

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Ana Unified School District

CDS Code: 30-666700000000

School Year: 2026-27

LEA contact information:

Dr. Lorraine Pérez

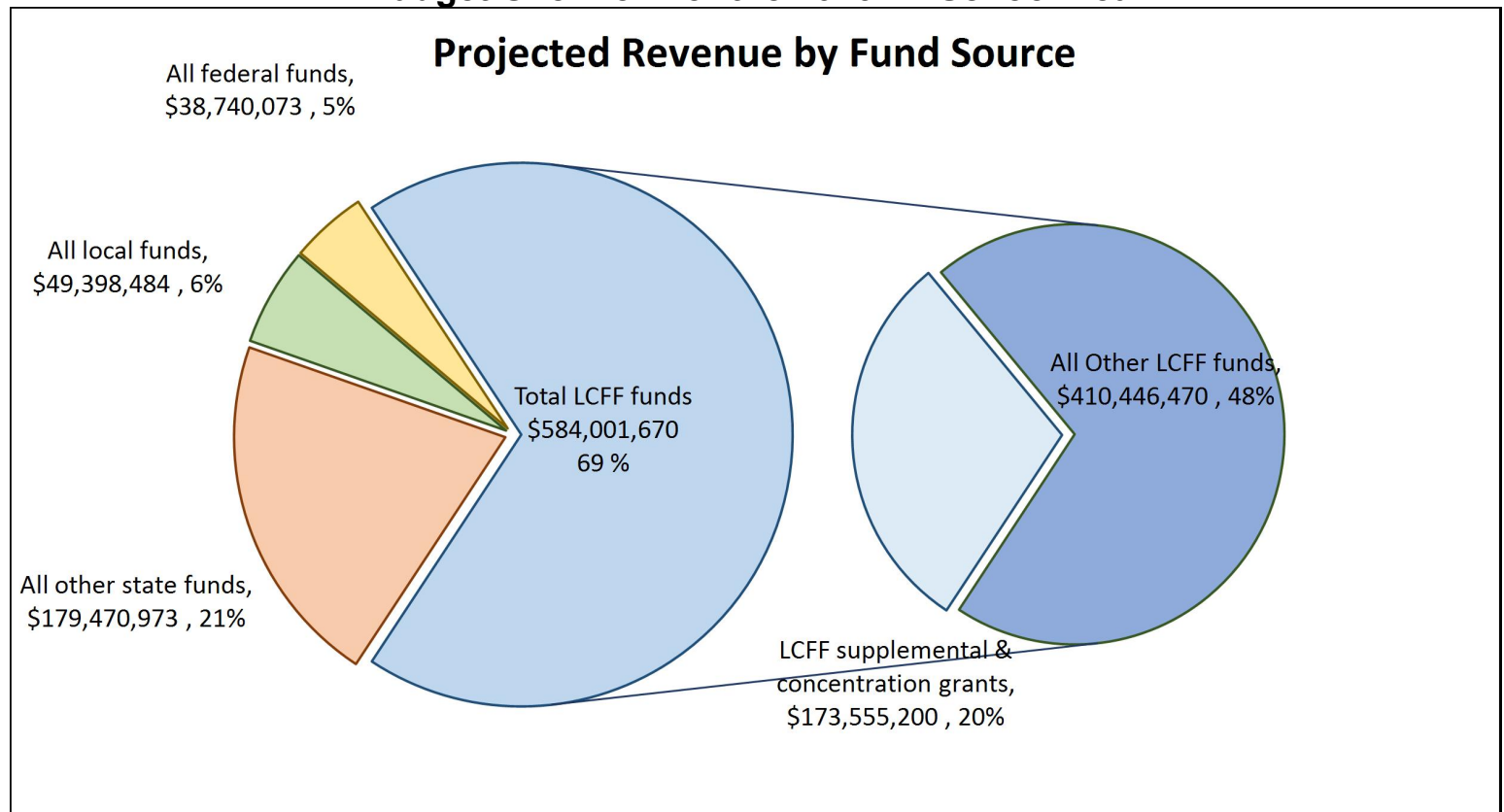
Superintendent

lorraine.perez@sausd.us

(714) 558-5523

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

Budget Overview for the 2026-27 School Year

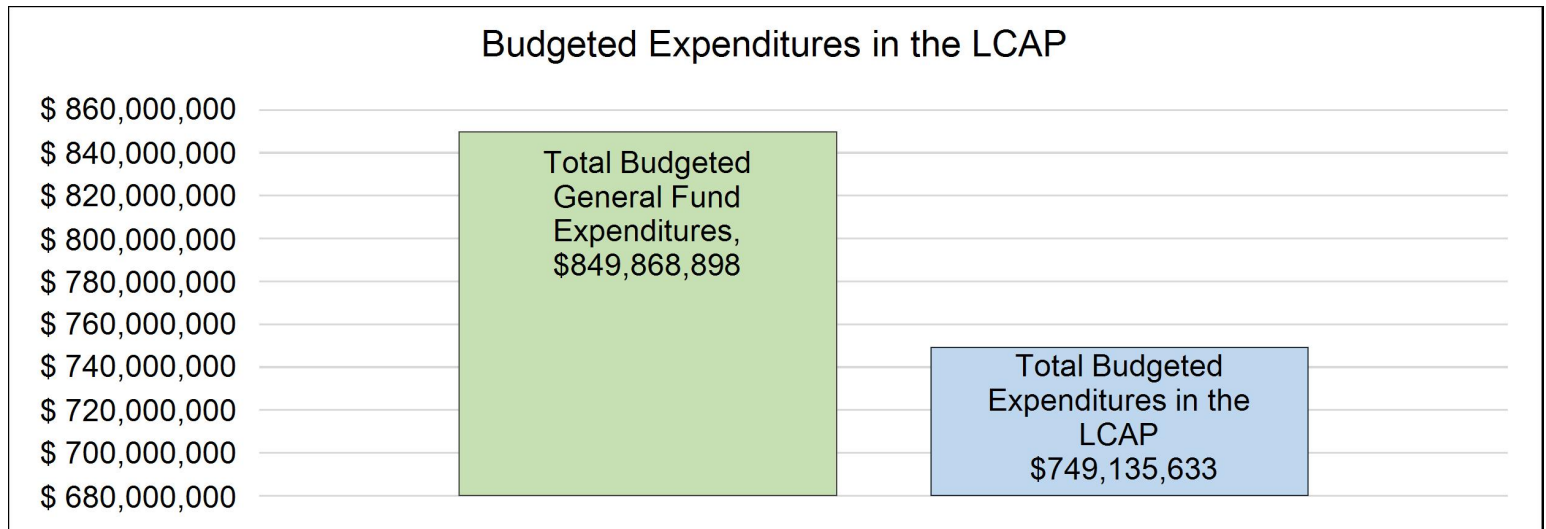


This chart shows the total general purpose revenue Santa Ana Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Ana Unified School District is \$851,611,200, of which \$584,001,670.00 is Local Control Funding Formula (LCFF), \$179,470,973.00 is other state funds, \$49,398,484.00 is local funds, and \$38,740,073.00 is federal funds. Of the \$584,001,670.00 in LCFF Funds, \$173,555,200.00 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 Santa Ana Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Ana Unified School District plans to spend \$849,868,898.00 for the 2026-27 school year. Of that amount, \$749,135,633.00 is tied to actions/services in the LCAP and \$100,733,265 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

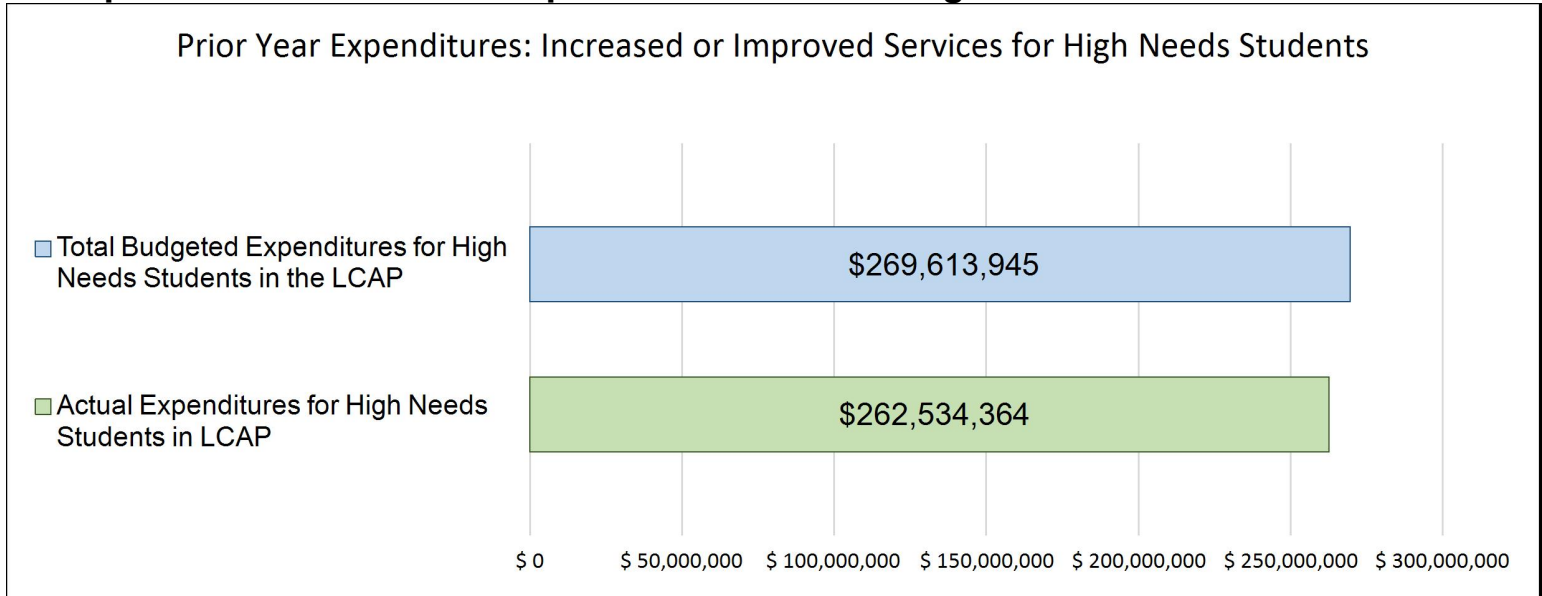
The expenditures excluded from the LCAP are those that are further removed from students or considered base programming, including costs associated with School Police Services, Risk Management, Nutrition Services, Business Services, Human Resources, Construction, Facilities/Planning, and Maintenance and Operations.

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

In 2026-27, Santa Ana Unified School District is projecting it will receive \$173,555,200.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Ana Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Ana Unified School District plans to spend \$198,144,580.00 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 2025-26



This chart compares what Santa Ana Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Ana Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Santa Ana Unified School District's LCAP budgeted \$269,613,945.00 for planned actions to increase or improve services for high needs students. Santa Ana Unified School District actually spent \$262,534,364.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$7,079,581 had the following impact on Santa Ana Unified School District's ability to increase or improve services for high needs students:

SAUSD was able to leverage other state and federal funding to support our LCAP goals and actions. These funding resources included: CA Community Schools Partnership Program, After School Education and Safety Program, 21st Century Community Learning Centers, State Preschool, and the Learning Recovery Emergency Block Grant, etc.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

Founded in 1888, the Santa Ana Unified School District (SAUSD), located in the city of Santa Ana in Orange County, educates approximately 33,400 students in grades TK-12 according to 2025-26 enrollment data. SAUSD serves a diverse and densely populated urban community through 54 schools and programs. The district serves the City of Santa Ana, one of the most densely populated cities in Orange County, and reflects the rich cultural and linguistic diversity of the community.

There are 35 elementary/K-8 schools, six intermediate schools, six traditional comprehensive high schools, three educational option schools, and three schools of choice, including Middle College High School (located on the campus of Santa Ana College), Santa Ana Virtual Academy (online school), and Advanced Learning Academy (K-12 dependent charter). SAUSD also has one Deaf and Hard of Hearing Resource Center, a Workability Program, an Adult Transition Program, an Early Childhood Education Program, and the Mitchell Child Development Center (CDC).

Approximately 96% of SAUSD students are Hispanic, 2% are Asian, and 2% are Other. Approximately 36% of SAUSD students are English learners, with Spanish, Vietnamese, and Khmer among the most commonly spoken languages at home. Approximately 90% of the SAUSD student population is designated as coming from low-income families.

SAUSD offers a multitude of educational programs, including California-designated Community Schools, Career Technical Education (CTE) career-focused academies and pathways aligned with California CTE industry sectors, an International Baccalaureate program, a highly

competitive Speech and Debate program, Visual and Performing Arts (VAPA), Dual Immersion programs, and expanded learning opportunities with after-school programs at every school site.

