Quest	2023 CDE Data Quest Five Year Cohort Outcomes 3.5% HS Dropout Rate			2026 CDE Data Quest Five Year Cohort Outcomes <.5% HS Dropout Rate	
2.7	Satisfactory Attendance	2024 (End of Quarter 3) All 66.74% English Learners 34%% Students with Disabilities 19% African-American 51.83% Latinx 62.13% Families in Transition (Homeless) 77% Foster Youth 2.67% Pacific Islander 59.65%			2027 (End of Quarter 3) All 77% English Learners 49%% Students with Disabilities 34% African-American 66% Latinx 77%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian 87.33% Filipinx 77.72% White 58.1% Two or More Races 65.83%			Families in Transition (Homeless) 77% Foster Youth 18% Pacific Islander 75% Asian 88% Filipinx 80% White 73% Two or More Races 80%	

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	Multi-Tiered System of Support Implementation	Provide professional development, resources, and services on the Multi-tiered System of Support (MTSS) model to identify Tier 1, 2, and 3 support practices designed to improve student academic learning, behavior, and social-emotional needs with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students. This action includes training on discipline matrix, restorative practices, alternatives to suspension, and ongoing support mechanisms to assist with implementation as well as training and support for site Coordination of Services Teams (COST) with clear expectations and procedures, problem-solving support, and ongoing progress monitoring guidelines.	\$100,000.00	Yes
2.2	Academic and Behavioral Support	Hire psychologists to provide increased support and services for students with academic and behavioral needs with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students in order to improve academic and social-emotional outcomes.	\$194,000.00	Yes
2.3	Supplemental Nurses	Provide nurses to increase educational opportunities and support for students with higher risk of health issues such as diabetes and asthma with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students in order to address issues of chronic absenteeism. x	\$260,000.00	Yes
2.4	Supplemental School Site Counselors	Provide additional counselors at Middle and High school sites to support counseling services for students in order to improve academic and social-emotional outcomes with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students.	\$800,000.00	Yes
2.5	Student Leadership Opportunities	Provide resources, support, materials, and supplies to create opportunities for students to participate in activities that contribute to the development	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and implementation of district policies and programs with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students in order to foster a sense of civic engagement, responsibility, and efficacy. This includes the District Student Advisory Council, Student Newspaper publications, school announcements, and electronic communication systems. Encourage student attendance and participation in Board meetings, School Site Councils, English Learner Advisory Committees, the LCAP Steering Committee, Culture/Climate Committees, Student Clubs, CTE Advisory Boards, and other districtwide events.		
2.6	Music Education	Provide opportunities for students to participate in music education. This includes personnel, materials and supplies, and services with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students in order to increase engagement, motivation and contribute to positive academic outcomes. Given the need for differentiated approaches to learning, music education contributes to improved creativity and confidence, better mental health and emotional stability, and student performance, all of which are necessary to address the effects of post-pandemic education, and trauma for underserved student populations.	\$940,000.00	Yes
2.7	Library	Provide library resources including personnel, materials and supplies, and services to support all students, with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students, in activities that promote increased literacy, civic engagement. and school connectedness. Studies have shown a positive correlation between strong school library programs and student achievement. These measures of student achievement include but are not limited to, increased standardized test scores in both reading and math, higher graduation rates, and academic mastery. These findings persist even when controlling for socioeconomic status.	\$1,015,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Cultivate social emotional and environmental wellness as a foundation for high performance of both students and school employees.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Cultivating social-emotional and environmental wellness as a foundation for high performance among students and school employees is crucial for promoting academic achievement, creating a positive school climate, improving mental health, increasing engagement and satisfaction, fostering positive behavior and discipline, preparing for success in life, and promoting sustainable practices. By prioritizing these goals, we will create an environment where all members of the community can thrive and reach their full potential. Social-emotional wellness is closely linked to positive behavior and effective discipline practices. By teaching students emotional intelligence, conflict resolution skills, and empathy, we can continue to reduce disciplinary incidents and create a more peaceful and respectful learning environment. Cultivating social-emotional and environmental wellness equips students with essential life skills that are critical for success in both academic and professional settings. These skills include self-management, interpersonal communication, collaboration, and problem-solving, which are valuable assets in navigating the complexities of adulthood.

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 Healthy Kids Survey CHKS Caring Adults in School Meaningful Participation Perception of School Connectedness	2023 California Healthy Kids Caring Adults in School Grade 5 83% Grade 7 46% Grade 9 49% Grade 11 52% Non-Traditional 83%			2025 California Healthy Kids Caring Adults in School Grade 5 93% Grade 7 56% Grade 9 69% Grade 11 62%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Meaningful Participation</p> <p>Grade 5 49%</p> <p>Grade 7 23%</p> <p>Grade 9 22%</p> <p>Grade 11 20%</p> <p>Grade NT (Non-Traditional) 32%</p> <p>School Connectedness</p> <p>Grade 5 74%</p> <p>Grade 7 45%</p> <p>Grade 9 47%</p> <p>Grade 11 37%</p> <p>Non-Traditional 63%</p>			<p>Grade NT (Non-Traditional) 93%</p> <p>Meaningful Participation Student Group</p> <p>Grade 5 58%</p> <p>Grade 7 33%</p> <p>Grade 9 32%</p> <p>Grade 11 30%</p> <p>Grade NT (Non-Traditional) 42%</p> <p>School Connectedness Student Group</p> <p>Grade 5 84%</p> <p>Grade 7 55%</p> <p>Grade 9 57%</p> <p>Grade 11 90%</p> <p>Grade NT (Non-Traditional) 47%</p>	
3.2	Professional Development focused on intervention strategies for low income, English Learner, or Foster Youth students.	43% participation of staff in Professional Development focused on intervention strategies for students with disabilities			90% participation of staff in Professional Development focused on intervention strategies for low income, English Learner, or Foster Youth students.	
3.3	Professional Development focused on intervention strategies	43% participation of staff in Professional Development focused			90% Professional Development focused on	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for students with disabilities	on intervention strategies for students with disabilities			intervention strategies for students with disabilities	
3.4	California Dashboard Suspension Rate	2023 California Dashboard All Students- 3.6% Asian 1.2% African American 11.6% FilipinX 1.3% LatinX 3.3% Pacific Islander 5.0% White 4.7% Two+Races 3.8% SED 4.0% EL 2.6% SWD 7.0% Foster Youth 11.1% Families in Transition 5.3%			2026 California Dashboard All Students- 1% Asian 1% African American 7% FilipinX 1% LatinX 1% Pacific Islander 2% White 1% Two+Races 1% SED 1% EL 1% SWD 3% Foster Youth 6% Families in Transition 2%	
3.5	California Dashboard Chronic Absenteeism	2023 California Dashboard All Students 37.7 Asian 10.8 % African American 50.2% FilipinX 20% LatinX 34.5% Pacific Islander 50% White 29.9 % Two+Races 40.9% SED 34.1% EL 29.6% SWD 43.6% Foster Youth 47.1%			2026 California Dashboard All Students- 23% Asian 5% African American 30% FilipinX 10% LatinX 14% Pacific Islander 30% White 15% Two+Races 21% SED 15% EL 15% SWD 23%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Families in Transition 47.8%			Foster Youth 27% Families in Transition 28%	
3.6	High School Dropout Rate	2023 CDE Data Quest Five Year Cohort Outcomes 3.5% HS Dropout Rate			2026 CDE Data Quest Five Year Cohort Outcomes <.5% HS Dropout Rate	
3.7	Middle School Dropout Rate	2022-2023 CDE Data Quest Five Year Cohort Outcomes 0% MS Dropout Rate			2025-2026 CDE Data Quest Five Year Cohort Outcomes 0% MS Dropout Rate	
3.8	California School Staff Survey CSSS Participation Rate School Connectedness Caring Adults in School Meaningful Participation	2023-24 California School Staff Survey Participation Rate All – 427 ES- 254 MS- 52 HS- 99 Non Traditional- 22 School Connectedness Grade 5 – 74% Grade 7 – 45% Grade 9 – 47% Grade 11 – 37% Non-Traditional – 63% Caring Adults in School (Strongly Agree) All – 38% ES- 40%			2025 California School Staff Survey School Connectedness Grade 5 84% Grade 7 55% Grade 9 57% Grade 11 47% Non-Traditional 73% Caring Adults in School (Strongly Agree) All 48% ES 50% MS 27% HS 49%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MS- 17% HS- 39% Non Traditional- 62% Meaningful Participation (Strongly Agree) All – 23% ES- 21% MS- 17% HS- 27% Non Traditional- 46% Clean and Well Maintained Facilities (Strongly Agree) All – 17% ES- 18% MS- 4% HS- 12% Non Traditional- 60%			Non Traditional 72% Meaningful Participation (Strongly Agree) All 33% ES 31% MS 27% HS 37% Non Traditional 56% Clean and Well Maintained Facilities (Strongly Agree) All 27% ES 28% MS 14% HS 22% Non Traditional 70%	
3.9	CA Dashboard Local Indicator Basic Services: Williams Act / Compliance and Reporting	Most recent data is from 2020-2021 SARC: Appropriate Assigned and fully credentialed teachers: 380.5 (77%) Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home			2025-2026 SARC: Appropriate Assigned and fully credentialed teachers: 100% Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0% Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0%			At School And At Home 0% Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0%	

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	Staffing and Resources to Maintain a Safe and Welcoming Environment	Provide personnel, resources, materials and support, and services focused on safety to create and maintain a welcoming school environment with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students.	\$1,300,000.00	Yes
3.2	Restorative Practices	Provide personnel, materials and supplies, and services for the implementation of Restorative Practices for all school sites with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students in order to contribute to an increased sense of school connectedness, meaningful participation and positive relationships with caring adults.	\$400,000.00	Yes
3.3	Wellness Center Staff	Provide staffing for Wellness Centers to support Social Emotional Learning programs and practices, positive attendance, and assessment and monitoring of additional student needs with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students.	\$1,500,000.00	Yes
3.4	Social Emotional Programs, materials, and resources	Provide Social Emotional Learning programs to support positive behavior interventions, materials and supplies to support these programs as well as additional resources for implementation.	\$300,000.00	Yes
3.5	Home to School Transportation	Provide students with home to school transportation opportunities to ensure students attend school and receive a quality education.	\$600,000.00	Yes
3.6	Social Workers	Provide Social Workers to assist all students, with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students to address chronic absenteeism, support student wellness and	\$950,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		site wellness centers, provide crisis support, support homeless/families in transition, and support Community Resource Fairs.		
3.7	Supplemental School Site Funding	Provide additional funding to school sites based on the equity formula that aligns with the percentage of high needs students at each site. The additional funds are used to support increased services as outlined in their School Plans for Student Achievement.	\$1,000,000.00	Yes
3.8	Physical Education	Provide opportunities for all students, with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students, to participate in physical health and wellness education and activities throughout the school day.	\$1,500,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Ensure an excellent, effective and supportive learning and working environment for all students, families and employees.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement)
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An explanation of why the LEA has developed this goal.