Like many urban school districts, SAUSD continues to address challenges related to chronic absenteeism, accelerating academic achievement, supporting English learner progress, increasing college and career readiness, and meeting the academic, behavioral, and social-emotional needs of students and families. The district uses data-driven decision-making and stakeholder engagement to identify needs and implement actions that support positive outcomes for all students.

SAUSD has three Equity Multiplier Schools—Cesar Chavez High School, Lorin Griset Academy, and REACH Academy. These three schools are Educational Option schools supported through a common LCAP goal and related actions designed to address the unique needs of their student populations.

The Santa Ana Unified School District Board of Education's Vision and Mission are communicated through the Board Priorities and Graduate Profile and reflect the district's commitment to providing rigorous academic programs, career-based learning, and workplace experiences that ensure all students are college and career-ready and prepared to contribute as members of a global community.

Vision: Forging communities of compassionate learners, innovators, and leaders for a bright future.

Mission: Our community empowers learners through authentic relationships and relevant educational experiences for the dreams they pursue in a global society.

Values: Collaboration, Perseverance, Engagement, Empathy, Inclusive Equity.

The District Focus Areas support the Board Priority areas and align with the Local Control and Accountability Plan, including:

- Early Literacy and Reading by Grade 3
- English Learner Progress and Designated ELD
- College and Career Readiness

Reflections: Annual Performance

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

Santa Ana Unified School District (SAUSD) comprehensively reviewed the 2025 California School Dashboard data, local assessments, and input from over 5,088 stakeholders through its 2025–26 ThoughtExchange engagement. This reflection supports the district's commitment to equity, continuous improvement, and strategic use of resources. Our analysis revealed areas of academic and engagement progress, identifying persistent challenges across specific student groups.

Overall Reflection

The District's review of 2025 California School Dashboard indicators, local assessment data, and stakeholder input demonstrates positive momentum across multiple state and local measures. Improvements in English Language Arts, Mathematics, Graduation Rate, College/Career Readiness, English Learner Progress, and Chronic Absenteeism reflect the impact of ongoing investments in high-quality instruction, Multi-Tiered Systems of Support (MTSS), English learner services, and student support programs. While progress is evident, the district identified opportunities to further accelerate achievement and engagement for specific student groups through targeted supports and differentiated interventions. These findings informed the continued refinement of LCAP actions and resource allocations to strengthen academic achievement, student engagement, and college and career readiness for all students.

Key Takeaways from 2025 Dashboard and Local Data

- *English Language Arts (ELA) status improved to Yellow, with an increase of 6.1 points in "distance from standard," indicating a substantial positive change.
- *Mathematics increased to Yellow, with a +4.7 point shift in "distance from standard," suggesting marked progress from the previous year.
- *Graduation Rate improved +1.3% to reach 91.6%, 3.8% above the statewide percentage.
- *Chronic Absenteeism decreased from 16.9% to 15.4%, a 1.5% improvement, maintaining Yellow status, driven by MTSS, COST supports, and enhanced home-to-school communication.
- *College/Career Indicator (CCI) increased to Green, 4.8% to 49%, indicating the impact and continued need for expanded postsecondary pathways and student support systems.
- *Suspension Rate improved 0.4%, maintaining Green, reflecting districtwide PBIS and trauma-informed practices.
- *English Learner Progress (ELPI) increased to Yellow, +6.4%, from 37.9% to 44.3%.

Highlights and Areas of Progress

- *Graduation rates remained strong overall. Particularly notable was the increase by 1.3% to 91.6% graduated for all students. For our largest student group, Hispanic students, we increased by 1.5% with a 91.7% graduation rate, significantly higher than the State's 86.9% rate for this same student group.
- *The College/Career indicator increased districtwide, maintaining Green status. For the Hispanic and Socioeconomically Disadvantaged student groups, SAUSD outperformed the State by 3% and 2.8%, respectively, which suggests that district investments in MTSS, Career Technical Education pathways, and the K–12 counseling program are contributing positively to student outcomes and helping prepare students for postsecondary success.
- *English Learner Progress (ELPI) increased to Yellow, +6.4%, from 37.9% to 44.3%; with a substantial increase of 9.5% for Long-Term English Learners (LTELs), who increased to 45.4%, moving to Green status, which reflects a focused effort on designated and integrated English Language Development. Moreover, there was a deeper Tier 2/3 ELD intervention and system-wide improvements in reclassification support.

Persistent Challenges and Equity Gaps

- *Although ELA and Mathematics improved to Yellow for all students, several student groups continue to experience lower levels of academic performance. In English Language Arts, African American students, American Indian students, English Learners, Long-Term English Learners, Students with Disabilities, Foster Youth, and Homeless Youth performed at the Orange level. In Mathematics, Foster Youth performed at the Red level, while African American students, American Indian students, English Learners, Long-Term English Learners, Students with Disabilities, and White students performed at the Orange level. These findings reinforced the district's decision to continue

investments in high-quality Tier I instruction, professional learning, Multi-Tiered Systems of Support (MTSS), assessment systems, and targeted academic interventions designed to accelerate learning for student groups experiencing lower levels of performance.

*Although the Chronic Absenteeism rate decreased to 15.4% for all students. Long-Term English Learners are in the Red. MTSS, COST supports, and enhanced home-to-school communication must provide more support and prioritization for this student group. As a result, the district will continue prioritizing attendance interventions through MTSS processes, COST teams, counseling services, family engagement strategies, and targeted outreach efforts designed to improve attendance outcomes for Long-Term English Learners and other student groups experiencing elevated absenteeism.

Required Identification of Red Status Student Groups

Per CDE guidelines, the following student groups received a Red performance level on one or more indicators on the 2023 Dashboard and will be included in the LCAP throughout the three-year cycle. These groups are prioritized across all LCAP goals for increased or improved services through targeted academic interventions, expanded learning opportunities, and differentiated professional development:

2023 CA Dashboard

*Students with Disabilities – ELA, Math, and Graduation Rate

*Foster Youth – ELA, Math, and Suspension Rate

*Homeless Youth – ELA and Math

*English Learners – ELA

*African American Students – Math

*American Indian Students - ELA

2025 CA Dashboard

*Students with Disabilities – No Red Indicators

*Foster Youth – Math

*Homeless Youth – No Red Indicators

*English Learners – No Red Indicators

Long-Term English Learners – Chronic Absenteeism 2025 – Not included on 2023 Dashboard

*African American Students – No Red Indicators

For details on student groups receiving the lowest performance level on any 2023 Dashboard indicator, see the Required Actions chart below.

Local Data-Driven Actions and Stakeholder Engagement

SAUSD continued to deepen its use of DataHub and other data systems to refine interventions within its Multi-Tiered Systems of Support framework. The Framework for the Future guided instructional design through personalized, authentic, and competency-based learning opportunities. Stakeholder feedback from more than 5,088 participants consistently emphasized the importance of academic achievement, student well-being, college and career readiness, family engagement, and equitable access to supports and opportunities. These priorities reinforced the district's focus areas and informed the continued development of LCAP goals, actions, and investments.

The District identified three Focus Areas, including:

Early Literacy and Reading by Grade 3
English Learner Progress and Designated ELD
College and Career Readiness

Major initiatives aligned to Board Priorities and informed by Dashboard data, local data, and stakeholder input include:

Early Literacy and Reading by Grade 3 – Expansion of early literacy instruction through DIBELS-aligned strategies and TK–3 professional learning.

English Learner Progress and Designated ELD – Focused implementation of designated and integrated ELD, expanded Tier 2 and Tier 3 interventions, and strengthened reclassification supports.

College and Career Readiness – Continued investment in MTSS, Career Technical Education pathways, and the K–12 counseling program.

Educational Partners and Community Engagement – Expansion of Community Schools, FACE Liaison services, tiered social-emotional supports such as Capturing Kids' Hearts, and broad stakeholder engagement opportunities.

Collectively, these initiatives represent the district's response to both Dashboard and local data findings. By aligning resources, professional learning, intervention systems, and stakeholder priorities, SAUSD seeks to sustain areas of growth while addressing persistent achievement and engagement gaps among student groups requiring additional support.

Learning Recovery Emergency Block Grant (LREBG) Funds

SAUSD fully expended the 2025-26 LREBG funds and received additional LREBG funds, which will be used in the 2026–27 school year. Consistent with EC Section 52064.4, these funds will support targeted extended learning, acceleration, and social-emotional mental health needs as follows:

Goal 1, Action 1.13 school counselors extended services, e.g. home visits

Goal 1 Action 1.8 school counselors

Goal 3, Action 3.3 behavior support providers, school-based mental health specialists, social workers

Goal 4, Action 4.1 additional teaching staff to maintain staff-to-pupil ratios to meet learning needs

Rationale & Alignment:

Learning Recovery and Emergency Block Grant

LREBG-funded actions may be found in Goal 1, Actions 1.8 and 1.13, Goal 3, Action 3.3, Goal 4, Action 4.1

The total amount reported for State expenditures exceeds expected revenue because it includes contributions from Fund 12 for Early Learning and the use of other State carryover funds.

The SAUSD needs assessment substantiated findings from the 2024 Dashboard related to student achievement in English Language Arts, mathematics, College and Career Indicator, and English Learner progress. Additionally, the Dashboard indicated continued high rates of suspension and chronic absenteeism among Unduplicated Student Groups (USGs).

Based on this, Goal 1, Actions 1.1 and 1.8 directly address the need for all students to receive high-quality, standards-based instruction and equitable access to a broad course of study. Action 1.1 supports the delivery of authentic, personalized, and inclusive instruction across all core academic areas, including dual immersion and virtual options, along with culturally responsive strategies to close achievement gaps for USGs. Action 1.8 expands access to MTSS programming and interventions, including college and career support and guidance, individualized 4-year plans, and transcript monitoring with early interventions. Goal 3, Action 3.3 addresses the need to reduce suspension and chronic absenteeism by increasing access to Tier 2 and Tier 3 supports, including mental health services, behavioral interventions, and social-emotional learning.

These actions align with allowable uses of LREBG funds in the areas of academic support, college and career counseling, and mental health services.

EC 32526(c)(2): Focused learning supports for students most affected by COVID-19.

EC 32526(d): Addressing academic recovery in Math and ELA for Foster Youth, LTELs, and Students with Disabilities.

This annual reflection informs SAUSD's ongoing commitment to equity and excellence by providing a strategic lens through which the district refines supports, addresses opportunity gaps, and advances positive outcomes for all students.

2023 Dashboard Required Actions

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

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

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

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

2023 Dashboard Required Actions

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

Santa Ana		Tech Asst Status	Equity Multiplier	ELA Goal 1 Actions: 1.1, 1.2, 1.3, 1.4, 1.8, 1.12, 1.14	Math Goal 1 Actions: 1.1, 1.2, 1.3, 1.4, 1.8, 1.12, 1.14	ELPI Goal 1 Actions: 1.10, 1.11	Chronic Absenteeism Goal 3 Actions: 3.2, 3.3, 3.6, 3.7, 3.10	Graduation Rate Goal 1 Actions: 1.1, 1.4, 1.6, 1.7, 1.8	Suspension Rate Goal 3 Actions: 3.2, 3.3, 3.7, 3.9, 3.10	College/Career Goal 1 Action: 1.6
1 District	DA, Yr 1	Yes		EL, FOS, HOM, SWD, AI	FOS, HOM, SWD, AA			SWD	FOS	
Romero-Cruz Academy	ATSI			HOM	EL, HOM, SWD		HOM		ALL, EL, HOM, SED, SWD, HI	
Roosevelt Walker Academy						ALL				
Saddleback High				ALL, HOM, SED, HI	ALL, EL, HOM, SED, SWD, HI				HOM, SWD	
Santa Ana High				ALL, EL, HOM, SED, SWD, HI	HOM					EL
Santiago Elementary	ATSI			EL	EL	ALL			ALL, EL, HOM, SED, SWD, HI	
Segerstrom High									SWD	
Sierra Prep Academy				ALL, EL, HOM, SED, SWD, HI	HOM, SWD				ALL, EL, SED, HI	
Edison Elementary				ALL, EL, HOM, SED, HI	EL, HOM, SWD					
2 Valley High	CSI LP			ALL, EL, HOM, SED, SWD, HI	ALL, SED, HI	ALL			SWD	
8 Washington Elementary				EL, SWD		ALL				
Willard Intermediate	CSI LP			ALL, EL, HOM, SED, HI	ALL, EL, HOM, SED, SWD, HI	ALL				
3 Wilson Elementary				HOM, SWD						
Please note: Indicators are only present if LEA or school has a student group in the RED performance level on that indicator. For example, an Elementary School District will not have the Graduation Rate Indicator column.								Student Groups		
								ALL		Black/African American
								EL		Amer Indian/Alaska Native
								FOS		Asian
								HOM		Filipino
								SED		Hispanic
								SWD		Pacific Islander
										White
										Multiple Races

Reflections: Technical Assistance

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

SAUSD is eligible for Differentiated Assistance Year 2 for Foster Youth in the areas of chronic absenteeism and suspension.

To address these areas of need, SAUSD implemented LCAP actions focused on improving academic achievement, graduation outcomes, and school climate for Foster Youth.

SAUSD continues to collaborate with the Orange County Department of Education (OCDE) through data analysis, initiative mapping, and continuous improvement planning. District and site teams regularly review Dashboard data, LCAP actions, and progress-monitoring measures to evaluate effectiveness and make adjustments as needed. Schools continue to provide targeted supports and monitor academic achievement, attendance, suspension rates, and student engagement to improve outcomes for identified student groups.

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.

2024/25 - Lorin Griset Academy, Chavez HS

Support for Identified Schools

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

SAUSD supports schools identified for Comprehensive Support and Improvement (CSI) through a continuous improvement process that includes a comprehensive needs assessment, root cause analysis, identification of resource inequities, and selection of evidence-based strategies aligned to identified student needs. District and site teams collaborate to review California School Dashboard and local data, establish measurable goals, and develop improvement plans aligned to each school's School Plan for Student Achievement (SPSA). Schools also identify and address resource inequities that may contribute to performance gaps, including access to intervention services, academic and behavioral supports, attendance and engagement resources, and opportunities for rigorous and culturally responsive instruction.

Instructional coaches and district support staff provide ongoing technical assistance to school leadership teams through data analysis, professional learning, classroom support, and progress monitoring. Coaches work alongside administrators and teachers to identify areas of focus, support implementation of evidence-based instructional practices, facilitate collaborative inquiry around problems of practice, and connect schools with district resources and supports needed to address identified areas of need.

Monitoring and Evaluating Effectiveness

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

SAUSD monitors the implementation and effectiveness of CSI plans through regular review of Dashboard indicators, local assessment data, attendance, behavior, and progress toward established goals. Instructional coaches, site administrators, and district staff engage in ongoing progress-monitoring cycles to evaluate implementation, assess outcomes, and make adjustments as needed.

Throughout the year, school and district teams review evidence of implementation and student outcome data to determine the effectiveness of selected strategies. Findings from these reviews are used to refine supports, address emerging needs, and ensure resources remain aligned to improving outcomes for identified student groups.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
The 2025–26 LCAP Participation Breakdown: Total Participants: 5,088 Total Thoughts Submitted: 6,812 Group Representation: Students: 38% (1,934) Staff: 36% (1,831) Parents/Caregivers/Community Members: 26% (1,323) Among staff participants: Certificated Staff: 64% Classified Staff: 31% Administrators: 5% All SAUSD schools were represented, including Equity Multiplier schools: Cesar E. Chavez High School, Lorin Grisct Academy, and REACH Academy.	Santa Ana Unified School District (SAUSD) implemented a comprehensive, inclusive, and yearlong process to authentically engage educational partners in the development of the 2026–27 Local Control and Accountability Plan (LCAP). Educational partner engagement occurred from August 2025 through May 2026 and included DAC, DELAC, CAC, AIPAC, student advisory meetings, staff meetings, community forums, school site consultations, and districtwide ThoughtExchange opportunities. In alignment with Education Code 52064(e)(1), SAUSD ensured that all statutorily required groups were consulted, including teachers, principals, administrators, classified and certificated staff, local bargaining units, parents, students, and educational partners from Equity Multiplier schools. The Orange County SELPA, school site advisory groups, and community-based educational partners were also engaged throughout the development process. Engagement Summary by Group Teachers, Principals, Administrators, and Other School Personnel: Input was gathered through site-based and district-level LCAP listening sessions, staff meetings, principal meetings, director meetings, and leadership team discussions. Certificated, classified, and administrative staff also participated through the districtwide ThoughtExchange process, providing feedback on student

Educational Partner(s)	Process for Engagement
	achievement, wellness, family engagement, organizational effectiveness, and resource allocation. Local Bargaining Units: Representatives from Santa Ana Educators Association (SAEA), California School Employees Association (CSEA), and Santa Ana Police Officers Association (SAPOA) were invited to participate in LCAP feedback opportunities and review district priorities and proposed actions. Parents, Guardians, and Community Members: Parents and community members were engaged through District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), Community Advisory Committee (CAC), American Indian Parent Advisory Committee (AIPAC), Migrant Education parent meetings, Family and Community Engagement (FACE) events, and districtwide community input sessions. Outreach was conducted through ParentSquare, district websites, social media, email communications, and school-based communication systems to maximize participation and accessibility. Students: Students participated through site-based listening sessions, student leadership groups, advisory groups, surveys, and the districtwide ThoughtExchange process. Student voice was intentionally incorporated to better understand perspectives regarding school climate, mental health, academic support, college and career readiness, extracurricular opportunities, and student engagement. Equity Multiplier Schools (Cesar E. Chavez High School, Lorin Grisct Academy, and REACH Academy): Students, families, staff, and administrators from the district's Equity Multiplier schools were engaged through site-level discussions, surveys, and district engagement opportunities to inform the development and refinement of the Equity Multiplier goal and actions. Feedback focused on student engagement, attendance, academic support, school climate, mental health services, and college and career readiness.

Educational Partner(s)	Process for Engagement
	Orange County SELPA: SELPA representatives and special education leaders participated in consultation meetings to ensure the needs of students with disabilities were considered throughout the development of goals, actions, services, and resource allocations. School Site Advisory Groups: School Site Councils (SSC), English Learner Advisory Committees (ELAC), student leadership groups, and other site-based committees reviewed district priorities and provided site-specific feedback regarding student needs and program effectiveness. Use of ThoughtExchange for Broad Community Input SAUSD utilized ThoughtExchange, an interactive online engagement platform, to expand access and increase participation from students, staff, families, and community members. Participants were asked: "What should SAUSD focus on right now to make the biggest difference in student success?" The ThoughtExchange process was conducted during the 2025–26 school year and generated participation from 5,088 educational partners, who contributed 6,812 thoughts. Participants represented students (38%), staff (36%), and parents/caregivers/community members (26%). In addition to the districtwide ThoughtExchange, DAC and DELAC members participated in a focused ThoughtExchange centered on three district priority areas: Early Literacy, English Learner Progress, and College and Career Readiness. Participants emphasized the importance of reducing class sizes, increasing family engagement, expanding tutoring and intervention services, strengthening supports for English learners, fostering student belonging, and providing additional college and career readiness opportunities. ThoughtExchange responses were analyzed by the Research and Evaluation Department and aligned to the Board Priority Areas of

Educational Partner(s)	Process for Engagement
	Student Achievement, Family and Community Engagement, Wellness, and Organizational Efficiency and Effectiveness. These findings were used alongside local data, California School Dashboard results, advisory committee feedback, and site-level input to inform the development of the 2026–27 LCAP.

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

How the Adopted LCAP Was Influenced by the Feedback Provided by Educational Partners

The 2026–27 Local Control and Accountability Plan (LCAP) was developed through extensive consultation with students, families, staff, bargaining units, advisory committees, community members, and educational partners. Feedback collected through ThoughtExchange, DAC, DELAC, CAC, AIPAC, school site councils, student leadership groups, staff meetings, community engagement sessions, and Equity Multiplier consultations directly informed the development of goals, actions, services, metrics, and resource allocations throughout the LCAP.

Educational partners consistently identified the importance of improving academic outcomes, strengthening family engagement, expanding mental health supports, fostering safe and inclusive school environments, and ensuring equitable access to opportunities and resources. These priorities were reflected throughout the adopted LCAP.

Goal 1: Student Achievement

Feedback from students, families, staff, DAC, and DELAC participants emphasized the importance of early literacy, targeted academic interventions, support for English learners, smaller class sizes, expanded tutoring opportunities, and increased access to college and career pathways. Educational partners also expressed a desire for more engaging learning experiences, expanded electives, real-world learning opportunities, and stronger supports for students requiring additional academic assistance.

In response, the district continued investments in early literacy initiatives, multilingual learner supports, intervention programs, expanded learning opportunities, tutoring, college and career readiness pathways, Career Technical Education (CTE), Advanced Placement (AP), dual enrollment, and expanded access to rigorous coursework. Feedback from DELAC and DAC participants specifically informed continued efforts to improve English learner progress, reclassification outcomes, family engagement, and targeted supports for multilingual learners.

Goal 2: Family and Community Engagement

Families consistently emphasized the importance of strong school-home communication, meaningful opportunities for engagement, leadership development, and access to information in multiple languages. Parents also expressed a desire for increased involvement in decision-making processes and stronger partnerships between schools and families.

As a result, the district continued to strengthen Family and Community Engagement (FACE) services, expand leadership opportunities for families, enhance multilingual communication systems, and increase access to parent education and engagement opportunities. Feedback also informed the continued use of survey data and family engagement metrics to monitor progress and improve services.

Goal 3: Wellness

Students, families, and staff identified mental health, student well-being, school safety, belonging, and social-emotional supports as critical priorities. Students specifically emphasized the need for additional mental health resources, safe learning environments, and stronger connections with trusted adults on campus.

In response, SAUSD maintained investments in mental health services, school counselors, social workers, wellness supports, restorative practices, attendance interventions, and programs designed to foster student belonging and positive school climate. Feedback from educational partners also informed ongoing efforts to improve school safety, strengthen social-emotional learning supports, and create welcoming and inclusive learning environments.

Goal 4: Organizational Efficiency and Effectiveness

Educational partners highlighted the importance of maintaining clean, safe, and well-maintained facilities, ensuring equitable access to resources, improving operational responsiveness, and supporting employee effectiveness. Staff feedback also emphasized the need for ongoing professional learning, effective communication, and efficient systems that support student success.

As a result, the district continued investments in facilities maintenance, technology infrastructure, employee development, operational systems, and continuous improvement processes designed to enhance service delivery and organizational effectiveness.

Equity Multiplier Goal

Students, families, staff, and administrators from Cesar E. Chavez High School, Lorin Grisct Academy, and REACH Academy identified the need for stronger student engagement, attendance supports, mental health services, academic intervention, case management, and school connectedness. Educational partners emphasized the importance of creating supportive learning environments that address the unique needs of students enrolled in alternative education settings.

This feedback directly informed the development and refinement of the Equity Multiplier Goal and related actions, including expanded academic supports, attendance interventions, wellness services, relationship-centered practices, and efforts to strengthen student belonging and engagement.

Districtwide Priorities Identified Through Educational Partner Feedback

The districtwide ThoughtExchange generated 6,812 thoughts from 5,088 participants. Key themes included:

Expanded academic intervention and tutoring opportunities
Early literacy and foundational skill development
English learner supports and reclassification
Mental health and wellness services
School safety and positive school climate
Family engagement and communication
College and career readiness opportunities
Special education supports
Improved facilities and learning environments
Equitable access to programs, services, and resources

Additionally, DAC and DELAC participants emphasized reducing class sizes, strengthening family engagement, expanding tutoring and intervention supports, increasing student belonging, supporting diverse learner needs, and expanding college and career readiness opportunities.

Educational partner feedback was reviewed alongside California School Dashboard data, local assessment results, attendance data, survey findings, and program effectiveness measures. This comprehensive analysis informed decisions regarding actions, services, expenditures, and expected outcomes included in the adopted 2026–27 LCAP.

As a result, the adopted LCAP reflects the priorities, needs, and aspirations expressed by SAUSD's educational partners and demonstrates the district's commitment to continuous improvement, equity, and shared accountability for student success.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 was developed in direct response to persistent academic disparities and is grounded in SAUSD's Framework for the Future, which reimagines instruction to be authentic, personalized, competency-based, equitable, and inclusive. This goal aims to create systemwide coherence in instructional design and delivery that reflects the aspirations outlined in the Graduate Profile and supports all students—particularly those in Unduplicated Student Groups (USGs)—to become world-ready scholars.

The 2025 California School Dashboard data illustrates both areas of improvement and continued need:

- English Language Arts (ELA): SAUSD students improved 6.1 points overall but remain 45.5 Points Below Standard (PBS). English Learners (76.7 PBS), Foster Youth (81.3 PBS), Long-Term English Learners (121 PBS), Homeless Youth (70.2 PBS), and Students with Disabilities (107.7 PBS) continue to perform significantly below grade-level expectations.
- Mathematics: While the district improved 4.7 points overall, students remain 78.2 points below standard. Persistent achievement gaps remain for Students with Disabilities (136.2 PBS), Long-Term English Learners (165.3 PBS), Foster Youth (122.6 PBS), English Learners (101.7 PBS), and Homeless Youth (93.8 PBS).
- Graduation Rate: The district improved to a 91.6% graduation rate overall; however, disparities remain for Students with Disabilities (80.8%), Homeless Youth (82.8%), and English Learners (85.5%).
- College/Career Indicator (CCI): 49.0% of students were deemed prepared, reflecting significant improvement from the prior year. However, English Learners (22.8%), Long-Term English Learners (22.5%), Foster Youth (15.8%), and Students with Disabilities (13.4%) remain significantly underrepresented.
- English Learner Progress: 44.3% of English Learners are making expected progress toward proficiency, representing a 6.4 percentage point increase from the prior year, yet performance remains below the state average and indicates the continued need for accelerated language development supports.