Ensuring an excellent, effective, and supportive learning and working environment for all students, families, and employees is essential for promoting equity and inclusion, optimizing learning outcomes, fostering healthy relationships and communication, supporting well-being and mental health, enhancing retention and recruitment, encouraging community engagement and partnership, and preparing students for life beyond school. By prioritizing this goal, we can foster a culture of excellence where every member of the San Lorenzo Unified School District community can thrive and address the needs of our students more effectively.
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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	California Dashboard Parent Engagement Local Indicator	Building Partnerships for Student Outcomes: Initial Implementation Building Relationships Between School Staff and Families: Full Implementation Seeking Input for Decision-Making Full Implementation .			Building Partnerships for Student Outcomes.Full Implementation and Sustainability in all areas Building Relationships Between School Staff and Families: Full	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Implementation and Sustainability	
					Seeking Input for Decision-Making Full Implementation and Sustainability	
4.2	California School Parent Survey (CSPS) Perception of School Connectedness Caring Adults in School Meaningful Participation	2023 California School Parent Survey (CSPS) Participation Rate Grade 5 48% Grade 7 82% Grade 9 51% Grade 11 80% Non-Traditional 80% School Connectedness Grade 5 74% Grade 7 45% Grade 9 47% Grade 11 37% Non-Traditional 63% Caring Adults in School Grade 5 78% Grade 7 46% Grade 9 49% Grade 11 52% Non-Traditional 78% Cal-SCHLS (CHKS) - Meaningful Participation Grade 5 49% Grade 7 23%			2025 California School Parent Survey (CSPS) Participation Rate Grade 5 58% Grade 7 92% Grade 9 61% Grade 11 90% Non-Traditional 90% School Connectedness Grade 5 84% Grade 7 55% Grade 9 57% Grade 11 47% Non-Traditional 73% Caring Adults in School Grade 5 88% Grade 7 56% Grade 9 59% Grade 11 62%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 9 22% Grade 11 20%			Non-Traditional 88% Cal-SCHLS (CHKS) - Meaningful Participation Grade 5 59% Grade 7 33% Grade 9 32% Grade 11 30%	
4.3	California School Staff Survey CSSS School Connectedness Caring Adults in School Meaningful Participation	2023 California School Staff Survey School Connectedness Grade 5 74% Grade 7 45% Grade 9 47% Grade 11 37% Non-Traditional 63% Caring Adults in School (Strongly Agree) All 38% ES 40% MS 17% HS 39% Non Traditional 62% Meaningful Participation (Strongly Agree) All 23% ES 21% MS 17% HS 27% Non Traditional 46%			2025 California School Staff Survey School Connectedness Grade 5 84% Grade 7 55% Grade 9 57% Grade 11 47% Non-Traditional 73% Caring Adults in School (Strongly Agree) All 48% ES 50% MS 27% HS 49% Non Traditional 72% Meaningful Participation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Clean and Well Maintained Facilities (Strongly Agree) All 17% ES 18% MS 4% HS 12% Non Traditional 60%			(Strongly Agree) All 33% ES 31% MS 27% HS 37% Non Traditional 56% Clean and Well Maintained Facilities (Strongly Agree) All 27% ES 28% MS 14% HS 22% Non Traditional 70%	
4.4	Family/Parent Participation in school and district family engagement events and training. information/sign-ins at events and trainings. Compare the percentage of attendees to student demographic information: low-income, English Learner, and Foster Youth, Students with Disabilities.	2022-2023 Average of Average of 147 participants at African American Family Advisory Council (AAFAC) events Average of 25-30 participants in Latinx Parent Advisory Committee Starting Native American and Asian American/Pacific Islander (AAPI) Committees.			2026-2027 Increase average # of participants by 10% each year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Average of 50 participants in District English Learner Advisory Council (DELAC)</p> <p>Average of 20 participants in Virtual Parent Support Group for families of Students with Disabilities</p> <p>Average of 20 participants in the LCAP Steering Committee with has representation of parents English Learners, Socioeconomically Disadvantaged, Foster Youth and Students with Disabilities.</p>				
4.5	Professional Development focused on intervention strategies for low income, English Learner, or Foster Youth students.	<p>2024</p> <p>–100% of Teachers trained on Common Core State Standards</p> <p>– 100% of English Learner Students are enrolled in core instruction classes and are supported with English Language Development daily in their classrooms</p>			<p>2027</p> <p>–100% of Teachers trained on Common Core State Standards</p> <p>– 100% of English Learner Students are enrolled in core instruction classes and are supported with English Language</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		through both Designated and Integrated ELD – 100% of students are enrolled in a broad course of student, inclusive of all Common Core instructional areas			Development daily in their classrooms through both Designated and Integrated ELD – 100% of students are enrolled in a broad course of student, inclusive of all Common Core instructional areas	
4.6	Professional Development focused on intervention strategies for students with disabilities	43% participation of staff in Professional Development focused on intervention strategies for students with disabilities			95% Professional Development focused on intervention strategies for students with disabilities	

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	District Committees	Provide resources, materials and supplies, and services to support the involvement of employees, students, and families in district committee work. A focus on training and communication regarding racial equity work, healthy living, safety needs, supportive environments, and state and federal programs and mandates will be covered. These committees include support for Equity Teams, the Health and Wellness Committee, the District Safety Committee, the District English Learner Advisory Committee, the LCAP Steering Committee, and other district committees that contribute to the implementation, development, and monitoring of district policies and initiatives.	\$350,000.00	Yes
4.2	District Translation and Interpretation Services	Personnel, resources, and services to provide translation and interpretation to assist families in accessing school activities, events, and materials including support for families of students with IEPs. Specific services include written and oral translations.	\$400,000.00	Yes
4.3	Family Engagement	Provide parents forums for advocacy, partnership, and education to support their children's school experiences These groups can include Family Engagement groups for Students with Special Needs, African American Students, Latinx Students, Asian American Pacific Islander Students, Native American Students, Community Advisory Committee (Special Education Local Plan Agency-SELPA program), Educationally Related Mental Health Services (ERMHS) Parent Education Group, and other forums that contribute to participation, development, and support for family and school partnership.	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	School Community Liaisons	Provide School Community Liaison personnel to support the positive communication and engagement needs of the parent and family school community. This work includes engaging all families, including African American, Latino, families of students with Special Needs, families in transition/homeless, and bilingual families. School Community Liaisons will provide specific support by working with school site Culture and Climate teams and district staff to provide a variety of opportunities and resources while continuing to monitor and evaluate the efficacy and success of these efforts in relation to these specific subgroups throughout the year.	\$480,000.00	Yes
4.5	Family Training Opportunities	Provide resources, materials and supplies, and services to implement, develop, and facilitate training opportunities for parents and families based on survey results, data analysis, and family engagement with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students. These topics can include but are not limited to Computer Literacy, Avoiding Chronic Absenteeism, College/Career information for all student levels, TK-12 Academics, and Parenting skills classes.	\$50,000.00	Yes
4.6	Additional Classified Staffing	Provide additional classified personnel to support school sites with a specific focus on supporting Low Income students, English Learners, and Foster Youth. This provides a smaller adult/student ratio and increased opportunities to access services and support.	\$505,300.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Equity Multiplier Goal: Students will have a quality experience at Royal Sunset High School in order to meet and exceed expectations for College, Career and Life Readiness. This will include regular attendance and engagement in academic and social emotional learning.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Equity Multiplier Goal is new for the 2024-25 LCAP at Royal Sunset High School and is required based on the nonstability rate and UPP. In response to the Royal Sunset SSC work analyzing and discussing the California Schools Dashboard data for the College and Career Indicator for all students as well as the CCI for Hispanic and Socioeconomically Disadvantaged students, the following recommendations were made: Increase in support for attendance as well as support to address CCI. All students including Hispanic and Socioeconomically Disadvantaged students were in the lowest-performing areas for CCI. The analysis of the Absenteeism rates for Royal Sunset indicates a need to support all students with a specific focus on Hispanic and Socioeconomically Disadvantaged students with programs and services to improve school attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Absenteeism	2023 CDE Data Quest Unexcused Absences All Students: 78.8% African American- 65.9% Hispanic 80.9% English Learner: 79.3% SED 78.9% SWD 72.8%			2026 CDE Data Quest Unexcused Absences All Students: 59% African American- 46% Hispanic 61% English Learner: 59% SED 59% SWD 53%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Stability Rate CDE Data Quest	All Students: 41,4% African American-40% Hispanic 36.2%			All Students: 21% African American 20% Hispanic 16%	
5.3	College and Career Indicator	2023 Prepared for College and Career Royal Sunset All- 0% English Learners 0% SED 0% Students with Disabilities 0% African American 0% Latinx 0% Families in Transition (Homeless) 0%			2026 All- 15% English Learners- 15% SED 15% Students with Disabilities-15% African American 15% Latinx- 15% Families in Transition (Homeless)- 15%	
5.4	Graduation Rate	2023 CA Dashboard All Students: 76.4% Hispanic 76.7% English Learner: 80% SED 76.5%			2026 CA Dashboard All Students: 95% Hispanic 95% English Learner: 95% SED 95%	
5.5	Teacher Misassignment	Authorization/Assignment 2020-21 Permits and Waivers 0.00 Misassignments 0.50 Vacant Positions 0.00			Authorization/Assignment 2026 Permits and Waivers 0 Misassignments 0 Vacant Positions 0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Total Teachers Without Credentials and Misassignments 0.50			Total Teachers Without Credentials and Misassignments 0	

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
5.1	Attendance Support	Provide personnel, resources, supplies and materials, and services to improve attendance	\$100,000.00	

Action #	Title	Description	Total Funds	Contributing
5.2	Professional Development	Provide staff professional development focused on PBIS to maintain and enhance school climate to motivate and inspire students to prepare for college and career.	\$40,000.00	
5.3	Academic Interventions	Provide supplemental academic intervention resources including materials and supplies, and services to support students in accessing standards-based curriculum.	\$19,997.00	

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
\$30,426,698	\$3,654,173

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
34.226%	6.944%	\$6,562,710.49	41.170%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Supplemental Instructional Resources and Activities Need: California Dashboard Red/Lowest Performance Indicators: ELA and Math for : <ul style="list-style-type: none"> African American English Learners Homeless 	To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have any and all resources to be able to be successful in college, career and life. These resources will allow LEA to address the CA Dashboard Red Indicators to support student academic success and implementation of State Standards. This allows for opportunities to differentiate instructional approaches that are aligned with culturally relevant practices in order to recognize and support the	CAASPP ELA and Math Distance from Standard, CAST Met/Exceeded Standards; Local Indicators- Implementation of State Standards; ELPAC

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
	<ul style="list-style-type: none"> Pacific Islander <p>2023 CAST All students 21.10% Met or Exceeded Black/African American 1.53% Filipinx 26.36% Latinx 13.41% SED 17.07% SWD 4.02% English Learners 1.9%</p> <p>Scope: LEA-wide</p>	<p>diversity of needs within the student population. However, the nature of this action does not allow differentiated delivery to unduplicated students only. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%.</p>	
1.2	<p>Action: Professional Development for Certificated and Classified Staff</p> <p>Need: California Dashboard Red/Lowest Performance Indicators: ELA and Math for :</p> <ul style="list-style-type: none"> African American English Learners Homeless Pacific Islander <p>Based on the California Dashboard Local Indicator of Implementation of State Standards, the LEA is at Full Implementation of PD. This action will move the LEA forward to full implementation and sustainability.</p>	<p>To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, receive instruction and support that is culturally relevant and best practices and research-based. As the LEA continues to focus on recruiting and retaining high quality teachers and support staff, ongoing Professional Development is critical to this effort. These resources will allow LEA to address the CA Dashboard Red Indicators to support student academic success and implementation of State Standards. This District wide Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%.</p>	<p>Professional Development Attendance rates, Local Indicator Implementation of State Standards, CA Dashboard ELA and Math</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
	Scope: LEA-wide		
1.3	<p>Action: Teachers on Special Assignment</p> <p>Need: California Dashboard Red/Lowest Performance Indicators: ELA and Math for :</p> <ul style="list-style-type: none"> • African American • English Learners • Homeless • Pacific Islander <p>Yellow for ELPI</p> <p>Based on ELPAC data, English Learners are minimally proficient in English Language Proficiency. Based on the California Dashboard Local Indicator of Implementation of State Standards, the LEA is at Full Implementation of PD.</p> <p>Scope: LEA-wide</p>	<p>To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have access to Tier 1 Best Practices. The assigned teachers will provide academic coaching for teachers to develop differentiated and culturally relevant instruction specifically designed to close academic learning gaps for students in the areas of ELA, Math and ELD. This action will move the LEA forward to full implementation and sustainability of the implementation of State Standards. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.</p>	CAASPP, Local Indicators Implementation of State Standards, ELPAC
1.5	<p>Action: Formative Assessments</p> <p>Need: California Dashboard Red/Lowest Performance Indicators: ELA and Math for :</p>	<p>To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have access to research-based assessment systems. By providing additional formative assessment systems and resources, SLZUSD will be able to more effectively monitor academic achievement</p>	CAASPP ELA and Math DFS; Local Indicators Implementation of State Standards; ELPAC

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
	<ul style="list-style-type: none"> • African American • English Learners • Homeless • Pacific Islander <p>Based on ELPAC data, English Learners are minimally proficient in English Language Proficiency. Based on Implementation of State Standards, curriculum implementation continues to fall into the range of Beginning Development to Full Implementation, and focus on Policy and Program Support is at Initial Implementation in all areas.</p> <p>Scope: LEA-wide</p>	<p>throughout the school year to support teachers to monitor the implementation of standards-based curriculum and progress towards meeting State Standards and student achievement goals. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.</p>	
1.7	<p>Action: Highly Qualified Staff</p> <p>Need: CA Dashboard Red Indicators Districtwide: ELA- African American, English Learner, Homeless, Pacific Islander Math-African American, English Learner, Homeless, Pacific Islander</p> <p>2023 CAST All students 21.10% Met or Exceeded Black/African American 1.53% Filipinx 26.36% Latinx 13.41% SED 17.07% SWD 4.02% English Learners 1.9%</p>	<p>To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have access to highly qualified teachers. This action is provided on an LEA wide basis to attract and retain highly qualified teachers. Given current teacher shortages, the district has provided an increase in compensation in order to support the sustainability, continuity and development of a highly qualified workforce to best serve students who are impacted by systemic issues of equity in our community. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District wide Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action</p>	<p>CA Dashboard ELA and Math; ELPAC; CAST; Local Indicator Basic: Teachers Instructional Materials,</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
	<p>Based on ELPAC data, English Learners are minimally proficient in English Language Proficiency. Based on the Local Indicator Basic: Teachers and Instructional Materials, SLZUSD continues to show a need to recruit and retain highly qualified teachers to provide instruction for all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition.</p> <p>Scope: LEA-wide</p>	does not allow differentiated delivery to unduplicated students only.	
1.8	<p>Action: Common Planning Time</p> <p>Need: CA Dashboard Red Indicators Districtwide: ELA- African American, English Learner, Homeless, Pacific Islander Math-African American, English Learner, Homeless, Pacific Islander</p> <p>2023 CAST All students 21.10% Met or Exceeded Black/African American 1.53% Filipinx 26.36% Latinx 13.41% SED 17.07% SWD 4.02% English Learners 1.9%</p>	To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have access to research-based instructional practices. Common Planning Time is a key lever in the successful development of Professional Learning Communities and allows teachers dedicated time to meet at grade level/department teams to focus on the implementation of state standards. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	CA Dashboard ELA and Math; CAST; Local Indicators Implementation of State Standards ELPAC

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>Based on ELPAC data, English Learners are minimally proficient in English Language Proficiency.</p> <p>This action will move the LEA forward to full implementation and sustainability. Based on the California Dashboard Local Indicator of Implementation of State Standards, the LEA is at Full Implementation of PD.</p> <p>This action will move the LEA forward to full implementation and sustainability. Based on Implementation of State Standards, curriculum implementation continues to fall into the range of Beginning Development to Full Implementation, and focus on Policy and Program Support is at Initial Implementation in all areas.</p> <p>Scope: LEA-wide</p>		
1.9	<p>Action: Small Learning Communities</p> <p>Need: CA Dashboard Red Indicators CCI Districtwide: SWD, Homeless, English Learner San Lorenzo HS: African American, English Learner, SWD Arroyo HS: SWD</p> <p>Districtwide multiple student groups are identified in the lowest bar of the CCI Indicator,</p>	<p>To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have access to a supportive learning environment. Small learning communities contribute to a more engaging, supportive, and effective high school experience for students, helping them reach their full potential academically, socially, and personally. Students often develop a stronger sense of belonging and community, which can be particularly beneficial for students who may feel marginalized or disconnected in larger school environments. This sense of belonging can contribute to improved mental health and overall</p>	<p>College and Career Indicator; CTE Pathway Completion; Graduation Rate</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
	<p>as well as groups at each of the district High Schools.</p> <p>Scope: Schoolwide</p>	<p>well-being. Research suggests that students in SLCs often perform better academically compared to those in larger, traditional settings. The personalized support and closer relationships can lead to increased engagement, motivation, and ultimately, better academic outcomes. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.</p>	
1.10	<p>Action: College and Career Program</p> <p>Need: CA Dashboard Red Indicators CCI Districtwide: SWD, Homeless, English Learner Royal Sunset: All Students, Hispanic, SED, San Lorenzo HS: African American, English Learner, SWD Arroyo HS: SWD</p> <p>Districtwide multiple student groups are identified in the lowest bar of the CCI Indicator, as well as groups at each of the district High Schools.</p> <p>Scope: Schoolwide</p>	<p>To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have access to College and Career staffing and resources. College and Career staffing and resources will be provided at all district high schools to ensure specific supports that benefit students in acquiring access to College and Career resources and supports to meet our aspirational district strategic plan goal of students who are prepared for College, Career and life. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.</p>	<p>College and Career Indicator; CTE Pathway Completion; Graduation Rate</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
1.11	<p>Action: Additional Certificated Staffing</p> <p>Need: CA Dashboard Indicators Bohannon MS- Math all, ELA-SWD, African American; Math-SWD, SED, English Learner Edendale MS- ELA and Math, ELA-Hispanic, Math-Hispanic</p> <p>As a result of a previous middle school task force, a recommendation was made to add an additional FTE at each middle school site for class size reduction. There was also a focus on the Kinder classes across the district to keep the student-to-teacher ratio lower.</p> <p>Scope: LEA-wide</p>	<p>To ensure that identified students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have access to the most supportive learning environment.</p> <p>The Middle School Task Force identified the unique challenges faced by Middle School students based on identified research and available districtwide academic and behavioral data sources. This calls for a more individualized approach to learning and development for these students which can be provided in lower class sizes.</p> <p>Kindergarten students who are entering a structured school setting for the first time are in need of additional individualized support and relationship building from their teachers.</p> <p>The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.</p>	CAASPP, Local Indicators Implementation of State Standards ELPAC Teacher Mis-assignment Data, Local Indicator Basic: Teachers, Instructional Materials, Facilities
1.12	<p>Action: Continuation High School</p> <p>Need: CA Dashboard Red/Lowest Indicators CCI for English Learners, Homeless, Pacific Islander</p>	<p>To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have access to the most appropriate learning environment. Royal Sunset serves students, age 16 and above, who are credit deficient and will likely not meet the graduation requirements at one</p>	Graduation Rate, CCI, CTE, Equity Multiplier

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>ELA and Math for African American, English Learners, Homeless, Pacific Islander</p> <p>Graduation Rate at San Lorenzo HS CCI at Royal Sunset HS for all students, for Hispanic and SED Graduation Rate and CCI at Arroyo HS for Students with Disabilities CCI at San Lorenzo HS for African American, English Learners, SWD</p> <p>2023-2024 Royal Sunset enrollment (excluding Virtual Learning) 80 Royal Sunset English Learners 40 Royal Sunset Foster Youth 0 Royal Sunset Socioeconomically Disadvantaged 57</p> <p>Scope: Schoolwide</p>	<p>of the district's three comprehensive high schools. They are on the hexmester (every 6 weeks) grading system, allowing students to earn credits at a faster rate of completion than a comprehensive site. They also offer various ways for students to earn credits including online credit recovery, demonstrating competency by examination, regular attendance at Panther Hour, independent contracts, enrollment in the Eden Area Regional Occupation Program (EAROP), and participation in extra-curricular activities. Because of the smaller student population and smaller class size, students get the individualized attention they need in order to succeed. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.</p>	
1.13	<p>Action: District Independent Contract Education</p> <p>Need: Districtwide CA Dashboard Indicators: CCI- Very Low for English Learners, Hispanic, Pacific Islanders Met CSU/UC Requirements- All students at 33.8% Chronic Absenteeism- Red for Pacific Islander</p>	<p>To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have access to the most appropriate learning environment. The DICE program provides a unique opportunity for students to continue to participate in a nontraditional setting in individual or small group settings in order to make progress in all academic subjects. Students in DICE are typically assigned for short periods of time due to multiple factors and are able to reintegrate into their regular school setting without missing</p>	<p>CCI, Graduation Rate, Met UC/CSU requirements, Chronic Absenteeism</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
	Scope: LEA-wide	significant instruction. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	
2.1	Action: Multi-Tiered System of Support Implementation Need: CA Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide PI Suspension: Districtwide- African American, East Bay Arts HS- All Students Bohannon MS- African American, SWD, Dayton ES- African American East Bay Arts HS- SED Grant Elementary- SWD San Lorenzo HS- SWD, White Cal-SCHLS (CHKS) - School Connectedness Student Group Grade 5 74% Grade 7 45% Grade 9 47% Grade 11 37% Grade NT (Non-Traditional) 63% The above metrics indicate a need for social emotional support for students in order to build stronger connections at school with the goal of	Implementing the Multi-tiered System of Support (MTSS) model with comprehensive professional development, resources, and services is crucial for several reasons: Improved Student Outcomes: MTSS offers a systematic framework for addressing the diverse needs of students, including academic, behavioral, and social-emotional needs. By identifying and implementing Tier 1, 2, and 3 support practices, schools can better meet the needs of all students, leading to improved academic performance, behavior, and emotional well-being. Early Intervention and Prevention: MTSS allows schools to identify students who may be struggling early on and provide targeted interventions to address their needs before they escalate. By offering a range of supports across multiple tiers, schools can prevent academic failure, behavioral issues, and social-emotional difficulties from becoming more severe. Equity and Inclusion: MTSS promotes equity by ensuring that all students have access to the supports they need to succeed, regardless of their background or individual challenges. By implementing evidence-based practices and providing ongoing support, schools can create a	Suspension rate, Chronic Absenteeism, California Healthy Kids Survey