This Dashboard data confirms the relevance and urgency of continuing the actions in Goal 1.

SAUSD’s 2025–26 community engagement also elevated several priorities addressed in this goal, including the importance of early literacy, English Learner progress, and college and career readiness. Educational partners prioritized reducing class sizes, strengthening parent engagement and bilingual communication, expanding tutoring and targeted English learner supports, increasing teacher training, and providing more real-world learning opportunities, internships, and college and career pathway experiences. Participants also stressed the importance of fostering belonging, personalized support systems, and early intervention strategies to improve outcomes for multilingual learners and historically underserved students. These align with the core components of Goal 1, which include:

- Actions 1.1–1.3: High-quality instruction with integrated technology, learner-centered practices, and data cycles to improve student outcomes.
- Action 1.4–1.5: Smaller class sizes and strong early learning programs to support foundational literacy and readiness.
- Action 1.8: A responsive, data-driven MTSS to deliver effective academic, behavioral, and social-emotional interventions.
- Actions 1.9–1.13: Targeted supports for ELs, LTELs, Foster Youth, and Students with Disabilities to close persistent equity gaps.
- Actions 1.6–1.7, 1.12: Access to a broad course of study, including AP, Dual Enrollment, STEM, VAPA, and enrichment opportunities.
- Action 1.14: Professional learning to build educator capacity aligned to SAUSD’s Learning Model, Framework for the Future, and Graduate Profile.

SAUSD’s student population is comprised of more than 91% socioeconomically disadvantaged students and 38% English Learners, and Goal 1 represents a systemwide commitment to academic excellence and equity. By fully implementing the Framework for the Future and Goal 1’s strategic actions, SAUSD will continue creating inclusive learning environments where every student is empowered to thrive academically, socially, and beyond graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA)	2022-2023 All: 30.74% AA: 36.17% AI: 25.42% HI: 29.71% ELs: 7.78% LTELs: 2.01% SED: 28.66% Foster: 13.16% SpEd: 8.29% M-V: 22.97%	2023-2024 All: 30.81% AA: 39.53% AI: 24.49% HI: 29.73% ELs: 5.44% LTELs: 2.22% SED: 28.98% Foster: 15.15% SpEd: 7.39% M-V: 20.97%	2024-2025 All: 32.82% AA: 47.06% AI: 34.04% HI: 31.68% ELs: 6.40% LTELs: 3.38% SED: 31.20% Foster: 20.75% SpEd: 8.23% M-V: 23.94%	Baseline +9% for all targeted student groups	All: +2.08% AA: +10.89% AI: +8.62% HI: +1.97% ELs: -1.38% LTELs: +1.37% SED: +2.54% Foster: +7.59% SpEd: -0.06% M-V: +0.97%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math)	2022-2023 All: 19.88% AA: 21.28% AI: 28.07% HI: 18.85% ELs: 6.07% LTELs: 0.66% SED: 18.42% Foster: 11.84% SpEd: 6.07% M-V: 14.85%	2023-2024 All: 21.08% AA: 16.28% AI: 20.00% HI: 19.85% ELs: 5.65% LTELs: 0.85% SED: 19.72% Foster: 9.09% SpEd: 5.38% M-V: 14.90%	2024-2025 All: 21.99% AA: 14.7% AI: 31.91% HI: 20.88% ELs: 5.89% LTELs: 1.88% SED: 20.65% Foster: 16.67% SpEd: 5.89% M-V: 17.37%	Baseline +9% for all targeted student groups	All: +2.11% AA: -6.58% AI: +3.84% HI: +2.03% ELs: -0.18% LTELs: +1.22% SED: +2.23% Foster: +4.83% SpEd: -0.18% M-V: +2.52%
1.3	3rd Grade DIBELS: % of students at core/core+ Spring	2023-2024 All: 56.6% ELs: 42.4% SED: 54.5% Foster: 47.1% SpEd: 26.4% M-V: 45.0%	2024-2025 All: 52.4% ELs: 36.2% SED: 51.0% Foster: 23.1% SpEd: 23.1% M-V: 45.1%	2025-2026 (Starting from 2025-2026 mCLASS DIBELS is used which is different from previous years) All: 48.5% ELs: 33.2% SED: 49.4% Foster: 36.8% SpEd: 26.3% M-V: 35.8%	Baseline +15% increase across all targeted student groups	N/A
1.4	3rd Grade mCLASS Lectura: % of students at or above benchmark Spring	2023-2024 All: 65.9% ELs: 63.1% SED: 64.3% Foster: 100.0% (2 out of 2) SpEd: 18.5% M-V: 64.8%	2024-2025 All: 65.3% ELs: 66.1% SED: 64.6% Foster: 3 out of 5 SpEd: 20.7% M-V: 58.1%	2025-2026 All: 63.9% ELs: 59.8% SED: 64.1% Foster: 0 out of 0 SpEd: 31.3% M-V: 46.2%	Baseline +15% increase across all targeted student groups	All: -2% ELs: -3.3% SED: -0.2% Foster: -100% (-2 students) SpEd: +12.8% M-V: -18.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	% 4 & 5 years old scoring at levels 3/4 in Literacy and Language Development	2022-2023 79%	2023-2024 77%	2024-25 78%	Baseline +9%	-1%
1.6	% 4 & 5 years old scoring at levels 3/4 in Cognition Math	2022-2023 79%	2023-24 83%	2024-25 85%	Baseline +9%	+6.00%
1.7	EL Reclassification Rate, including disaggregated for LTELs (NEW)	2022-2023 All: 8.37% LTELs: 0.1%	2023-2024 All: 9.62% LTELs: 0.1%	2024-2025 All: 8.08% LTELs: 0.3%	Baseline +9% for ELs and LTELs	All: -0.29% LTEL: +0.2%
1.8	ELPI: (ELs Making Progress or maintaining 4 on ELPAC), including disaggregated for LTELs (NEW)	2022-2023 ELs: 47% LTELs: New metric, Year 1 Outcome serves as the baseline	2023-2024 ELs: 37.9% LTELs: 35.9%	2024-2025 ELs: 44.3% LTELs: 45.4%	Baseline +9% for ELs LTELs - +9% for LTELs	ELs: -2.7% LTELs: +9.5%
1.9	Met UC/CSU Requirements (A-G%)	2023 All: 39.8% ELs: 17.0% LTELs: New metric, Year 1 Outcome serves as the baseline SED: 38.4% Foster: 17.1% SpEd: 12.4% M-V: 32.4%	2024 All: 38.4% ELs: 17.3% LTELs: 16.7% SED: 37.5% Foster: 20.4% SpEd: 13.3% M-V: 26.9%	2025 All: 41.9% ELs: 22.1% LTELs: 23.0% SED: 40.1% Foster: 13.2% SpEd: 19.4% M-V: 25.6%	Baseline +9% for all targeted student groups	All: +2.1% ELs: +5.1% LTELs: +6.3% SED: +1.7% Foster: -3.9% SpEd: +7% M-V: -6.8%
1.10	Completed at Least One Career Technical Education (CTE) Pathway	2023 All: 19.5% ELs: 15.7% LTELs: New metric, Year 1 Outcome serves as the baseline SED: 19.4% Foster: 17.1% SpEd: 16.1%	2024 All: 22.0% ELs: 18.2% LTELs: 19.3% SED: 22.1% Foster: 18.4% SpEd: 16.1% M-V: 19.4%	2025 All: 23.5% ELs: 18.5% LTELs: 19.9% SED: 23.4% Foster: 21.1% SpEd: 12.7% M-V: 19.0%	Baseline +6% for all targeted student groups	All: +4% ELs: +2.8% LTELs: +0.6% SED: +4% Foster: +4% SpEd: -3.4% M-V: +1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		M-V: 17.5%				
1.11	Completed both A-G and CTE Pathway (%)	2023 All: 10.2% ELs: 5.1% SED: 9.8% Foster: 8.6% SpEd: 4.8% M-V: 8.2%	2024 All: 11.7% ELs: 6.5% SED: 11.5% Foster: 4.1% SpEd: 4.9% M-V: 8.6%	2025 All: 13.3% ELs: 5.9% SED: 13.0% Foster: 5.3% SpEd: 3.1% M-V: 9.1%	Baseline +6% for all targeted student groups	All: +3.1% ELs: +0.8% SED: +3.2% Foster: -3.3% SpEd: -1.7% M-V: +0.9%
1.12	AP Pass (score of 3 or higher) Rate	2023 All: 22.1% ELs: 19.7% SED: 20.6% Foster: 50% SpEd: 7.5% M-V: 15.7%	2024 All: 23.8% ELs: 12.7% LTELs: 3.8% SED: 22.7% Foster: 8.3% SpEd: 7.3% M-V: 18.2%	2025 (New metric, CDE revised AP Pass Rate definition, Year 2 Outcome is different from previous years) All: 61.0% ELs: 51.8% LTELs: 44.9% SED: 59.6% Foster: 100% SpEd: 29.3% M-V: 59.6%	Baseline +9% for all targeted student groups	N/A
1.13	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA	2022-2023 All: 40.52% ELs: 4.44% LTELs: 4.90% SED: 38.65% Foster: 16.67% SpEd: 8.99% M-V: 34.45%	2023-2024 All: 43.26% ELs: 3.71% LTELs: 5.38% SED: 42.07% Foster: 30.00% SpEd: 8.72% M-V: 29.78%	2024-2025 All: 45.03% ELs: 6.95% LTELs: 8.60% SED: 43.81% Foster: 27.27% SpEd: 14.16% M-V: 33.45%	Baseline +6% for all targeted student groups	All: +4.51% ELs: +2.51% LTELs: +3.7% SED: +5.16% Foster: +10.6 SpEd: +5.17% M-V: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Early Assessment Program (EAP) - Percentage of Students Prepared for College – Math	2022-2023 All: 15.63% ELs: 0.90% LTELs: 0.77% SED: 14.49% Foster: 0.00% SpEd: 2.54% M-V: 14.11%	2023-2024 All: 16.37% ELs: 1.32% LTELs: 0.74% SED: 15.80% Foster: 4.76% SpEd: 1.46% M-V: 10.21%	2024-2025 All: 20.78% ELs: 2.81% LTELs: 2.51% SED: 20.19% Foster: 13.64% SpEd: 2.65% M-V: 17.57%	Baseline +6% for all targeted student groups	All: +5.15% ELs: +1.91% LTELs: +1.74% SED: +5.7% Foster: +13.64% SpEd: +0.11% M-V: +3.46%
1.15	State Seal of Biliteracy %	2023 All: 37.6% ELs: 10.9% SED: 39.0% Foster: 25.0% SpEd: 5.7% M-V: 78.6%	2024 All: 30.9% ELs: 16.8% LTELs: 14.3% SED: 32.2% Foster: 25.0% SpEd: 9.1% M-V: 30.5%	2025 All: 39.3% ELs: 17.3% LTELs: 17.2% SED: 41.3% Foster: 66.7% SpEd: 12.1% M-V: 31.8%	Baseline +6% for all targeted student groups	All: +1.7% ELs: +6.4% LTELs: N/A SED: +2.3% Foster: +41.7% SpEd: +6.4% M-V: -46.8%
1.16	College/Career Indicator	2023 All: 40.0% HI: 39.2% ELs: 13.7% LTELs: New metric, Year 1 Outcome serves as the baseline SED: 38.8% Foster: 11.8% SpEd: 11.7% M-V: 31.9%	2024 All: 38.8% HI: 37.7% ELs: 14.9% LTELs: 13.7% SED: 37.9% Foster: 24.5% SpEd: 11.1% M-V: 29.1%	2025 All: 49.0% HI: 48.1% ELs: 22.8% LTELs: 22.5% SED: 47.6% Foster: 15.8% SpEd: 13.4% M-V: 33.3%	Baseline +9% for all targeted student groups	All: +9% HI: +8.9% ELs: +9.1% LTELs: +8.8% SED: +8.8% Foster: +4% SpEd: +1.7% M-V: +1.4%
1.17	Average response rate on a 1-5 scale on the CDE Reflection Tool for Priority 2	3.48	3.52	3.63	4.0 or higher	+0.11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	High School Graduation Rate	2022-2023 All: 89.7% HI: 89.7% ELs: 80.7% LTELs: 82.1% SED: 89.5% Foster: 82.4% SpEd: 75.9% M-V: 84.9%	2023-2024 All: 90.3% HI: 90.1% ELs: 81.4% LTELs: 80.7% SED: 90.1% Foster: 81.6% SpEd: 75.7% M-V: 84.1%	2024-2025 All: 91.5% HI: 91.6% ELs: 85.2% LTELs: 86.9% SED: 91.3% Foster: 86.8% SpEd: 80.5% M-V: 82.4%	93% for all targeted student groups	All: +1.8% HI: +1.9% ELs: +4.5% LTELs: +4.8% SED: +1.8% Foster: +4.4% SpEd: +4.6% M-V: -2.5%
1.19	Kinder/1st Grade DIBELS: % of students at core/core+ Spring	2023-2024 All: 59.9% ELs: 48.8% SED: 57.4% Foster: 37.9% SpEd: 42.1% M-V: 49.7%	2024-2025 All: 57.7% ELs: 48.6% SED: 56.0% Foster: 34.4% SpEd: 39.8% M-V: 48.8%	2025-2026 (Starting from 2025-2026 mCLASS DIBELS is used which is different from previous years) All: 52.6 % ELs: 44.4% SED: 53.7% Foster: 48.0% SpEd: 36.2% M-V: 37.9%	Baseline +15% increase across all targeted student groups	N/A

Goal Analysis [2025-26]

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

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

All actions under Goal 1 were substantially implemented, with continued expansion of high-quality instruction, MTSS systems, inclusive practices, and learner-centered instructional approaches aligned to SAUSD's Framework for the Future. Instruction continued to be guided by California State Standards and the district's vision for authentic, personalized, competency-based, equitable, and inclusive learning experiences.