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>decreasing suspensions and increasing a sense of being connected to their school and learning.</p> <p>Scope: LEA-wide</p>	<p>more inclusive learning environment where every student has the opportunity to thrive.</p> <p>Reduction of Discipline Disparities: Training on discipline matrices, restorative practices, and alternatives to suspension within the MTSS framework can help reduce disciplinary actions that disproportionately affect certain student groups, such as students of color or those with disabilities. Restorative practices, in particular, focus on repairing harm and restoring relationships, fostering a more positive and supportive school culture.</p> <p>Building Capacity: Providing professional development and ongoing support to educators and school teams builds their capacity to effectively implement MTSS practices. By equipping them with the knowledge, skills, and resources needed for success, schools can ensure sustainable implementation and continuous improvement over time.</p> <p>Data-Driven Decision Making: MTSS relies on data to inform decision-making at every tier of support. Training on ongoing progress monitoring guidelines enables educators to collect and analyze data effectively, identify areas for improvement, and make informed adjustments to interventions as needed.</p> <p>In summary, providing comprehensive professional development, resources, and support for MTSS implementation is essential for creating a responsive and inclusive school environment where all students can succeed academically, behaviorally, and emotionally.</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
		The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	
2.2	<p>Action: Academic and Behavioral Support</p> <p>Need: 2023 CA Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide- PI</p> <p>Suspension: Districtwide- African American, East Bay Arts HS- All Students Bohannon MS- African American, SWD, Dayton ES- African American East Bay Arts HS- SED Grant Elementary- SWD San Lorenzo HS- SWD, White</p> <p>2023 Cal-SCHLS (CHKS) - Caring Adults Student Group Grade 5 83% Grade 7 46% Grade 9 59% Grade 11 52% Grade NT (Non-Traditional) 83%</p>	School psychologists synthesize information on developmental mechanisms and contexts, and they translate it for adults responsible for promoting healthy growth and development of children and youth in a range of contexts to address educational and developmental problems that impact instruction and learning. Students experiencing a disconnection with the school environment and lacking meaningful relationships with adults often struggle to be engaged at school. By providing school psychologists to assist in identifying appropriate supports for students, the LEA will address needs related to absenteeism and suspensions. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District wide Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	CA Dashboard Indicators for Chronic Absenteeism, Suspension, CHKS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	<p>Action: Supplemental Nurses</p> <p>Need: 2023 CA Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide- PI</p> <p>All Students- 37.7 Yellow Asian 10.8 % Yellow African American 50.2% Yellow FilipinX 20% Yellow LatinX 34.5% Yellow Pacific Islander 50% Red White 29.9 % Yellow Two+Races 40.9% Yellow SED 34.1% Yellow EL 29.6% Yellow SWD 43.6% Yellow Foster Youth 47.1% Orange Families in Transition 47.8% Yellow</p> <p>Scope: LEA-wide</p>	A school nurse can help students and their families get access to health insurance, coordinate care by communicating between the family and health care providers and educate families on what health care services are available to their child at school. School nurses possess a unique set of skills that can be utilized to address chronic conditions such as juvenile diabetes and asthma that are typically more prevalent in communities experiencing systemic poverty. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	Chronic Absenteeism
2.4	<p>Action: Supplemental School Site Counselors</p> <p>Need: 2023 CA Dashboard Red Indicators Suspension:</p>	School counselors work to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, school counselors create a school culture of success for all. School counselors design and deliver school counseling	Suspension and Expulsion Rates, Chronic Absenteeism, Dropout 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
	<p>Districtwide- African American East Bay Arts HS- All Students, SED Bohannon MS- African American, SWD San Lorenzo HS- SWD, White Graduation Rate: Arroyo HS- SWD</p> <p>2022-2023 Dropout Rate: African American- 4 Asian-4 Filipinx-4 African American- 4 Latinx-32 PI- 1 White- 2 English Learners- 22 SED- 42 SWD- 4 Students of Families in Transition (Homeless)- 2</p> <p>2022-2023 CDE Data Quest Five Year Cohort Outcomes 3.5% HS Expulsion Rate</p> <p>Scope: Schoolwide</p>	<p>programs that improve student outcomes. The additional availability of counselors at the middle and high school level will lower the counselor-student ratio and increase student access to counselor services.</p> <p>The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This action will be of benefit to all students but will be most effective for students who are identified on the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.</p>	
2.5	<p>Action: Student Leadership Opportunities</p> <p>Need: 2023 CA Dashboard Red Indicators Suspension: Districtwide- African American</p>	<p>Student leaders are in a position of responsibility to have a positive impact in the student community, running events and activities, and providing support to fellow students. As students engage in student leadership activities they experience enhanced and increased connections and participation within their school community.</p>	<p>Chronic Absenteeism, Suspension Rate, Graduation Rate, CHKS</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
	<p>East Bay Arts HS- All Students, SED Bohannon MS- African American, SWD San Lorenzo HS- SWD, White Graduation Rate: Arroyo HS- SWD</p> <p>Chronic Absenteeism: Districtwide- PI</p> <p>Cal-SCHLS (CHKS) - Meaningful Participation Student Group Grade 5 48% Grade 7 23% Grade 9 22% Grade 11 20% Grade NT (Non-Traditional) 32%</p> <p>Cal-SCHLS (CHKS) - School Connectedness Student Group Grade 5 74% Grade 7 45% Grade 9 47% Grade 11 37% Grade NT (Non-Traditional) 63%</p> <p>Scope: Schoolwide</p>	<p>The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.</p>	
2.6	<p>Action: Music Education</p> <p>Need: 2023 CA Dashboard Red Indicators Suspension: Districtwide- African American</p>	<p>Music education is a path to life-long learning and knowledge of self and culture. It supports healthy social development and the quality of a young person's life, and it prepares young people for success in the 21st century workplace. Music education facilitates student academic achievement:</p>	<p>Chronic Absenteeism, Suspension Rate, Graduation Rate, CHKS</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
	<p>East Bay Arts HS- All Students, SED Bohannon MS- African American, SWD San Lorenzo HS- SWD, White Graduation Rate: Arroyo HS- SWD</p> <p>Chronic Absenteeism: Districtwide- PI</p> <p>Cal-SCHLS (CHKS) - Meaningful Participation Student Group Grade 5 48% Grade 7 23% Grade 9 22% Grade 11 20% Grade NT (Non-Traditional) 32%</p> <p>Cal-SCHLS (CHKS) - School Connectedness Student Group Grade 5 74% Grade 7 45% Grade 9 47% Grade 11 37% Grade NT (Non-Traditional) 63%</p> <p>Scope: LEA-wide</p>	<p>Improves recall and retention of verbal information Advances math achievement Boosts reading and English language arts (ELA) skills All students benefit from access to arts instruction through music education and can provide the benefit of increased participation, and school connectedness in addition to improved academic outcomes.</p> <p>The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.</p>	
2.7	<p>Action: Library</p> <p>Need: 2023-2024 Metric Cal-SCHLS (CHKS) - Caring Adults</p>	<p>The libraries provide access to materials in all formats. They help increase students' interest in reading, viewing, and using information and ideas. Research shows that a school library with the right staffing, funding, and a rich collection of books has a positive impact on students. Access to a well-developed library with appropriately trained staff</p>	<p>California Healthy Kids Survey</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
	<p>Student Group</p> <p>Grade 5 83%</p> <p>Grade 7 46%</p> <p>Grade 9 59%</p> <p>Grade 11 52%</p> <p>Grade NT (Non-Traditional) 83%</p> <p>Metric</p> <p>Cal-SCHLS (CHKS) - Meaningful Participation</p> <p>Student Group</p> <p>Grade 5 48%</p> <p>Grade 7 23%</p> <p>Grade 9 22%</p> <p>Grade 11 20%</p> <p>Grade NT (Non-Traditional) 32%</p> <p>Metric</p> <p>Cal-SCHLS (CHKS) - School Connectedness</p> <p>Student Group</p> <p>Grade 5 74%</p> <p>Grade 7 45%</p> <p>Grade 9 47%</p> <p>Grade 11 37%</p> <p>Grade NT (Non-Traditional) 63%</p> <p>Scope: LEA-wide</p>	<p>can improve student connectedness, meaningful participation in school learning, and provide potential relationships with caring adults. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.</p>	
3.1	<p>Action: Staffing and Resources to Maintain a Safe and Welcoming Environment</p> <p>Need: CA Dashboard Local Indicator Teachers, Instructional Materials, Facilities</p>	<p>Facilities maintenance is concerned first and foremost with ensuring safe conditions for students, teachers, staff, parents, or guests. As important as cleanliness, orderliness, and instructional support may be to facilities planners, occupant safety must always be the top priority.</p>	<p>CA Dashboard Local Indicator Teachers, Instructional Materials, Facilities</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
	<p>Appropriately Assigned Teachers- 60.52% (2021-2022)</p> <p>Access to Standards-Aligned Instructional Material at Home- 100%</p> <p>Facilities Meeting the Overall 'Good Repair' Standard: 100%</p> <p>2023-24 California School Staff Survey</p> <p>School Connectedness</p> <p>Grade 5 – 74%</p> <p>Grade 7 – 45%</p> <p>Grade 9 – 47%</p> <p>Grade 11 – 37%</p> <p>Non-Traditional – 63%</p> <p>Clean and Well Maintained Facilities (Strongly Agree)</p> <p>All – 17%</p> <p>ES- 18%</p> <p>MS- 4%</p> <p>HS- 12%</p> <p>Non-Traditional- 60%</p> <p>CA Dashboard Red Indicator:</p> <p>Suspension</p> <p>Districtwide- African American</p> <p>East Bay Arts HS- All Students, SED</p> <p>Bohannon MS- SWD, African American,</p> <p>Dayton ES- SWD</p> <p>Grant ES- SWD</p> <p>San Lorenzo HS- SWD, White</p> <p>During multiple meetings, staff and families expressed concerns about the lack of feeling safe on campus and that an increased security</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
	<p>presence would help students and families feel safer. In part via the California Healthy Kids Survey, the California School Staff Survey, a local climate survey administered by our teacher's union, and additionally by reviewing suspension data for these students. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.</p> <p>Scope: LEA-wide</p>		
3.2	<p>Action: Restorative Practices</p> <p>Need: CA Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide PI</p> <p>Suspension: Districtwide- African American, East Bay Arts HS- All Students Bohannon MS- African American, SWD, Dayton ES- African American East Bay Arts HS- SED Grant Elementary- SWD San Lorenzo HS- SWD, White</p>	<p>The Restorative Practices efforts in SLZUSD are about building and restoring relationships. They involve the building of positive relationships and establishing a supportive environment that is fair, consistent, and democratic. Student Support Services is committed to creating a sustained districtwide restorative climate using a racial equity lens that increases access to education through holistic care and support for students and families. We believe all staff, students, and families are worthy of service and support. This means: We believe in building positive relationships with each other and with all stakeholders We believe all facets of one's identity (race, ability, sexual orientation, gender, language, etc) are strengths that enhance the fabric of the school</p>	Chronic Absenteeism, Suspension Rate, CHKS

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>2023 Cal-SCHLS (CHKS) - School Connectedness Student Group Grade 5 74% Grade 7 45% Grade 9 47% Grade 11 37% Grade NT (Non-Traditional) 63%</p> <p>Caring Adults in School Grade 5 – 83% Grade 7 – 46% Grade 9 – 49% Grade 11 – 52% Non-Traditional – 83%</p> <p>2023 CSSS School Connectedness Grade 5 – 74% Grade 7 – 45% Grade 9 – 47% Grade 11 – 37% Non-Traditional – 63%</p> <p>Caring Adults in School (Strongly Agree) All – 38% ES- 40% MS- 17% HS- 39% Non Traditional- 62%</p> <p>The above metrics indicate a need for social emotional support for students in order to build stronger connections at school with the goal of decreasing suspensions and increasing a sense of being connected to their school and learning.</p>	<p>learning experience and overall district culture and climate</p> <p>We believe that navigating the educational system can be stressful and therefore we honor the lived experience of all students and families we serve by approaching their concerns with care and cultural humility. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.</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
	Scope: LEA-wide		
3.3	<p>Action: Wellness Center Staff</p> <p>Need: CA Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide PI</p> <p>Suspension: Districtwide- African American, East Bay Arts HS- All Students Bohannon MS- African American, SWD, Dayton ES- African American East Bay Arts HS- SED Grant Elementary- SWD San Lorenzo HS- SWD, White</p> <p>Cal-SCHLS (CHKS) - School Connectedness Student Group Grade 5 74% Grade 7 45% Grade 9 47% Grade 11 37% Grade NT (Non-Traditional) 63%</p> <p>Caring Adults in School Grade 5 – 83% Grade 7 – 46% Grade 9 – 49% Grade 11 – 52% Non-Traditional – 83%</p>	<p>School wellness centers provide access to caring adults and services such as primary care, counseling, mentoring, and peer-to-peer support. They provide safe, supportive environments on school campuses where students can go to de-stress. Mental health is an incredibly important part of overall health and deserves the same amount of attention and support. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.</p>	<p>Chronic Absenteeism, Suspension Rate, California Healthy Kids Survey, CSSS</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
	Scope: LEA-wide		
3.4	<p>Action: Social Emotional Programs, materials, and resources</p> <p>Need: CA Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide PI</p> <p>Suspension: Districtwide- African American, East Bay Arts HS- All Students Bohannon MS- African American, SWD, Dayton ES- African American East Bay Arts HS- SED Grant Elementary- SWD San Lorenzo HS- SWD, White</p> <p>Cal-SCHLS (CHKS) - School Connectedness Student Group Grade 5 74% Grade 7 45% Grade 9 47% Grade 11 37% Grade NT (Non-Traditional) 63%</p> <p>Caring Adults in School Grade 5 – 83% Grade 7 – 46% Grade 9 – 49% Grade 11 – 52% Non-Traditional – 83%</p>	<p>Social and emotional learning (SEL) programs are crucial for fostering positive behavior and emotional well-being among students. Providing materials, supplies, and additional resources for implementing SEL programs is essential to ensure their effectiveness and sustainability. Investing in SEL programs and resources is an investment in the holistic development and well-being of students, with long-term benefits for individuals, schools, and society as a whole. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.</p>	<p>Chronic Absenteeism, Suspension Rate, CHKS, CSSS</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
	Scope: LEA-wide		
3.5	<p>Action: Home to School Transportation</p> <p>Need: 2023 California Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide PI</p> <p>Suspension: Districtwide- African American, East Bay Arts HS- All Students Bohannon MS- African American, SWD, Dayton ES- African American East Bay Arts HS- SED Grant Elementary- SWD San Lorenzo HS- SWD, White</p> <p>2022-2023 CDE Data Quest Five Year Cohort Outcomes 3.5% HS Dropout Rate</p> <p>2023 CHKS School Connectedness Grade 5 – 74% Grade 7 – 45% Grade 9 – 47% Grade 11 – 37% Non-Traditional – 63%</p> <p>Caring Adults in School Grade 5 – 83% Grade 7 – 46%</p>	<p>Home-to-school transportation is an essential component of ensuring that all students have the opportunity to attend school regularly, engage in learning, and receive a quality education, regardless of their individual circumstances. Benefits include: access to education, improvement in attendance, student safety, reduced stress, equity and student engagement.</p> <p>As our bus routes primarily serve EL, Foster and Low-Income students, reviewing these student groups' chronic absenteeism data as compared to the students who utilize Home-to-School Transportation (within these student groups) will allow us to evaluate the effectiveness of this program.</p>	Chronic Absenteeism, Suspension Rate, California Healthy Kids Survey

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>Grade 9 – 49% Grade 11 – 52% Non-Traditional – 83%</p> <p>Cal-SCHLS (CHKS) - Meaningful Participation Grade 5 49% Grade 7 23% Grade 9 22% Grade 11 20% Grade NT (Non-Traditional) 32%</p> <p>Scope: LEA-wide</p>		
3.6	<p>Action: Social Workers</p> <p>Need: 2023 California Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide PI</p> <p>Suspension: Districtwide- African American, East Bay Arts HS- All Students Bohannon MS- African American, SWD, Dayton ES- African American East Bay Arts HS- SED Grant Elementary- SWD San Lorenzo HS- SWD, White</p> <p>2022-2023 CDE Data Quest Five Year Cohort Outcomes 3.5% HS Dropout Rate</p>	<p>Social workers in schools play a vital role in promoting the academic success, emotional well-being, and overall development of students. They provide essential services that help create a safe, inclusive, and supportive learning environment for all students. Benefits include: Student support, crisis intervention, advocacy, prevention, conflict resolution, and collaboration. Social Workers will provide specific support for Youth in Transition, Students with Disabilities, and African American students by working with site COST teams and district staff to identify which students from these specific subgroups need specialized support, communicate with staff, students, and families (as appropriate) on available resources and next steps, and continue to monitor and communicate the progress of any agreed upon interventions, programs, and/or resources while continuing to determine individual needs.</p>	<p>Chronic absenteeism and suspensions, HS Dropout Rate</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
	Scope: LEA-wide		
3.7	<p>Action: Supplemental School Site Funding</p> <p>Need: 2023 California Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide PI</p> <p>Suspension: Districtwide- African American, East Bay Arts HS- All Students Bohannon MS- African American, SWD, Dayton ES- African American East Bay Arts HS- SED Grant Elementary- SWD San Lorenzo HS- SWD, White</p> <p>2022-2023 CDE Data Quest Five Year Cohort Outcomes 3.5% HS Dropout Rate</p> <p>Scope: LEA-wide</p>	<p>Additional site supplemental funding to provide site specific support for students based on specific needs allows school sites to include in their SPSAs resources tailored to school demographic need and context. This allows flexibility and autonomy at each school site to support students in their social emotional learning and development.</p> <p>The SPSA process is reviewed and supported throughout the year to ensure individual sites and SSCs are including actions that address and prioritize the needs of ELs, Foster Youth, and Low-income students utilizing Supplemental and Concentration funds via the Coordinator of Grants and Compliance district position. School site leadership and SSC members are trained and supported to monitor SPSA actions during SSC meetings. Additionally, an SSC training session in the fall for principals is conducted and monthly reminders are sent to SSC leadership by the Coordinator of Grants and Compliance.</p>	Chronic Absenteeism, Suspension, HS Dropout Rate
3.8	<p>Action: Physical Education</p> <p>Need: CA Dashboard Red/Lowest Indicators</p>	Prioritizing physical health and wellness education and activities for all students, with a specific focus on marginalized groups, not only benefits individuals but also contributes to creating more equitable, inclusive, and healthier school	Chronic Absenteeism, Suspension, California Healthy Kids Survey

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>Chronic Absenteeism: Districtwide PI</p> <p>Suspension: Districtwide- African American, East Bay Arts HS- All Students Bohannon MS- African American, SWD, Dayton ES- African American East Bay Arts HS- SED Grant Elementary- SWD San Lorenzo HS- SWD, White</p> <p>2023 CHKS School Connectedness Grade 5 – 74% Grade 7 – 45% Grade 9 – 47% Grade 11 – 37% Non-Traditional – 63%</p> <p>Caring Adults in School Grade 5 – 83% Grade 7 – 46% Grade 9 – 49% Grade 11 – 52% Non-Traditional – 83%</p> <p>Cal-SCHLS (CHKS) - Meaningful Participation Grade 5 49% Grade 7 23% Grade 9 22% Grade 11 20% Grade NT (Non-Traditional) 32%</p> <p>Scope:</p>	<p>environments and communities. These activities include a focus on equity and inclusion, holistic development, healthy communities, improved academic performance, and the promotion of social skills</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
	LEA-wide		
4.1	<p>Action: District Committees</p> <p>Need: California Dashboard Parent Engagement Local Indicator Building Partnerships for Student Outcomes: Initial Implementation Building Relationships Between School Staff and Families: Full Implementation Seeking Input for Decision-Making Full Implementation</p> <p>Family/Parent Participation in school and district family engagement events and training. information/sign-ins at events and trainings. 2022-2023 Average of 147 participants at AAFAC events Average of 25-30 participants in Latinx Parent Advisory Committee Started Native American and AAPI Committees.</p> <p>Scope: LEA-wide</p>	<p>By establishing and supporting committees focused on racial equity, healthy living, safety, English learner needs, and other critical areas, San Lorenzo USD demonstrates a commitment to addressing the diverse needs of their students and communities. These committees serve as catalysts for positive change and continuous improvement within the educational system. Benefits include representation and diversity; expertise and specialization; training and professional development; communication and transparency; monitoring and evaluation and community engagement.</p> <p>There are specific committees focused on the needs of our EL's, African American Students, and students with Disabilities, and these committees focus specifically on improving conditions for the specific group. In addition, there are various committees convened based on the specific needs of the district or sites, culture and climate, and equity teams. Research shows that improving the culture and climate at school directly impacts student achievement, particularly for our students who have been historically marginalized.</p> <p>This District wide Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.</p>	Local Indicator Implementation of State Standards. CHKS Student and Parent Survey.
4.3	<p>Action: Family Engagement</p>	Providing parent forums for advocacy, partnership, and education is essential for empowering parents, fostering collaboration, promoting cultural	Local Indicator Parent Engagement

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>Need: 2023 CA Dashboard Local Indicator for Parent Engagement Building Partnerships for Student Outcomes: Initial Implementation Building Relationships Between School Staff and Families: Full Implementation Seeking Input for Decision-Making Full Implementation</p> <p>Scope: LEA-wide</p>	responsiveness, building support networks, sharing information, building capacity, and gathering feedback. These forums play a critical role in creating inclusive, supportive, and equitable school communities where all families feel valued and engaged in their children's education. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	
4.4	<p>Action: School Community Liaisons</p> <p>Need: 2023 CA Dashboard Local Indicator Parent Engagement Building Partnerships for Student Outcomes: Initial Implementation Building Relationships Between School Staff and Families: Full Implementation Seeking Input for Decision-Making Full Implementation</p> <p>CHKS School Connectedness Grade 5 – 74% Grade 7 – 45% Grade 9 – 47% Grade 11 – 37% Non-Traditional – 63%</p>	The role of School Community Liaisons is critical in addressing the communication and engagement needs of diverse parent communities, including marginalized groups, and is essential for promoting equity, fostering partnerships, and supporting student success. By prioritizing these efforts, schools create inclusive and supportive environments where all families feel valued, respected, and empowered to actively participate in their children's education. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	Local Indicator Parent Engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.5	<p>Action: Family Training Opportunities</p> <p>Need: 2023 CA Dashboard Local Indicator Parent Engagement Building Partnerships for Student Outcomes: Initial Implementation Building Relationships Between School Staff and Families: Full Implementation Seeking Input for Decision-Making Full Implementation</p> <p>Scope: LEA-wide</p>	<p>Developing and presenting training for parents around engagement topics is essential for empowering parents, promoting equity, building community, and supporting student success. By investing in parent education and support, schools strengthen the partnership between home and school, leading to positive outcomes for all students.</p> <p>Benefits include: Parent/Family Empowerment, access to important information, prevention, and intervention on critical topics such as attendance and behavior, equity and access, community building, skill development, and parent leadership. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.</p>	Local Indicator Parent Engagement
4.6	<p>Action: Additional Classified Staffing</p> <p>Need: 2023 CSSS Survey Grade 9 – 47% Grade 11 – 37% Non-Traditional – 63%</p> <p>Caring Adults in School (Strongly Agree)</p>	<p>Sites with higher numbers of UPP receive additional classified support hours. Edendale and San Lorenzo receive additional hours to increase support service for their libraries and their Ed Tech Support Techs, Schools with higher numbers of ELs receive additional support with translation. This District-wide Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature</p>	CSSS Survey

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>All – 38% ES- 40% MS- 17% HS- 39% Non Traditional- 62%</p> <p>Meaningful Participation (Strongly Agree) All – 23% ES- 21% MS- 17% HS- 27% Non Traditional- 46%</p> <p>Clean and Well Maintained Facilities (Strongly Agree) All – 17% ES- 18% MS- 4% HS- 12% Non Traditional- 60%</p> <p>Scope: LEA-wide</p>	<p>of this action does not allow differentiated delivery to unduplicated students only.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	<p>Action: English Learner Newcomer Program</p> <p>Need: California Dashboard Red/Lowest Performance Indicators: Edendale-ELA for English Learners San Lorenzo HS- ELA and Math for English Learners and CCI</p> <p>CA Dashboard English Learner Progress Indicator is currently at Yellow with 39% of students making progress towards English Proficiency. This action will focus specifically on the needs of Newcomer students in MS and HS at two schools with the highest number of newcomer students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Newcomer Class Size Reduction at two specific school sites, will allow focused and supportive learning environments for newcomer students to learn English.	English Learner Progress Indicator
1.6	<p>Action: Dual Language Immersion and Bilingual Program</p> <p>Need: California Dashboard Red/Lowest Performance Indicators: Colonial Acres-ELA and Math for English Learners</p>	The bilingual and DLI programs at two specific sites provide focused opportunities for students to participate in academic and multilingual learning environments. Bilingual and biliterate individuals have the opportunity to participate in the global community in more ways, get information from more places, and learn more about people from other cultures.	CAASPP ELA and Math; ELPAC; ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Hesperian ES-ELA for English Learners</p> <p>Based on the CA Dashboard ELPI, 39% of English Learners are making progress towards English language proficiency.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.14	<p>Action: Bilingual Paraprofessionals</p> <p>Need: CA Dashboard Red/Lowest Indicators for English Learners: ELA, Math, CCI ELPI at Arroyo HS, Bohannon MS</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	SLZUSD serves a community in which the majority of our students are multilingual and many are learning English. Providing Bilingual Para-educators will create more opportunities to support EL students to continue to learn English.	ELPI, ELA, Math, CCI
4.2	<p>Action: District Translation and Interpretation Services</p> <p>Need: Required Action to support English Learner and LTEL students</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Providing interpretation and translation services is not only a matter of compliance with legal requirements but also a fundamental aspect of promoting equity, inclusion, and effective family engagement within San Lorenzo USD. It helps ensure that all families can fully participate in the educational process and advocate for the success of their children.</p> <p>Benefits include bridging the gap created by the language barrier. It also promotes inclusive engagement, equity and access, cultural competence, parental involvement and builds trust between schools and families which is essential</p>	ELPI. ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		for creating a positive and supportive learning environment.	