Academic programming included expanded implementation of structured literacy, inquiry-based learning, Thinking Maps, AVID, GLAD, Universal Design for Learning (UDL), designated and integrated ELD, and culturally responsive instructional practices. Increased use of co-teaching and inclusive instructional models improved access to grade-level content for multilingual learners, students with disabilities, and other Unduplicated Student Groups (USGs). Early literacy screening and progress monitoring systems also strengthened early identification of student needs and targeted instructional response.

Within MTSS and Community Schools, site teams continued using data-informed intervention systems and improvement cycles to coordinate Tier 2 and Tier 3 supports for students. ATSI and CSI schools received continued support through Dashboard Instructional Coaches, who facilitated Plan-Do-Study-Act (PDSA) cycles aligned to Dashboard data, SPSAs, and Graduate Profile outcomes. Improvement efforts focused on accelerating outcomes for English Learners, Long-Term English Learners, Students with Disabilities, and other student groups demonstrating persistent achievement gaps.

Professional learning focused on literacy, ELD, dual language instruction, culturally responsive teaching, dyslexia, neurodiversity, inclusive practices, and instructional technology integration. High school sites continued strengthening college and career readiness opportunities through AP, dual enrollment, STEM, CTE pathways, VAPA, and authentic learning experiences connected to the Graduate Profile. Community partnerships and expanded enrichment opportunities further supported student engagement and access to learning beyond the classroom.

However, staffing limitations related to declining enrollment and implementation of the district's Fiscal Stabilization Plan impacted the pace and consistency of implementation across several actions. While all Goal 1 actions were substantially implemented, some actions were implemented differently than originally described due to staffing adjustments and fiscal constraints. The district made strategic efforts to preserve lower class sizes and minimize combination classrooms; however, staffing reductions limited the planned expansion of class size reduction efforts and resulted in some combination classes, including within select Dual Language Immersion programs.

Variability across sites also persisted in the depth and consistency of Tier 1 instructional implementation, particularly related to designated ELD, intervention delivery, and instructional rigor. Competing initiatives, staffing transitions, and operational demands reduced protected time available for collaboration, coaching cycles, and sustained professional learning implementation. In some cases, staffing vacancies and scheduling limitations affected the consistency of intervention services and instructional coaching support across school sites. Teachers also continued to need additional support designing rigorous, standards-aligned lessons that simultaneously integrate differentiation, personalization, culturally responsive scaffolds, and inclusive instructional practices for diverse learners.

Additionally, beginning in 2025–26, SAUSD transitioned to the mCLASS DIBELS early literacy assessment in alignment with California legislative requirements and statewide expectations for universal literacy screening and progress monitoring in grades K–3. This represented a substantive shift from prior literacy screening systems and required updated professional learning, assessment calibration, and implementation support for elementary staff.

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

In reviewing the 2025–26 LCAP, several material differences were identified between Budgeted Expenditures and Estimated Actual Expenditures under Goal 1. These differences reflect staffing adjustments associated with enrollment declines and the Fiscal Stabilization Plan, shifts in implementation timelines, vacancies, strategic use of alternative funding sources, and evolving programmatic needs. Minor variances have been omitted in accordance with LCAP guidance.

Action 1.1 – High Quality Instructional Program

Actual expenditures were approximately 34% higher than budgeted. This increase was primarily attributable to higher-than-anticipated salary and benefit costs associated with maintaining instructional supports, curriculum implementation, intervention services, and site-based staffing necessary to support the district's Framework for the Future and instructional priorities.

Action 1.2 – Improvement Science Cycles

Actual expenditures were approximately 27% lower than budgeted. This variance was primarily due to reduced release time, staffing changes, and adjustments to professional learning and coaching activities associated with district fiscal stabilization efforts and competing operational priorities.

Action 1.3 – Integrated Technology

Actual expenditures were approximately 36% lower than budgeted. Expenditures were lower than anticipated due to adjustments in technology replacement cycles, delayed implementation of selected technology purchases, and strategic leveraging of existing infrastructure and alternative funding sources.

Action 1.4 – Lower Class Size

Actual expenditures were approximately 27% lower than budgeted. This difference resulted from staffing adjustments associated with declining enrollment, implementation of the district's Fiscal Stabilization Plan, and the district's inability to fully expand class size reduction efforts as originally planned. The district continued prioritizing lower class sizes in key areas, including TK–3 and Dual Language Immersion programs.

Action 1.5 – Early Learning

Actual expenditures were approximately 15% higher than budgeted due to increased enrollment, staffing costs, and expanded support services necessary to maintain program quality and meet the needs of preschool and transitional kindergarten students.

Action 1.6 – College and Career Readiness

Actual expenditures were approximately 19% lower than budgeted. This variance was primarily related to staffing vacancies, implementation timing of selected initiatives, and the strategic use of alternative funding sources to support college and career readiness programming.

Action 1.8 – MTSS: Student Achievement

Actual expenditures were approximately 11% higher than budgeted. Additional expenditures supported counseling services, intervention programs, academic support systems, and coordinated student services designed to accelerate outcomes for Unduplicated Student Groups. Learning Recovery Emergency Block Grant (LREBG) funds were also utilized to support implementation of MTSS-related services.

Action 1.9 – Addressing Special Needs

Actual expenditures were approximately 7% higher than budgeted due to increased staffing, contracted services, specialized supports, and service requirements necessary to meet the needs of students with disabilities and students requiring individualized supports.

Action 1.10 – English Learner Program

Actual expenditures were approximately 63% higher than budgeted. This increase reflected expanded support for English Learners, including instructional services, professional learning, multilingual learner interventions, newcomer supports, and staffing necessary to improve English learner progress and language acquisition outcomes.

Action 1.11 – Supports for Long-Term English Learners (LTELs)

Actual expenditures were approximately 51% lower than budgeted. This variance was primarily due to staffing vacancies, implementation adjustments, and the use of other state and federal funding sources to support services for Long-Term English Learners.

Action 1.13 – Differentiated Assistance: Student Achievement

Actual expenditures were approximately 55% lower than budgeted. This difference was primarily attributable to adjustments in contracted services, coaching supports, and implementation timelines associated with Differentiated Assistance activities.

Action 1.14 – Professional Learning: Student Achievement

Actual expenditures were approximately 47% lower than budgeted. This variance resulted from staffing changes, reduced release time, fiscal stabilization efforts, and the strategic reallocation of professional learning activities to other actions and funding sources that more directly aligned to implementation priorities.

Overall, expenditure differences reflected the district's efforts to maintain core instructional services and supports for Unduplicated Student Groups while responding to fiscal stabilization requirements, staffing realities, enrollment trends, and evolving student needs.

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

Across the three-year LCAP cycle, Goal 1 actions contributed to gradual improvement in several academic, English learner, and college and career readiness indicators, reflecting positive progress in literacy systems, postsecondary readiness opportunities, and targeted student supports. Indicators such as the College/Career Indicator, ELPI, Seal of Biliteracy attainment, and EAP readiness demonstrated measurable growth, suggesting that expanded instructional supports, multilingual learner services, and college and career pathways were effective in improving student outcomes. However, progress remained uneven across student groups and content areas, with persistent achievement gaps continuing in mathematics, English learner reclassification, and outcomes for Long-Term English Learners, Students with Disabilities, Foster Youth, and other historically underserved student groups.

Highlights from Updated 2025–26 Metrics:

- CAASPP ELA: Increased from 30.81% -> 32.82% meeting or exceeding standards
- CAASPP Math: Increased from 21.08% -> 21.99% meeting or exceeding standards
- College/Career Indicator (CCI): Increased from 38.8% -> 49.0%
- CTE Pathway Completion: Increased from 22.0% -> 23.5%
- Both A–G and CTE Completion: Increased from 11.7% -> 13.3%
- EAP Readiness (ELA): Increased from 43.26% -> 45.03%
- EAP Readiness (Math): Increased from 16.37% -> 20.78%
- English Learner Progress Indicator (ELPI): Increased from 37.9% -> 44.3%
- Long Term English Learner ELPI: Increased from 35.9% -> 45.4%
- State Seal of Biliteracy: Increased from 30.9% -> 39.3%
- EL Reclassification Rate: Declined from 9.62% -> 8.08%
- CSI Sites: See 5.2 data for LGA and Chavez (Included in comments)

Actions Demonstrated to Be Effective

- College and Career Readiness Supports (Actions 1.6, 1.7): Growth in the College/Career Indicator, Seal of Biliteracy attainment, and EAP readiness suggests that expanded AP, dual enrollment, CTE, STEM, and pathway access supports were effective in increasing postsecondary readiness opportunities for students.
- Early Literacy and Instructional Coherence (Actions 1.1, 1.5, 1.12): Structured literacy implementation, Thinking Maps, early literacy screening, inquiry-based instructional practices, and expanded library literacy initiatives strengthened Tier 1 instructional systems and supported targeted intervention efforts. Increased participation in Beanstack reading challenges, family literacy activities, and multilingual library access contributed to stronger reading engagement districtwide. Transitioning to the mCLASS DIBELS assessment also strengthened alignment to state literacy expectations and improved early identification of student needs.
- MTSS and Differentiated Assistance Supports (Actions 1.8, 1.13): ATSI and CSI schools continued participating in improvement cycles supported by Dashboard Instructional Coaches and PDSA cycles aligned to Dashboard data and SPSA goals. These supports strengthened site-based intervention systems, attendance monitoring, and targeted academic supports for English Learners, LTELs, Students with Disabilities, Foster Youth, and other student groups experiencing persistent achievement gaps. Community Schools and MTSS structures also improved coordination of Tier 2 and Tier 3 interventions through more data-informed COST processes.
- Framework for the Future and Professional Learning Supports (Action 1.14): Professional learning aligned to literacy, ELD, culturally responsive instruction, dual language, UDL, dyslexia, neurodiversity, instructional technology, and AI-supported instructional tools strengthened districtwide instructional coherence and expanded educator access to job-embedded coaching and collaborative planning. Increased use of platforms such as Canvas, Writable, Google Classroom, and digital instructional tools improved student access to learning and strengthened instructional feedback cycles.

Actions Partially Effective or in Development

- Designated ELD and LTEL Supports (Actions 1.10, 1.11): Although ELPI indicators improved substantially, EL reclassification rates declined and secondary designated ELD implementation continued to vary across sites, limiting acceleration for some English Learners and LTELs. Additional support is needed to strengthen instructional consistency, designated ELD implementation, and progress monitoring systems for

multilingual learners.

-Improvement Science Cycles (Actions 1.2, 1.13): Improvement science cycles, PDSA processes, and instructional coaching strengthened site capacity for data-informed decision-making and continuous improvement. However, variability in implementation fidelity, competing initiatives, and differences in site readiness limited measurable systemwide impact at this stage of implementation.

Areas Needing Improvement

-Mathematics Achievement: Although mathematics performance improved modestly during the LCAP cycle, current actions have not yet resulted in sufficient acceleration of mathematics achievement, particularly for Students with Disabilities, English Learners, Long-Term English Learners, and Foster Youth. Overall proficiency rates remain significantly below grade-level expectations, indicating that existing intervention systems, Tier 1 mathematics instruction, and vertical alignment efforts require further strengthening to produce more substantial academic gains.

-Class Size and Staffing Stability: Fiscal stabilization efforts and declining enrollment continued to impact staffing allocations, class size reduction efforts, and instructional consistency at some sites, affecting equitable access to supports and interventions for some student groups. Staffing variability also impacted consistency of designated ELD, intervention delivery, and collaborative planning time across schools.

-Consistency of Tier I Instruction: Variability persisted across sites in the implementation of standards-aligned instructional practices, differentiation, culturally responsive instruction, and intervention systems. Teachers continue to need support designing rigorous lessons that effectively integrate personalization, scaffolding, and authentic learning opportunities for diverse learners.

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.

In response to implementation outcomes, updated metric data, Dashboard indicators, action analysis reflections, and educational partner feedback gathered through ThoughtExchange, DAC/DELAC engagement, student listening opportunities, and Community School stakeholder input, SAUSD will implement several refinements to Goal 1 actions for 2026–27. Analysis of district and local data demonstrated that several actions were effective in improving college and career readiness, literacy systems, and English learner progress indicators; however, some actions were only partially effective or have not yet produced sufficient improvement in mathematics achievement, English learner reclassification, consistency of Tier 1 instruction, and outcomes for Long-Term English Learners and Students with Disabilities. As a result, the district is refining implementation strategies, strengthening monitoring systems, and increasing alignment between instructional supports, intervention systems, and continuous improvement practices.

Changes to Goal 1

- Action 1.10, 1.11 - Although ELPI improved significantly during the LCAP cycle, declining reclassification rates and continued underperformance among Long-Term English Learners demonstrated that existing supports were not yet sufficiently effective in accelerating language acquisition and reclassification outcomes. Variability in designated ELD implementation, instructional rigor, and progress monitoring across sites limited consistent outcomes for multilingual learners. In response, the district will strengthen designated and integrated ELD alignment through increased implementation monitoring, targeted coaching, expanded progress monitoring systems, and stronger integration of language development strategies within Tier 1 instruction.

- Action 1.8 - While MTSS structures, COST processes, and intervention systems improved coordination of student supports, analysis of mathematics achievement, subgroup outcomes, and intervention implementation demonstrated inconsistent intervention fidelity and variability across sites. Existing intervention systems were not yet sufficiently effective in accelerating mathematics outcomes and reducing achievement gaps for Students with Disabilities, English Learners, Foster Youth, and other student groups. As a result, Action 1.8 will be refined to strengthen districtwide COST protocols, earlier intervention identification processes, mathematics intervention systems, subgroup progress monitoring, and alignment between academic, behavioral, attendance, and wellness supports.
- Action 1.1 - Analysis of literacy implementation demonstrated that structured literacy practices, early literacy screening, and intervention systems contributed to stronger instructional coherence and improved early identification of student needs. However, variability in instructional consistency and early intervention implementation across sites indicated a continued need for stronger TK–3 literacy systems. In response, the district will expand support for structured literacy, foundational reading instruction, multilingual learner literacy supports, and data-informed intervention planning aligned to mCLASS DIBELS implementation and California literacy requirements.
- Action 1.2 - Improvement science cycles and PDSA processes strengthened site capacity for data-informed decision-making; however, variability in implementation fidelity, competing initiatives, and differences in site readiness limited measurable systemwide impact. To strengthen effectiveness, the district will continue expanding Improvement Science implementation through increased coaching support, stronger implementation monitoring, and tighter alignment to SPSA goals, Dashboard indicators, and Graduate Profile outcomes.
- Action 1.4, 1.5 - Fiscal stabilization efforts and declining enrollment limited the district's ability to fully expand class size reduction efforts as originally envisioned. While the district prioritized maintaining lower class sizes for TK–3, Dual Language Immersion, and high-needs student groups, staffing constraints and enrollment adjustments resulted in some combination classes and variability in staffing allocations across schools. Moving forward, class size reduction efforts will continue to prioritize early literacy, multilingual learner supports, and high-needs student populations while balancing ongoing fiscal stabilization requirements.
- Action 1.6, 1.7 - Analysis of updated CCI, CTE completion, Seal of Biliteracy, and EAP readiness data demonstrated that expanded college and career readiness opportunities were effective in improving postsecondary readiness outcomes. As a result, the district will continue expanding dual enrollment, AP, CTE pathways, internships, authentic learning experiences, STEM, VAPA, Seal of Biliteracy opportunities, and student-centered pathway exploration aligned to educational partner feedback emphasizing real-world learning and postsecondary preparation.
- Action 1.14 - Although professional learning increased educator access to instructional strategies and technology integration, site variability in instructional rigor, differentiation, designated ELD implementation, and intervention practices demonstrated the continued need for stronger instructional coherence. In response, professional learning will increasingly prioritize job-embedded coaching, culturally responsive teaching, inclusive instructional practices, rigorous Tier 1 instruction, and instructional strategies designed to accelerate outcomes for English Learners, Students with Disabilities, and other Unduplicated Student Groups.

Educational partners consistently emphasized the need for stronger literacy and mathematics supports, smaller class sizes, engaging and relevant learning experiences, expanded tutoring and intervention opportunities, improved student belonging and mental health supports, and stronger communication and partnerships with families. The district's updated actions respond directly to these themes by strengthening instructional systems, refining intervention practices, expanding authentic learning opportunities, and increasing alignment between academic, wellness, and family engagement supports.

Metrics 1.8, 1.9, 1.10, and 1.16 (Long-Term English Learners) were added to strengthen alignment with district priorities and improve monitoring of outcomes for Unduplicated Student Groups. As these are new metrics, the 2025–26 Year 1 results will serve as the baseline for future performance measurement and goal-setting. These metric refinements will provide more actionable data to support continuous improvement and targeted interventions for student groups requiring additional support.

For Metrics 1.3 and 1.19, the district transitioned to mCLASS DIBELS beginning in 2025–26. Because mCLASS DIBELS utilizes a different assessment platform and reporting methodology than the measures previously used, Year 1 results are not directly comparable to prior-year outcomes. Accordingly, 2025–26 results will serve as the new baseline for future trend analysis, target setting, and evaluation of literacy outcomes.

For Metric 1.12, the California Department of Education revised the methodology used to calculate AP Pass Rates beginning in 2025–26. Consequently, Year 1 results reflect the updated definition and are not directly comparable to prior-year outcomes. The 2025–26 outcome will serve as the baseline for future trend analysis and monitoring of Advanced Placement performance under the revised methodology.

For Metric 1.4, the sample size for foster youth is too small, so raw numbers are reported instead of percentages.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High Quality Instructional Program	SAUSD will provide all students with a high-quality Tier 1 CA standards-based instructional program, in alignment with our Framework for the Future, that is authentic, personalized, competency-based, equitable, and inclusive with integrated language and literacy instruction and differentiated supports across all core academic subjects, including dual immersion programs, that are offered in person as well as virtually through designated courses or the Santa Ana Virtual Academy program. Culturally responsive learner-centered, community/project-based, and inquiry pedagogies will be promoted along with inclusive practices such as Universal Design for Learning, and flexible learning environments and research-based approaches such as AVID, GLAD, and Thinking Maps to close the achievement gap for Unduplicated Student Groups (USGs) including Socio-Economically Disadvantaged (SED), English Learners (EL), Long Term English Learners (LTEL), and Foster Youth (FY).	\$77,124,468.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics to monitor effectiveness: 1.1, 1.2, 1.3, 1.4, 1.8, 1.18		
1.2	Improvement Science Cycles	Staff serving students in Unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth will engage in site-based professional learning such as professional learning communities (PLC), coaching opportunities, and engagement in data inquiry cycles to build capacity to deliver culturally responsive and learner-centered approaches as outlined by leveraging structures such as early release/late start dates, and grade level release time. Metrics to monitor effectiveness: 1.1, 1.2, 1.3, 1.4	\$1,679,304.00	Yes
1.3	Integrated Technology	A wide range of technologies, supported by infrastructure, including immersive technology such as artificial intelligence and virtual reality will be leveraged to create authentic and engaging learning experiences for students. The International Society for Technology in Education (ISTE) standards will be used as a guide to foster student engagement and build the student competencies included in the SAUSD Graduate Profile so that all students including USGs (SED, EL, LTEL, FY) will experience higher levels of student achievement. Metrics to monitor effectiveness: 1.1, 1.2, 1.3, 1.4	\$9,868,235.00	Yes
1.4	Lower Class Size	Classes with the highest percentages of Unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth enrollment will be reduced and combination classes (multi-grade, multi-language) will be minimized to the degree possible as long as possible to provide students within USGs with the individualized attention and support needed to successfully access, engage and interact with grade-level content, which will result in increased graduation and persistency rates. Metrics to monitor effectiveness: 1.1, 1.2, 1.3, 1.4	\$49,259,574.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Early Learning	SAUSD will implement a well-articulated, developmentally appropriate, Universal Preschool Kinder (UPK) Continuum at elementary and K-8 school sites and Mitchell Child Development Center that will span from preschool programs for infants, toddlers, and preschool-aged children, to transitional kindergarten and kindergarten. This UPK Continuum will provide our youngest learners, and in particular, our USGs, including EL, SED, and FY, with learning opportunities that address the needs of the whole child, including full-day preschool and kinder programs, and home-school connections, that build upon and foster their knowledge, interests, and developing potential through meaningful, personalized learning experiences with literacy, science, music and numeracy instruction that will address the needs of the whole child and will lay the foundation for future academic performance, self-agency, focus, and creativity. Metrics to monitor effectiveness: 1.5, 1.6, 1.19	\$29,558,624.00	Yes
1.6	College and Career Readiness	All high schools will offer a broad course of study that is designed to support all high school students in becoming college and career-ready. SAUSD utilizes research-based practices such as the recognized ASCA Model Program (RAMP) to ensure a comprehensive, data-driven school counseling programs that positively impact student outcomes. School counselors and higher education coordinators at the high school sites will support the enrollment process, development of individual student 4-year educational plans, and conduct transcript auditors to monitor unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth student progress and provide early support where needed with interventions, Summer bridge programs, and credit recovery opportunities so that they are successful in rigorous college readiness courses and pathways including A-G courses, Advanced Placement (AP), early college/dual enrollment, International Baccalaureate (IB) program, Career Technical Education (CTE) with work-based learning opportunities, World Languages (for the Seal of Biliteracy), and ROTC.	\$12,153,938.55	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics to monitor effectiveness: 1.16, 1.18, 1.9, 1.10, 1.11, 1.12, 1.15, 1.13, 1.14		
1.7	Broad Course of Study	Each school site will offer a relevant broad course of study with equitable access for all USGs (SED, EL, LTEL, FY) to a variety of courses, programs, and enrichment and expanded learning opportunities including field trips, STEAM, dual immersion programs, arts education, AVID, CTE, community and work-based learning, ethnic studies, athletics, speech and debate, and service learning that will result in a well-rounded education that prepares students for college and career learning experiences and expectations. Metric to monitor effectiveness: 1.18	\$13,698,228.00	Yes
1.8	MTSS - Student Achievement	LREBG Action All school sites will use relevant data to effectively plan, implement, and monitor research-proven tiered intervention and supports for students within unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth with Tier 2 and 3 needs in the areas of language arts and foundational literacy, and mathematics and include them in their school's Single Plan for Student Achievement (SPSA) as part of a robust MTSS model. Metrics to monitor effectiveness: 1.1, 1.2, 1.3, 1.4, 1.18 LREBG Funds supporting this action: \$9,981,992.95 per year through 2026-27	\$28,798,047.35	Yes
1.9	Addressing Special Needs	We will provide all SAUSD infants/toddlers, Preschool -12th grade, and Adult Transition students with special needs with inclusive and equitable services and supports as listed in their Individualized Education Programs (IEP) or 504 Plan (in addition to core program services and the services they receive pertinent to USG designations) in the least restrictive	\$158,521,767.50	No

Action #	Title	Description	Total Funds	Contributing
		environment that is inclusive and equitable that meets their needs to maximize student outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status including students with disabilities on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) SWD data is available in the "Measuring and Reporting Results" section.		
1.10	English Learner Program	In alignment with the SAUSD English Learner Master Plan, all schools will ensure assets-oriented, culturally appropriate, and responsive ELD instruction and supports, as detailed in their SPSA, for English Learners, including newly arrived students. This approach guarantees full access to programs and pathways, continuous academic progress, accelerated language development, and preparedness for high school graduation, college, and career success. English Language Development Instruction includes: -ELD instruction within general education content to develop language skills while receiving supported access toward learning subject matter. -Specific ELD instruction during dedicated times to focus on language skills. -Personalized plans for each English Learner to address unique learning needs and goals. -Regular assessment of student's academic progress to track development and readiness for reclassification as fluent English proficient. -Additional support tailored to the needs of newly arrived and migrant students to aid their integration and academic success Metrics to monitor effectiveness: 1.8, 1.7	\$4,244,356.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Supports for LTELs	In alignment with the SAUSD Master Plan to ensure the academic success and language proficiency of Long-Term English Learners (LTELs), SAUSD will implement the following strategies: -Provide ongoing professional development for teachers focused on strategies to support LTELs, including differentiated instruction, scaffolding, and culturally responsive teaching. -Develop and implement an advanced ELD curriculum that addresses the specific needs of LTELs, focusing on academic language, literacy skills, and content-area knowledge. -Utilize data to identify LTELs' specific language and academic needs and tailor instruction accordingly. -Offer targeted intervention programs and tutoring specifically designed for LTELs to address gaps in language proficiency and academic skills. -Increase engagement with families of LTELs through workshops, resources, and communication in their home languages to support learning at home and build strong school-family partnerships. -Develop clear pathways for LTELs to achieve reclassification by setting measurable goals and ensuring access to resources and opportunities that promote language development and academic achievement Metrics to monitor effectiveness: 1.8, 1.7	\$693,853.00	Yes
1.12	Library Services	Increase library hours, increase library collections to include books and resources that are more inclusive, culturally relevant, and multilingual, and provide family literacy opportunities, in all schools for Preschool -12th grade students from unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth and their families. Metrics to monitor effectiveness: 1.1, 1.2, 1.3, 1.4	\$6,148,218.00	Yes
1.13	Differentiated Assistance - Student Achievement	LREBG Action	\$842,387.05	No