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.

As SLZUSD has been in declining enrollment for a number of years. Any and all additional dollars have been leveraged to retain 2019-20 staffing levels at all school sites.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		36.04:1
Staff-to-student ratio of certificated staff providing direct services to students		17.3:1

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	88,898,878	30,426,698	34.226%	6.944%	41.170%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$36,989,408.00	\$159,997.00			\$37,149,405.00	\$32,905,408.00	\$4,243,997.00

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
1	1.1	Supplemental Instructional Resources and Activities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$0.00	\$600,000.00	\$600,000.00				\$600,000.00
1	1.2	Professional Development for Certificated and Classified Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$50,000.00	\$950,000.00	\$1,000,000.00				\$1,000,000.00
1	1.3	Teachers on Special Assignment	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$2,000,000.00	\$0.00	\$2,000,000.00				\$2,000,000.00
1	1.4	English Learner Newcomer Program	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Edendale MS and San Lorenzo HS Grades 6-12	July 2024 - June 2027	\$795,000.00	\$10,000.00	\$805,000.00				\$805,000.00
1	1.5	Formative Assessments	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	\$20,000.00	\$80,000.00	\$100,000.00				\$100,000.00
1	1.6	Dual Language Immersion and Bilingual Program	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hesperian ES, Colonial Acres ES Hesperian K-5, Colonial Acres K-4	July 2024 - June 2027	\$2,182,579.00	\$30,000.00	\$2,212,579.00				\$2,212,579.00

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
1	1.7	Highly Qualified Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$9,500,000.00	\$0.00	\$9,500,000.00				\$9,500,000.00
1	1.8	Common Planning Time	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$2,000,000.00	\$0.00	\$2,000,000.00				\$2,000,000.00
1	1.9	Small Learning Communities	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arroyo HS, San Lorenzo HS, East Bay Arts HS	July 2024 - June 2027	\$170,000.00	\$130,000.00	\$300,000.00				\$300,000.00
1	1.10	College and Career Program	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arroyo HS, San Lorenzo HS Grades 9-12	July 2024-June 2027	\$727,800.00	\$300,000.00	\$1,027,800.00				\$1,027,800.00
1	1.11	Additional Certificated Staffing	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$1,700,729.00	\$0.00	\$1,700,729.00				\$1,700,729.00
1	1.12	Continuation High School	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Royal Sunset HS Grades 9-12	July 2024-June 2027	\$1,355,000.00	\$0.00	\$1,355,000.00				\$1,355,000.00
1	1.13	District Independent Contract Education	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$815,000.00	\$24,000.00	\$839,000.00				\$839,000.00
1	1.14	Bilingual Paraprofessionals	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2024-June 2027	\$775,000.00	\$25,000.00	\$800,000.00				\$800,000.00
2	2.1	Multi-Tiered System of Support Implementation	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 2024-June 2027	\$15,000.00	\$85,000.00	\$100,000.00				\$100,000.00

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
			Low Income				Low Income									
2	2.2	Academic and Behavioral Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	June 2024-June 2027	\$194,000.00	\$0.00	\$194,000.00				\$194,000.00
2	2.3	Supplemental Nurses	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$260,000.00	\$0.00	\$260,000.00				\$260,000.00
2	2.4	Supplemental School Site Counselors	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools Grades 6-12	July 2024-June 2027	\$800,000.00	\$0.00	\$800,000.00				\$800,000.00
2	2.5	Student Leadership Opportunities	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools Grades 6-12	July 2024-June 2027	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00
2	2.6	Music Education	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$890,000.00	\$50,000.00	\$940,000.00				\$940,000.00
2	2.7	Library	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$965,000.00	\$50,000.00	\$1,015,000.00				\$1,015,000.00
3	3.1	Staffing and Resources to Maintain a Safe and Welcoming Environment	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$1,250,000.00	\$50,000.00	\$1,300,000.00				\$1,300,000.00
3	3.2	Restorative Practices	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$200,000.00	\$200,000.00	\$400,000.00				\$400,000.00
3	3.3	Wellness Center Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$1,500,000.00	\$0.00	\$1,500,000.00				\$1,500,000.00
3	3.4	Social Emotional Programs, materials, and resources	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 2024-June 2027	\$0.00	\$300,000.00	\$300,000.00				\$300,000.00

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
							Low Income									
3	3.5	Home to School Transportation	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$600,000.00	\$0.00	\$600,000.00				\$600,000.00
3	3.6	Social Workers	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$950,000.00	\$0.00	\$950,000.00				\$950,000.00
3	3.7	Supplemental School Site Funding	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$250,000.00	\$750,000.00	\$1,000,000.00				\$1,000,000.00
3	3.8	Physical Education	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$1,500,000.00	\$0.00	\$1,500,000.00				\$1,500,000.00
4	4.1	District Committees	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$50,000.00	\$300,000.00	\$350,000.00				\$350,000.00
4	4.2	District Translation and Interpretation Services	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2024-June 2027	\$300,000.00	\$100,000.00	\$400,000.00				\$400,000.00
4	4.3	Family Engagement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$20,000.00	\$55,000.00	\$75,000.00				\$75,000.00
4	4.4	School Community Liaisons	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$480,000.00	\$0.00	\$480,000.00				\$480,000.00
4	4.5	Family Training Opportunities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$10,000.00	\$40,000.00	\$50,000.00				\$50,000.00
4	4.6	Additional Classified Staffing	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$505,300.00	\$0.00	\$505,300.00				\$505,300.00

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
5	5.1	Attendance Support						July 1, 2024-June 30, 2027	\$60,000.00	\$40,000.00		\$100,000.00			\$100,000.00
5	5.2	Professional Development						July 2024-June 2027	\$15,000.00	\$25,000.00		\$40,000.00			\$40,000.00
5	5.3	Academic Interventions						July 1, 2024-June 30, 2027	\$0.00	\$19,997.00		\$19,997.00			\$19,997.00

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
88,898,878	30,426,698	34.226%	6.944%	41.170%	\$36,989,408.00	0.000%	41.608 %	Total:	\$36,989,408.00
								LEA-wide Total:	\$29,259,029.00
								Limited Total:	\$4,217,579.00
								Schoolwide Total:	\$3,512,800.00

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	Supplemental Instructional Resources and Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$600,000.00	
1	1.2	Professional Development for Certificated and Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000,000.00	
1	1.3	Teachers on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000,000.00	
1	1.4	English Learner Newcomer Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Edendale MS and San Lorenzo HS Grades 6-12	\$805,000.00	
1	1.5	Formative Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
1	1.6	Dual Language Immersion and Bilingual Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hesperian ES, Colonial Acres ES Hesperian K-5,	\$2,212,579.00	

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 (%)
						Colonial Acres K-4		
1	1.7	Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,500,000.00	
1	1.8	Common Planning Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000,000.00	
1	1.9	Small Learning Communities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arroyo HS, San Lorenzo HS, East Bay Arts HS	\$300,000.00	
1	1.10	College and Career Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arroyo HS, San Lorenzo HS Grades 9-12	\$1,027,800.00	
1	1.11	Additional Certificated Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,700,729.00	
1	1.12	Continuation High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Royal Sunset HS Grades 9-12	\$1,355,000.00	
1	1.13	District Independent Contract Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$839,000.00	
1	1.14	Bilingual Paraprofessionals	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$800,000.00	
2	2.1	Multi-Tiered System of Support Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
2	2.2	Academic and Behavioral Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$194,000.00	
2	2.3	Supplemental Nurses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$260,000.00	
2	2.4	Supplemental School Site Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools	\$800,000.00	

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 (%)
						Grades 6-12		
2	2.5	Student Leadership Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools Grades 6-12	\$30,000.00	
2	2.6	Music Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$940,000.00	
2	2.7	Library	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,015,000.00	
3	3.1	Staffing and Resources to Maintain a Safe and Welcoming Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,300,000.00	
3	3.2	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	
3	3.3	Wellness Center Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500,000.00	
3	3.4	Social Emotional Programs, materials, and resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
3	3.5	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$600,000.00	
3	3.6	Social Workers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$950,000.00	
3	3.7	Supplemental School Site Funding	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000,000.00	
3	3.8	Physical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500,000.00	
4	4.1	District Committees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$350,000.00	

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 (%)
4	4.2	District Translation and Interpretation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$400,000.00	
4	4.3	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	
4	4.4	School Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$480,000.00	
4	4.5	Family Training Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
4	4.6	Additional Classified Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$505,300.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$126,391,317.00	\$124,197,203.00

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	Common Core Curriculum and Instructional Materials	No	\$877,721.00	\$620,561.00
1	1.2	Supplemental Instructional Materials	Yes	\$550,000.00	\$114,954.00
1	1.3	Professional Development	Yes	\$2,852,676.00	\$258,815.00
1	1.4	Instructional Coaches	Yes	\$1,536,772.00	\$1,455,377.00
1	1.5	Multilingual Learner Program Support	No Yes	\$550,000.00	\$255,584.00
1	1.6	Professional Development Days- this action has been combined with Action 1.20	Yes	\$0	\$0.00
1	1.7	New Teacher Induction	Yes	\$307,361.00	\$242,704.00
1	1.8	Elementary Physical Education Staffing	Yes	\$1,180,388.00	\$1,521,154.00
1	1.9	Summer School	Yes	\$100,000.00	\$0.00
1	1.10	Newcomer Class Size Reduction	Yes	\$543,900.00	\$541,523.00

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	1.11	Class size Reduction TK-3 This action has been moved to Goal 3 to provide additional certificated staffing	Yes	\$0	\$0.00
1	1.12	Technology Assistance	Yes	\$257,775.00	\$492,935.00
1	1.13	Technology Resources	No	\$186,375.00	\$0.00
1	1.14	School Plan Development	No		\$0.00
1	1.15	Benchmark Assessments	No	\$71,757.00	\$0.00
1	1.16	Cycles of Inquiry/Data Analysis	No		\$0.00
1	1.17	Bilingual Program	Yes	\$1,876,612.00	\$1,817,067.00
1	1.18	English Learner Program Audit This action has been combined with 1.5	Yes	\$0	\$0.00
1	1.19	Highly Qualified Staff	Yes	\$9,500,000.00	\$9,500,000.00
1	1.20	Common Planning Time	Yes	\$2,000,000.00	\$2,000,000.00
1	1.21	Professional Development-Classified	Yes	\$200,000.00	\$575.00
2	2.1	Student Support Services - Restorative Practices	Yes	\$400,000.00	\$318,676.00
2	2.2	College and Career Program	Yes	\$598,898.00	\$11,885.00