Action #	Title	Description	Total Funds	Contributing
		SAUSD will provide teachers with professional learning around the newly developed Framework for the Future along with an updated Graduate Profile with related learning progressions according to grade level spans. A clear focus on connecting students to authentic and personalized learning that is targeted around the specific needs of SWD and FY in order to support improved student achievement and increased graduation rates for both student groups. No funds are associated with this action because the funding to implement this action (an estimated .5% of supplemental/concentration funds) will be leveraged from Actions 1.8 and 1.9 to support the student groups (FY and SWD) to address academic indicators in ELA and Mathematics to monitor the progress and impact of this action for these student groups. (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location including Foster Youth that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) For this action, disaggregated student data for foster youth and students with disabilities are provided in the "Measuring and Reporting Results" section. LREBG Funds supporting this action: \$315,444.70 per year through 2026-27		
1.14	Professional Learning - Student Achievement	SAUSD will implement comprehensive professional learning to ensure that educators are equipped with the necessary knowledge and skills to design California standards based learning experiences that are: -Authentic -Competency-based -Equitable -Inclusive -Integrated with language and literacy -Culturally responsive -Learner-centered -Social Emotional Learning	\$4,666,111.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This professional learning will be ongoing and tailored to meet the evolving needs of staff and students within SAUSD, in particular, the needs of Unduplicated Student Groups (USGs), including Socio-Economically Disadvantaged (SED), English Learners (EL), Long Term English Learners (LTEL), and Foster Youth (FY). Metrics to monitor effectiveness: 1.1, 1.2		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Goal 2 was developed to advance SAUSD’s vision of transformational Family and Community Engagement (FACE)—not as a program, but as a systemwide practice grounded in trust, collaboration, shared leadership, and meaningful partnerships among families, educators, students, and community organizations. This goal reflects the district’s belief that authentic engagement and strong relationships are essential to ensuring all students, especially those in Unduplicated Student Groups (USGs), thrive from early childhood through college and career readiness.

In 2025–26, SAUSD continued refining its FACE systems and engagement practices to strengthen two-way communication, family partnership, and shared decision-making opportunities. The latest Panorama Family-School Relationships Survey results demonstrate continued strengths in creating welcoming and inclusive school environments:

- 72% of parents responded favorably to family efficacy, a 2-point increase from the prior year
- 91% of parents responded favorably to family engagement
- 68% of parents responded favorably to family support, a 2-point increase from the prior year
- 89% of parents agreed: “This school actively seeks the input of parents before making important decisions.”
- 92% agreed: “This school encourages me to be an active partner with the school in educating my child.”
- 92% agreed: “Parents feel welcome to participate at this school.”
- 90% agreed: “My family’s culture, values, and experiences are represented in my child’s classroom.”

Survey results also highlighted continued opportunities for growth in strengthening school-family relationships and reducing barriers to engagement. Families identified scheduling conflicts, limited awareness of programs and resources, transportation challenges, and limited access to afterschool opportunities as ongoing barriers to participation. Additionally, only 46% of parents responded favorably regarding their ability to connect with other parents, reinforcing the need to continue strengthening community-building and family leadership opportunities.

The 2025–26 ThoughtExchange engagement and DAC/DELAC input reaffirmed these priorities. Families, staff, and community members emphasized the importance of stronger family-school communication, flexible engagement opportunities, bilingual communication, expanded parent education workshops, increased mental health and community resource access, and stronger partnerships that help families support student learning at home. Educational partners also highlighted the importance of FACE liaisons, Community School Coordinators, and systems that build trust and strengthen relationships between schools and families.

At the systems level, SAUSD continues strengthening implementation of the California Family Engagement Framework through expanded family leadership opportunities, professional learning for staff, and more intentional alignment between FACE practices, Community Schools, MTSS, and districtwide student support systems.

Goal 2 responds to these findings with targeted actions:

- Action 2.1: Expands parent advocacy, leadership development, and advisory opportunities for families, particularly for USGs.
- Actions 2.2–2.4: Strengthen welcoming environments, culturally responsive communication, volunteerism, and family-school partnerships.
- Action 2.5: Expands family capacity-building opportunities, resource access, and community partnerships to support student success.
- Action 2.6: Builds staff capacity through professional learning focused on relational trust, culturally responsive engagement, and shared leadership practices with families.

Goal 2 applies to all schools across SAUSD and supports a whole-child, whole-family approach rooted in the belief that student success is strengthened when families, schools, and community partners work collaboratively to support learning, wellness, belonging, and opportunity for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% parents responded favorably to family engagement	2023-2024 19%	This metric is replaced with the following items: 1) This school actively seeks the input of parents before making important decisions. Baseline 2024-2025 89%	1) This school actively seeks the input of parents before making important decisions. Baseline 2025-2026 89% 2) This school encourages me to be an active	Baseline +3%	1) No difference 2) +1% 3) No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2) This school encourages me to be an active partner with the school in educating my child. Baseline 2024-2025 91% 3) Parents feel welcome to participate at this school. Baseline 2024-2025 92%	partner with the school in educating my child. Baseline 2025-2026 92% 3) Parents feel welcome to participate at this school. Baseline 2025-2026 92%		
2.2	% parents responded favorably to family efficacy	2023-2024 68%	2024-2025 70%	2025-2026 72%	Baseline +15%	+4
2.3	% parents responded favorably to family support	2023-2024 65%	2024-2025 66%	2025-26 68%	Baseline +15%	+3%
2.4	High School Graduation Rate	2022-2023 All: 89.7% HI: 89.7% ELs: 80.7% LTELs: 82.1% SED: 89.5% Foster: 82.4% SpEd: 75.9% M-V: 84.9%	2023-2024 All: 90.3% HI: 90.1% ELs: 81.4% LTELs: 80.7% SED: 90.1% Foster: 81.6% SpEd: 75.7% M-V: 84.1%	2024-2025 All: 91.5% HI: 91.6% ELs: 85.2% LTELs: 86.9% SED: 91.3% Foster: 86.8% SpEd: 80.5% M-V: 82.4%	93% for all targeted student groups	All: +1.8% HI: +1.9% ELs: +4.5% LTELs: +4.8% SED: +1.8% Foster: +4.4% SpEd: +4.6% M-V: -2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	College/Career Indicator	2023 All: 40.0% HI: 39.2% ELs: 13.7% SED: 38.8% Foster: 11.8% SpEd: 11.7% M-V: 31.9%	2024 All: 38.8% HI: 37.7% ELs: 14.9% LTELs: 13.7% SED: 37.9% Foster: 24.5% SpEd: 11.1% M-V: 29.1%	2025 All: 49.0% HI: 48.1% ELs: 22.8% LTELs: 22.5% SED: 47.6% Foster: 15.8% SpEd: 13.4% M-V: 33.3%	Baseline +9% for all targeted student groups	All: +9% HI: +8.9% ELs: +9.1% LTELs: N/A SED: +8.8% Foster: +4% SpEd: +1.7% M-V: +1.4%
2.6	High School Dropout Rate	2022-2023 All: 8.6% ELs: 15.4% LTELs: 15.7% SED: 8.9% Foster: 11.8% SpEd: 11.8% M-V: 13.1%	2023-2024 All: 7.6% ELs: 14.8% LTELs: 16.9% SED: 7.8% Foster: 12.2% SpEd: 12.8% M-V: 13.7%	2024-2025 All: 6.7% ELs: 12.1% LTELs: 11.6% SED: 7.0% Foster: 7.9% SpEd: 9.3% M-V: 16.2%	5% or lower for all targeted student groups	All: -1.9% ELs: -3.3% LTELs: -4.1 SED: -1.9% Foster: -3.9% SpEd: -2.5% M-V: +3.1%

Goal Analysis [2025-26]

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

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

Goal 2 actions were substantially implemented across all school sites, with continued expansion of family engagement systems, community partnerships, leadership development opportunities, and integrated wellness supports aligned to SAUSD's vision of Family and Community Engagement (FACE) as a systemwide practice. The district continued strengthening its network of FACE Liaisons, Community School Coordinators, Wellness Center staff, and family engagement teams who facilitated workshops, leadership opportunities, community partnerships, and wraparound services in collaboration with local organizations and educational partners.

Key highlights from implementation included:

-Continued operation and expansion of family leadership and advisory structures, including DELAC, DAC, CAC, Migrant PAC, AIPAC, Community School Leadership Councils, and Family Leadership and Community Advisory (FLACA) groups that elevated family voice and participation in district decision-making.

- Expanded use of ParentSquare, multilingual communication systems, district newsletters, social media, and community engagement events to strengthen two-way communication and increase family access to information and resources.
- Thousands of family workshops, trainings, and engagement opportunities were provided across topics such as parenting, literacy, mental health, college and career readiness, digital literacy, attendance awareness, wellness, and leadership development.
- Community Schools and Wellness Centers continued expanding partnerships with community-based organizations to provide services related to health, counseling, housing, food access, immigration support, afterschool opportunities, and family wellness.
- Project RISE and early learning family engagement efforts continued strengthening home-to-school connections through culturally responsive learning experiences and family-centered literacy support.

Despite these successes, several implementation challenges impacted the consistency and depth of Goal 2 implementation across school sites. While Goal 2 actions were substantially implemented districtwide, some actions were implemented differently than originally envisioned due to staffing capacity, varying site readiness, and operational constraints. Family participation continued to vary across schools and programs due to work schedules, transportation limitations, childcare needs, language barriers, and competing family responsibilities, which affected participation rates for some workshops, advisory meetings, and engagement opportunities.

Survey results and stakeholder feedback also demonstrated a continued need to strengthen parent-to-parent connection opportunities, increase awareness of available programs and services, and improve consistency in communication and outreach practices across schools. In some cases, staffing transitions, onboarding of new advisory members, and variability in site-level leadership capacity affected the frequency, coordination, and consistency of engagement activities and advisory participation.

Additionally, implementation of Community School and wellness-related supports varied across sites based on staffing allocations, partnership availability, and site-specific needs assessments. Although community partnerships and wraparound services expanded significantly, access to some services and engagement opportunities remained inconsistent across schools due to differing operational capacities and availability of community-based resources.

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 of the current review of the 2025–26 LCAP, several material differences were identified between Budgeted and Estimated Actual Expenditures for Goal 2. These differences reflect adjustments in implementation costs, strategic use of staffing resources, conference and travel limitations, and timing of expenditures associated with family engagement activities. Minor variances have been omitted in accordance with LCAP guidance.

Action 2.1 – DELAC and Parent Advisory Engagement

Actual expenditures were approximately 82% higher than budgeted. This increase was primarily attributable to higher-than-anticipated costs associated with translation, interpretation, meeting supports, parent engagement activities, and other services necessary to support meaningful participation of educational partners.

Action 2.2 – Resource Access for Families

Actual expenditures were approximately 8% higher than budgeted. This variance was primarily due to increased staffing and operational costs associated with providing family support services, resource navigation, community partnerships, and family outreach efforts.

Action 2.3 – Family and Community Events

Estimated actual expenditures are currently projected to exceed budgeted amounts; however, final expenditures remain subject to year-end staffing and program costs. Expenditures supported districtwide family engagement events, community outreach activities, leadership opportunities, and initiatives designed to strengthen school-family-community partnerships.

Action 2.4 – Family Engagement, Leadership, and Volunteerism

Actual expenditures were approximately 41% higher than budgeted. This increase reflects expanded family leadership opportunities, volunteer engagement activities, advisory group supports, and family participation initiatives implemented throughout the year.

Action 2.5 – Capacity Building for Families

Actual expenditures were approximately 44% lower than budgeted. This variance was primarily due to adjustments in implementation timelines, lower-than-anticipated costs for workshops and training activities, and strategic use of existing resources and partnerships to provide family learning opportunities.