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)
2	2.3	Social Workers	Yes	\$1,055,830.00	\$587,829.00
2	2.4	Library Staff	Yes	\$960,750.00	\$1,031,747.00
2	2.5	Small Learning Communities	Yes	\$300,000.00	\$328,917.00
2	2.6	Bilingual Paraprofessionals	Yes	\$1,125,036.00	\$681,344.00
2	2.7	Academic and Behavioral Support	Yes	\$467,250.00	\$502,063.00
2	2.8	Afterschool Programs	No	\$10,000.00	\$99,570.00
2	2.9	Substitute Teacher Pay	No	\$900,079.00	\$2,418,284.00
2	2.10	Supplemental Nurses	Yes	\$275,000.00	\$143,210
2	2.11	Multi-Tiered Systems of Support	Yes		\$0.00
2	2.12	Teachers on Special Assignment	No Yes	\$400,000.00	\$131,313.00
2	2.13	Supplemental School Site Counselors	Yes	\$1,250,000.00	\$917,182.00
2	2.15	Student Leadership	No		\$0.00
2	2.16	Music Education	Yes	\$803,250.00	\$701,963.00

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)
2	2.17	Site Collaborative Teams	No		\$0.00
2	2.18	Highly Qualified Staff	Yes		\$0.00
3	3.1	Certificated Staffing	No	\$41,898,341.00	\$40,931,375
3	3.2	Special Education Program	No	\$24,986,710.00	\$23,646,653.00
3	3.3	Central Office Services	No	\$13,158,786.00	16,143,884
3	3.4	Child Nutrition	No	\$200,000.00	\$0.00
3	3.5	Maintenance Transportation and Operations	No	\$6,738,903.00	\$10,001,961
3	3.6	Campus Safety	Yes	\$1,533,000.00	\$1,553,569.00
3	3.7	Additional Certificated Staffing	Yes	\$700,050.00	\$424,419.00
3	3.8	Additional Classified Staffing	Yes	\$505,300.00	\$382,014.00
3	3.9	Supplemental School Site Funding	Yes	\$1,800,000.00	\$757,068.00
3	3.12	District Independent Contract Education	Yes	\$804,874.00	\$760,887.00
3	3.13	District Committees	Yes	\$350,000.00	\$245,711.00

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)
3	3.14	Continuation High School	Yes	\$1,050,000.00	\$1,224,794.00
3	3.15	Home to School Transportation	Yes	\$300,000.00	\$516,365.00
4	4.1	Adult School Program	No	\$65,000.00	\$0.00
4	4.2	District Translators and Interpreters	Yes	\$239,400.00	\$294,187.00
4	4.3	Family Engagement and Governance Groups	No	\$11,751.00	\$0.00
4	4.4	Family Engagement - Student with Special needs	Yes	\$10,000.00	\$15,782.00
4	4.5	Family Engagement - African American Students	No Yes	\$15,000.00	\$5,133.00
4	4.6	Family Engagement - Emergent Bilingual Students	Yes	\$10,000.00	\$6,453.00
4	4.7	School Community Liaisons	Yes	\$200,000.00	\$454,604.00
4	4.8	Family Training Opportunities	Yes	\$70,000.00	\$0.00
4	4.9	Family Engagement- Latinx Students	No Yes	\$10,000.00	\$515.00
4	4.10	Family Communication Systems	No	\$176,772.00	\$132,616.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.11	Family Engagement - Asian American Pacific Islander Students	Yes	\$10,000.00	\$3,401.00
4	4.12	Family Engagement - Native American Students	Yes	\$10,000.00	\$580.00
4	4.13	Family Resource Center	No		\$0.00
5	5.1	School Community Liaisons	No		\$0.00
5	5.2	Social Workers	Yes		\$0.00
5	5.3	Comprehensive Coordinated Early Intervening Services Plan	No	\$400,000.00	\$0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$31,500,783	\$36,100,000.00	\$30,202,299.00	\$5,897,701.00	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	1.2	Supplemental Instructional Materials	Yes	\$550,000.00	\$114,954.00		
1	1.3	Professional Development	Yes	\$2,852,676.00	\$258,815.00		
1	1.4	Instructional Coaches	Yes	\$1,536,772.00	\$1,455,377.00		
1	1.5	Multilingual Learner Program Support	Yes	\$550,000.00	\$255,584.00		
1	1.6	Professional Development Days- this action has been combined with Action 1.20	Yes				
1	1.7	New Teacher Induction	Yes	\$307,361.00	\$242,704.00		
1	1.8	Elementary Physical Education Staffing	Yes	\$1,180,388.00	\$1,521,154.00		
1	1.9	Summer School	Yes	\$100,000.00	\$0.00		
1	1.10	Newcomer Class Size Reduction	Yes	\$543,900.00	\$541,523.00		
1	1.11	Class size Reduction TK-3 This action has been moved to Goal 3 to provide additional certificated staffing	Yes				
1	1.12	Technology Assistance	Yes	\$257,775.00	\$492,935.00		
1	1.17	Bilingual Program	Yes	\$1,876,612.00	\$1,817,067.00		

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	1.18	English Learner Program Audit This action has been combined with 1.5	Yes				
1	1.19	Highly Qualified Staff	Yes	\$9,500,000.00	\$9,500,000.00		
1	1.20	Common Planning Time	Yes	\$2,000,000.00	\$2,000,000.00		
1	1.21	Professional Development-Classified	Yes	\$200,000.00	\$575.00		
2	2.1	Student Support Services - Restorative Practices	Yes	\$400,000.00	\$318,676.00		
2	2.2	College and Career Program	Yes	\$284,812.00	\$11,885.00		
2	2.3	Social Workers	Yes	\$1,055,830.00	\$587,829.00		
2	2.4	Library Staff	Yes	\$960,750.00	\$1,031,747.00		
2	2.5	Small Learning Communities	Yes	\$300,000.00	\$328,917.00		
2	2.6	Bilingual Paraprofessionals	Yes	\$830,000.00	\$681,344.00		
2	2.7	Academic and Behavioral Support	Yes	\$467,250.00	\$502,063.00		
2	2.10	Supplemental Nurses	Yes	\$275,000.00	\$143,210.00		
2	2.11	Multi-Tiered Systems of Support	Yes				
2	2.12	Teachers on Special Assignment	Yes	\$400,000.00	\$131,313.00		
2	2.13	Supplemental School Site Counselors	Yes	\$1,250,000.00	\$917,182.00		
2	2.16	Music Education	Yes	\$803,250.00	\$701,963.00		
2	2.18	Highly Qualified Staff	Yes				
3	3.6	Campus Safety	Yes	\$1,533,000.00	\$1,553,569.00		

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)
3	3.7	Additional Certificated Staffing	Yes	\$700,050.00	\$424,419.00		
3	3.8	Additional Classified Staffing	Yes	\$505,300.00	\$382,014.00		
3	3.9	Supplemental School Site Funding	Yes	\$1,800,000.00	\$757,068.00		
3	3.12	District Independent Contract Education	Yes	\$804,874.00	\$760,887.00		
3	3.13	District Committees	Yes	\$350,000.00	\$245,711.00		
3	3.14	Continuation High School	Yes	\$1,050,000.00	\$1,224,794.00		
3	3.15	Home to School Transportation	Yes	\$300,000.00	\$516,365.00		
4	4.2	District Translators and Interpreters	Yes	\$239,400.00	\$294,187.00		
4	4.4	Family Engagement - Student with Special needs	Yes	\$10,000.00	\$15,782.00		
4	4.5	Family Engagement - African American Students	Yes	\$15,000.00	\$5,133.00		
4	4.6	Family Engagement - Emergent Bilingual Students	Yes	\$10,000.00	\$6,453.00		
4	4.7	School Community Liaisons	Yes	\$200,000.00	\$454,604.00		
4	4.8	Family Training Opportunities	Yes	\$70,000.00	\$0.00		
4	4.9	Family Engagement- Latinx Students	Yes	\$10,000.00	\$515.00		
4	4.11	Family Engagement - Asian American Pacific Islander Students	Yes	\$10,000.00	\$3,401.00		
4	4.12	Family Engagement - Native American Students	Yes	\$10,000.00	\$580.00		
5	5.2	Social Workers	Yes				

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

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)
\$94,510,350	\$31,500,783	5.57%	38.901%	\$30,202,299.00	0.000%	31.957%	\$6,562,710.49	6.944%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- 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).

California Department of Education
November 2023

San Lorenzo Unified 2024-25 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal 1, Actions	Goal 2, Action	Goal 3, Actions	Goal 4, Action	
LEA-wide Lowest Performance	District	African American	ELA	1, 2, 3, 5, 7, 8				Please enter Goal and Action numbers in columns F and G indicating where each action is addressed in district's 2024-25 LCAP
LEA-wide Lowest Performance	District	African American	Math	1, 2, 3, 5, 7, 8				
LEA-wide Lowest Performance	District	African American	Suspension		1, 2, 6	1, 2, 3, 4, 5, 6		
LEA-wide Lowest Performance	District	English Learner	CCI	10, 13, 14				
LEA-wide Lowest Performance	District	English Learner	ELA	1, 2, 3, 5, 6, 7, 8, 14				
LEA-wide Lowest Performance	District	English Learner	Math	1, 2, 3, 5, 6, 7, 8, 14				
LEA-wide Lowest Performance	District	Homeless	CCI	10,13,				
LEA-wide Lowest Performance	District	Homeless	ELA	1, 2, 3, 5, 7, 8				
LEA-wide Lowest Performance	District	Homeless	Math	1, 2, 3, 5, 7, 8				
LEA-wide Lowest Performance	District	Pacific Islander	Chronic Absenteeism	13	1, 2, 5, 6	2, 3, 4, 5, 6		
LEA-wide Lowest Performance	District	Pacific Islander	ELA	1, 2, 3, 5, 7, 8				
LEA-wide Lowest Performance	District	Pacific Islander	Math	1, 2, 3, 5, 7, 8				
LEA-wide Lowest Performance	District	Students with Disabilities	CCI	10, 13				
Required Action for English Learners	District	English Learner	N/A	6, 10, 14			2	
Required Action for Long Term English Learners (LTEL)	District	LTEL	N/A	6,10, 14			2	
Required Action for Students with Disabilities	District	Students with Disabilities	N/A	10, 13				
School-wide Lowest Performance	Royal Sunset (Continuation) (Equity	All Students	CCI	10, 12				
School-wide Lowest Performance	Colonial Acres Elementary	All Students	ELA	6				
School-wide Lowest Performance	Edendale Middle	All Students	ELA	11				
School-wide Lowest Performance	Hesperian Elementary	All Students	ELA	6, 14				
School-wide Lowest Performance	San Lorenzo High	All Students	ELA	10				
School-wide Lowest Performance	Bohannon Middle	All Students	Math	11				
School-wide Lowest Performance	Colonial Acres Elementary	All Students	Math	6				
School-wide Lowest Performance	Edendale Middle	All Students	Math	11				
School-wide Lowest Performance	San Lorenzo High	All Students	Math	10				
School-wide Lowest Performance	East Bay Arts High	All Students	Suspension		1, 2, 5, 6	1, 2, 3, 4, 5, 6		
School Student Group Lowest Performance	Bohannon Middle	African American	ELA	11				
School Student Group Lowest Performance	Bohannon Middle	African American	Suspension		1, 2, 5, 6	1, 2, 3, 4, 5, 6		
School Student Group Lowest Performance	San Lorenzo High	African American	CCI	10				
School Student Group Lowest Performance	Arroyo High	English Learner	ELPI	14				
School Student Group Lowest Performance	Bohannon Middle	English Learner	ELPI	14				
School Student Group Lowest Performance	Bohannon Middle	English Learner	Math	11, 14				
School Student Group Lowest Performance	Colonial Acres Elementary	English Learner	ELA	6, 14				
School Student Group Lowest Performance	Colonial Acres Elementary	English Learner	Math	6, 14				
School Student Group Lowest Performance	Edendale Middle	English Learner	ELA	4, 11, 14				
School Student Group Lowest Performance	Hesperian Elementary	English Learner	ELA	6, 14				
School Student Group Lowest Performance	Hillside Elementary	English Learner	ELA	14				

San Lorenzo Unified 2024-25 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal 1, Actions	Goal 2, Action	Goal 3, Actions	Goal 4, Action
School Student Group Lowest Performance	Hillside Elementary	English Learner	Math	14			
School Student Group Lowest Performance	Lorenzo Manor Elementary	English Learner	ELA	14			
School Student Group Lowest Performance	San Lorenzo High	English Learner	CCI	10, 14			
School Student Group Lowest Performance	San Lorenzo High	English Learner	ELA	4, 14			
School Student Group Lowest Performance	San Lorenzo High	English Learner	Math	4, 14			
School Student Group Lowest Performance	Bohannon Middle	Hispanic	Math	11			
School Student Group Lowest Performance	Colonial Acres Elementary	Hispanic	ELA	6			
School Student Group Lowest Performance	Colonial Acres Elementary	Hispanic	Math	6			
School Student Group Lowest Performance	Dayton Elementary	Hispanic	ELA	14			
School Student Group Lowest Performance	Edendale Middle	Hispanic	ELA	11			
School Student Group Lowest Performance	Edendale Middle	Hispanic	Math	11			
School Student Group Lowest Performance	Hesperian Elementary	Hispanic	ELA	6			
School Student Group Lowest Performance	Hillside Elementary	Hispanic	ELA	14			
School Student Group Lowest Performance	Lorenzo Manor Elementary	Hispanic	ELA	14			
School Student Group Lowest Performance	Royal Sunset (Continuation) (Equity	Hispanic	CCI	10, 11			
School Student Group Lowest Performance	San Lorenzo High	Hispanic	ELA	10, 11			
School Student Group Lowest Performance	San Lorenzo High	Hispanic	Math	10,11			
School Student Group Lowest Performance	Bohannon Middle	Socioeconomically Disadv	Math	11			
School Student Group Lowest Performance	Colonial Acres Elementary	Socioeconomically Disadv	ELA	6			
School Student Group Lowest Performance	Colonial Acres Elementary	Socioeconomically Disadv	Math	6			
School Student Group Lowest Performance	East Bay Arts High	Socioeconomically Disadv	Suspension		1, 2, 5, 6	1, 2, 3, 4, 5, 6	
School Student Group Lowest Performance	Edendale Middle	Socioeconomically Disadv	ELA	11			
School Student Group Lowest Performance	Edendale Middle	Socioeconomically Disadv	Math	11			
School Student Group Lowest Performance	Hesperian Elementary	Socioeconomically Disadv	ELA	6			
School Student Group Lowest Performance	Lorenzo Manor Elementary	Socioeconomically Disadv	ELA	14			
School Student Group Lowest Performance	Royal Sunset (Continuation) (Equity	Socioeconomically Disadv	CCI	12			
School Student Group Lowest Performance	San Lorenzo High	Socioeconomically Disadv	ELA	10, 11			
School Student Group Lowest Performance	San Lorenzo High	Socioeconomically Disadv	Math	10,11			
School Student Group Lowest Performance	Arroyo High	Students with Disabilities	CCI	10			
School Student Group Lowest Performance	Arroyo High	Students with Disabilities	Graduation		4		
School Student Group Lowest Performance	Bohannon Middle	Students with Disabilities	ELA	11			
School Student Group Lowest Performance	Bohannon Middle	Students with Disabilities	Math	11			
School Student Group Lowest Performance	Bohannon Middle	Students with Disabilities	Suspension		1, 2, 5, 6	1, 2, 3, 4, 5, 6	
School Student Group Lowest Performance	Dayton Elementary	Students with Disabilities	Suspension		1, 2, 5, 6	1, 2, 3, 4, 5, 6	
School Student Group Lowest Performance	Grant Elementary	Students with Disabilities	Suspension		1, 2, 5, 6	1, 2, 3, 4, 5, 6	
School Student Group Lowest Performance	San Lorenzo High	Students with Disabilities	CCI	10			
School Student Group Lowest Performance	San Lorenzo High	Students with Disabilities	ELA	10, 11			
School Student Group Lowest Performance	San Lorenzo High	Students with Disabilities	Math	11			
School Student Group Lowest Performance	San Lorenzo High	Students with Disabilities	Suspension		1, 2, 5, 6	1, 2, 3, 4, 5, 6	
School Student Group Lowest Performance	Bohannon Middle	White	Math	11			
School Student Group Lowest Performance	San Lorenzo High	White	Suspension		1, 2, 5, 6	1, 2, 3, 4, 5, 6	



ALAMEDA COUNTY
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**ACCOUNTABILITY
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San Lorenzo Unified 2024-25 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal 1, Actions	Goal 2, Action	Goal 3, Actions	Goal 4, Action	
Required Action(s) for Technical Assistance	District					Please make copies of this row as needed for additional		

Required Actions

DISTRICTS: Please reach out to your [ACOE Reviewer](#) for a pre-populated spreadsheet showing all required actions for your specific district.
ACOE **highly recommends** that a PDF version of this spreadsheet be included as an Appendix to your LCAP.

Required Action	School	Student Group	Indicator	Goal #	Action #	Review Team	ACOE Review	Notes
LEA-wide Lowest Performance	District	African American	ELA	1	1, 2, 3, 5, 7, 8	AP	Meets Requirement	
LEA-wide Lowest Performance	District	African American	Math	1	1, 2, 3, 5, 7, 8	AP	Meets Requirement	
LEA-wide Lowest Performance	District	English Learner	ELA	1	1, 2, 3, 5, 6, 7, 8, 14	AP	Meets Requirement	
LEA-wide Lowest Performance	District	English Learner	Math	1	1, 2, 3, 5, 6, 7, 8, 14	AP	Meets Requirement	
LEA-wide Lowest Performance	District	Homeless	ELA	1	1, 2, 3, 5, 7, 8	AP	Meets Requirement	
LEA-wide Lowest Performance	District	Homeless	Math	1	1, 2, 3, 5, 7, 8	AP	Meets Requirement	
LEA-wide Lowest Performance	District	Pacific Islander	ELA	1	1, 2, 3, 5, 7, 8	AP	Meets Requirement	
LEA-wide Lowest Performance	District	Pacific Islander	Math	1	1, 2, 3, 5, 7, 8	AP	Meets Requirement	
School-wide Lowest Performance	Colonial Acres Elementary	All Students	ELA	1	6	AP	Meets Requirement	
School-wide Lowest Performance	Edendale Middle	All Students	ELA	1	11	AP	Meets Requirement	
School-wide Lowest Performance	Hesperian Elementary	All Students	ELA	1	6, 14	AP	Meets Requirement	
School-wide Lowest Performance	San Lorenzo High	All Students	ELA	1	10	AP	Meets Requirement	
School-wide Lowest Performance	Bohannon Middle	All Students	Math	1	11	AP	Meets Requirement	
School-wide Lowest Performance	Colonial Acres Elementary	All Students	Math	1	6	AP	Meets Requirement	
School-wide Lowest Performance	Edendale Middle	All Students	Math	1	11	AP	Meets Requirement	
School-wide Lowest Performance	San Lorenzo High	All Students	Math	1	10	AP	Meets Requirement	
School Student Group Lowest Performance	Bohannon Middle	African American	ELA	1	11	AP	Meets Requirement	
School Student Group Lowest Performance	Bohannon Middle	English Learner	Math	1	11, 14	AP	Meets Requirement	
School Student Group Lowest Performance	Colonial Acres Elementary	English Learner	ELA	1	6, 14	AP	Meets Requirement	
School Student Group Lowest Performance	Colonial Acres Elementary	English Learner	Math	1	6, 14	AP	Meets Requirement	
School Student Group Lowest Performance	Edendale Middle	English Learner	ELA	1	4, 11, 14	AP	Meets Requirement	
School Student Group Lowest Performance	Hesperian Elementary	English Learner	ELA	1	6, 14	AP	Meets Requirement	
School Student Group Lowest Performance	Hillside Elementary	English Learner	ELA	1	14	AP	Meets Requirement	
School Student Group Lowest Performance	Hillside Elementary	English Learner	Math	1	14	AP	Meets Requirement	
School Student Group Lowest Performance	Lorenzo Manor Elementary	English Learner	ELA	1	14	AP	Meets Requirement	
School Student Group Lowest Performance	San Lorenzo High	English Learner	ELA	1	4, 14	AP	Meets Requirement	
School Student Group Lowest Performance	San Lorenzo High	English Learner	Math	1	4, 14	AP	Meets Requirement	
School Student Group Lowest Performance	Bohannon Middle	Hispanic	Math	1	11	AP	Meets Requirement	
School Student Group Lowest Performance	Colonial Acres Elementary	Hispanic	ELA	1	14	AP	Meets Requirement	
School Student Group Lowest Performance	Colonial Acres Elementary	Hispanic	Math	1	14	AP	Meets Requirement	
School Student Group Lowest Performance	Dayton Elementary	Hispanic	ELA	1	14	AP	Meets Requirement	
School Student Group Lowest Performance	Edendale Middle	Hispanic	ELA	1	11	AP	Meets Requirement	

Required Actions

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Required Action	School	Student Group	Indicator	Goal #	Action #	Review Team	ACOE Review	Notes
School Student Group Lowest Performance	Edendale Middle	Hispanic	Math	1	11	AP	Meets Requirement	
School Student Group Lowest Performance	Hesperian Elementary	Hispanic	ELA	1	14	AP	Meets Requirement	
School Student Group Lowest Performance	Hillside Elementary	Hispanic	ELA	1	14	AP	Meets Requirement	
School Student Group Lowest Performance	Lorenzo Manor Elementary	Hispanic	ELA	1	14	AP	Meets Requirement	
School Student Group Lowest Performance	San Lorenzo High	Hispanic	ELA	1	10, 11	AP	Meets Requirement	
School Student Group Lowest Performance	San Lorenzo High	Hispanic	Math	1	10, 11	AP	Meets Requirement	
School Student Group Lowest Performance	Bohannon Middle	Socioeconomically Disadvantaged	Math	1	11	AP	Meets Requirement	
School Student Group Lowest Performance	Colonial Acres Elementary	Socioeconomically Disadvantaged	ELA	1	6	AP	Meets Requirement	
School Student Group Lowest Performance	Colonial Acres Elementary	Socioeconomically Disadvantaged	Math	1	6	AP	Meets Requirement	
School Student Group Lowest Performance	Edendale Middle	Socioeconomically Disadvantaged	ELA	1	11	AP	Meets Requirement	
School Student Group Lowest Performance	Edendale Middle	Socioeconomically Disadvantaged	Math	1	11	AP	Meets Requirement	
School Student Group Lowest Performance	Hesperian Elementary	Socioeconomically Disadvantaged	ELA	1	6	AP	Meets Requirement	
School Student Group Lowest Performance	Lorenzo Manor Elementary	Socioeconomically Disadvantaged	ELA	1	14	AP	Meets Requirement	
School Student Group Lowest Performance	San Lorenzo High	Socioeconomically Disadvantaged	ELA	1	10, 11	AP	Meets Requirement	
School Student Group Lowest Performance	San Lorenzo High	Socioeconomically Disadvantaged	Math	1	10, 11	AP	Meets Requirement	
School Student Group Lowest Performance	Bohannon Middle	Students with Disabilities	ELA	1	11	AP	Meets Requirement	
School Student Group Lowest Performance	Bohannon Middle	Students with Disabilities	Math	1	11	AP	Meets Requirement	
School Student Group Lowest Performance	San Lorenzo High	Students with Disabilities	ELA	1	10, 11	AP	Meets Requirement	
School Student Group Lowest Performance	San Lorenzo High	Students with Disabilities	Math	1	11	AP	Meets Requirement	
School Student Group Lowest Performance	Bohannon Middle	White	Math	1	11	AP	Meets Requirement	