Action 2.6 – Professional Learning: FACE

Actual expenditures were approximately 47% lower than budgeted. This difference was largely due to conference attendance and selected professional learning opportunities not being approved or occurring as originally planned. Professional learning continued through alternative formats, including internal training opportunities, reducing overall expenditures.

Overall, expenditure differences reflected the district's efforts to maximize family engagement services, leverage community partnerships, and strategically utilize available resources while maintaining implementation of Goal 2 actions.

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

Across the three-year LCAP cycle, Goal 2 actions contributed to sustained improvement in family engagement, family efficacy, school climate, school safety, and shared leadership opportunities, demonstrating the effectiveness of relationship-centered engagement strategies, multilingual communication systems, wraparound supports, and collaborative governance structures. During the 2025–26 school year, Panorama outcomes, participation data, and local engagement metrics reflected continued growth in authentic family partnership, leadership development, and access to academic, wellness, and community resources, particularly for Unduplicated Student Groups. Expanded implementation of Community School shared decision-making structures, advisory councils, family leadership initiatives, and integrated support systems strengthened two-way communication, family voice, and school-family-community partnerships districtwide, although implementation consistency and equitable participation continued to vary across sites and student groups.

2025–26 Updated Metric Highlights:

-Family Efficacy (Panorama): Increased from 70% -> 72%

-Family Support: Increased from 66% -> 68%

- School Climate: Increased from 74% -> 76%
- School Safety: Increased from 77% -> 80%
- Family Engagement: Maintained at 91%
- % Parents Who Agreed “School Seeks Input Before Making Important Decisions”: Maintained at 89%
- % Parents Who Agreed “School Encourages Me to Be an Active Partner in Educating My Child”: Increased from 91% -> 92%
- % Parents Who Agreed “Parents Feel Welcome to Participate at This School”: Maintained at 92%
- % Parents Who Agreed “My Family’s Culture, Values, and Experiences Are Represented in My Child’s Classroom”: 90%
- Family Engagement Survey Participation: 6,046 family responses districtwide

Qualitative impact:

- FACE Liaisons and Community School teams strengthened relationship-centered engagement practices and increased individualized outreach to families through over 49,000 family connections and more than 3.6 million outreach touches.
- Community School Leadership Councils (CSLCs), FLACCA, DAC, DELAC, CAC, ELAC, and other advisory structures expanded opportunities for parent leadership, shared governance, and stakeholder participation.
- Partnerships with SAELI, Santa Ana College, community organizations, and wellness providers increased access to immigration support, mental health services, digital literacy, early literacy, and parent leadership development.
- Community Schools strengthened integrated systems of support through COST processes, stakeholder engagement, and coordinated interventions designed to improve attendance, belonging, wellness, and family-school partnerships.

Effective Actions:

2.2 – This action was highly effective in expanding equitable access to academic support, wellness services, immigration resources, and basic needs assistance for families. During 2025–26, the district provided:

99,840 academic supports
 33,077 resource connections
 132 immigration workshops serving 14,023 participants
 683 mental health workshops serving 29,949 attendees
 125,168 mental health referrals
 14,109 technology support contacts

These coordinated efforts strengthened family stability, increased access to services, and supported student attendance, engagement, and well-being.

2.3 – Family and Community Events: Districtwide and site-based engagement opportunities were effective in increasing participation and strengthening school-family relationships. Community Hours reached more than 57,000 participants, while additional events such as the Parent Learning Series, 10 Essentials of Education, Grade Level Workshops, literacy initiatives, College and Career Fair, ECE Community Fair, wellness workshops, and culturally responsive celebrations expanded family engagement across diverse student groups. More than 600 parents completed the 10 Essentials of Education program, strengthening parent understanding of educational systems and financial

planning.

2.4 – This action was effective in elevating parent voice and strengthening authentic family-school partnerships. FACE Liaisons, FLACCA, advisory councils, Community Schools, and SPARK Projects created opportunities for families to participate as leaders, volunteers, co-facilitators, and decision-makers. Twenty-three schools participated in SPARK Projects aligned to community needs and EDI data, while FLACCA strengthened districtwide collaboration among parent representatives from multiple student groups and programs.

2.5 – Capacity Building: This action effectively increased family leadership capacity and strengthened parent understanding of academic systems, wellness supports, governance structures, and student advocacy. Partnerships with SAELI and Santa Ana College expanded leadership development opportunities through Neighborhood Leadership Teams, Attitudes for Success courses, and parent education workshops. Immigration support services, family preparedness planning, and wellness workshops further increased family confidence and engagement in supporting student success.

Programs were especially effective in building parent confidence and creating visibility into school systems.

Partially Effective Actions:

While significant progress was made, several actions were identified as partially effective due to implementation variability limited the district's ability to achieve consistent levels of authentic engagement and shared leadership participation across all school communities.

2.1 – This action strengthened shared leadership structures through FLACCA, advisory committees, and Community School Leadership Councils; however, implementation varied across sites and stakeholder groups. Some advisory groups experienced inconsistent onboarding practices, uneven representation, and varying levels of readiness related to governance structures, data analysis, and facilitation practices. Community Schools also identified the need to strengthen sustainable engagement systems and expand participation from underrepresented families and student groups. In response, the district will strengthen onboarding protocols, leadership training, data literacy, and site-level engagement systems during the coming year.

2.6 – Professional learning for FACE staff, parent leaders, and school teams was substantially implemented, including more than 100 hours of FACE professional development and over 26 hours of FLACCA parent training and co-construction work. However, implementation depth and follow-through varied across school sites. Parent survey feedback and participation data indicated the continued need to strengthen relational trust, improve consistency of culturally responsive engagement practices, and expand parent leadership development opportunities at the site level. In 2026–27, the district will increase coaching, strengthen training related to shared decision-making and data analysis, and improve monitoring of family engagement practices across all schools.

Although Panorama outcomes and participation metrics improved overall, current strategies have not yet resulted in equitable levels of engagement and connection across all student groups and school communities. Only 46% of parents reported strong connections with other families at their school, indicating that additional relationship-building opportunities and targeted outreach strategies are still needed. These findings will guide continued refinement of Goal 2 actions to strengthen consistency, equity, cultural responsiveness, and authentic partnership practices across all schools.

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

No actions under Goal 2 were identified as ineffective during the three-year LCAP cycle; however, analysis of implementation data, Panorama survey results, local engagement metrics, ThoughtExchange feedback, Community School needs assessments, and action owner reflections demonstrated that several actions were only partially effective due to variability in implementation consistency, equitable participation, and site-level engagement capacity. While Goal 2 actions continue to align strongly with the district's strategic priorities, Community Schools implementation efforts, and stakeholder priorities related to family engagement, shared leadership, wellness, and equitable access to services, several actions will be refined and strengthened in 2026–27 to improve consistency, deepen authentic engagement practices, and expand participation among underrepresented families and student groups.

Reflections from program implementation, educational partner feedback, and local metric data led to the following adjustments for 2026–27:

Changes to Goal 2

- Action 2.1 - Strengthen onboarding, leadership development, and facilitation systems for advisory groups, FLACCA, Community School Leadership Councils, and parent leadership structures to improve consistency, representation, and meaningful participation across all schools. Analysis of participation and implementation data demonstrated variability in advisory group readiness, stakeholder representation, and governance practices across sites. Additional training will focus on governance practices, data literacy, shared decision-making, facilitation strategies, and succession planning for parent leaders to strengthen long-term sustainability and authentic shared leadership.
- Action 2.5 - Expand family capacity-building opportunities through additional parent education workshops, literacy initiatives, wellness series, digital literacy supports, immigration support services, and partnerships with SAELI, Santa Ana College, and community-based organizations. Although participation and engagement remained strong overall, stakeholder feedback indicated the need for expanded outreach and more differentiated supports for high-needs families and families less connected to school systems. The district will also strengthen family preparedness planning, multilingual communication, and wraparound service coordination to improve equitable access to resources and supports.
- Action 2.4 - Refine Community School and FACE engagement structures by strengthening SPARK Projects, Community Hours, Learning Walks, and culturally responsive engagement frameworks that elevate student, family, and community voice in school planning and improvement efforts. Reflection data demonstrated that implementation depth and participation varied across schools based on staffing capacity, leadership readiness, and site-level engagement systems. As a result, the district will strengthen implementation monitoring, coaching support, and cross-site collaboration to improve consistency and sustainability of relationship-centered engagement practices.
- Metric 2.1 was revised from the prior LCAP. Because the metric changed, the previous target of a 30% increase is no longer applicable. Beginning with the 2026–27 LCAP, the annual target has been updated to a 3 percentage point (+3%) increase from the prior year's baseline. Ensure all narrative, tables, and analysis reference the revised target.

Educational partners consistently expressed appreciation for welcoming school environments, bilingual supports, wellness resources, and increased opportunities for engagement and leadership. However, families and staff also identified the need for stronger follow-through on stakeholder input, greater consistency across school sites, increased opportunities for family-to-family connection, and expanded outreach to families who may not traditionally participate in school engagement activities. These reflections will guide continued refinement of Goal 2

actions to ensure family engagement efforts remain equitable, culturally responsive, relationship-centered, and consistently implemented across all school communities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	District Parent/Caregiver, Family and Community Advocacy Groups	Parents and caregivers of students representing SAUSD's diverse student groups including unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth, as well as Students with Disabilities (SWDs), Native Americans, McKinney Vento, and Migrant Education and key programs will be represented at District-level advisory councils and committees. These advisories and committees will provide input that will result in programs and services that align with the needs of our community, in particular, our USGs; committee board members/parent leaders will have access to training on committee protocols, procedures, and purpose. Metrics to monitor effectiveness: 2.1, 2.4, 2.5, 2.6	\$4,083.00	Yes
2.2	Resource Access for Families	The District and school site staff will foster community partnerships with community-based organizations and agencies as well as local colleges and universities to provide access to resources with translation/interpretation services, that promote the 5 protective factors to build the capacity of families of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth to support their own needs and improve student outcomes including improved holistic child development, attendance, academic achievement, and social-emotional well-being of their children. Metrics to monitor effectiveness: 2.3, 2.4, 2.5, 2.6	\$7,807,787.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Family and Community Events	The district and school staff, including the FACE team, will provide online and in-person engagement opportunities for parents/caregivers and the community including community events, workshops, conferences, Open House, Back to School Night, health and resource fairs, college and career fairs, and student ambassador programs to promote academic and social-emotional wellness outcomes for all students while focusing on USG (SED, EL, LTEL, FY) and community needs Metrics to monitor effectiveness: 2.1, 2.4, 2.5, 2.6	\$189,039.00	Yes
2.4	Family Engagement, Leadership & Volunteerism	Each school will establish and enhance sustainable parent-school partnerships, supported by SAUSD's FACE team. This will be achieved through outreach, volunteer opportunities, recognition for engaged parents and caregivers, involvement in decision-making, and parent/family leadership development programs/opportunities that highlight and leverage family strengths, aligned with our community school strategy aimed at elevating and amplifying family voices for the benefit of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth. Metrics to monitor effectiveness: 2.1, 2.4, 2.5, 2.6	\$1,590.00	Yes
2.5	Capacity Building for Families	Both site and district staff will collaborate with parents and caregivers to empower them as partners in their children's education. This will include co-parent/family leadership development, parenting classes, workshops, and joint learning opportunities for parents of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth. Strengthened communication between the District, schools, and families will ensure that parents receive clear information about education programs and are empowered to share their perspectives and have meaningful input into decision-making processes. Metrics to monitor effectiveness: 2.2, 2.4, 2.5, 2.6	\$307,854.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Professional Learning - FACE	SAUSD District and site staff including the FACE team will receive training on family outreach best practices and co-construct training opportunities for and with families which will lead to increased capacity for family engagement across the district for unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth. Metrics to monitor effectiveness: 2.1, 2.4, 2.5, 2.6	\$141,535.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 3 was developed to address the critical connection between student wellness, belonging, engagement, and academic success. SAUSD recognizes that students—particularly those in Unduplicated Student Groups (USGs)—are best positioned to thrive academically when their social-emotional, mental health, behavioral, and physical well-being are supported through coordinated systems of care, relationship-centered practices, and equitable access to resources and interventions. The 2025–26 LCAP Metrics show promising trends in overall attendance and dropout prevention efforts, but also highlights persistent areas of concern: -Attendance rates remain high across all student groups, with an overall rate of 93.5%, including: --ELs: 92.9% --Socioeconomically Disadvantaged (SED): 93.4% -Despite these rates, chronic absenteeism remains an issue with a districtwide rate of 18.6%, and elevated rates for: --ELs: 20.1% --SED: 19.1% The middle school dropout rate remained at 0% across all reported groups, including ELs, SED, Foster Youth, SWD, and McKinney-Vento students—an encouraging sign that early intervention is having an effect. Still, disproportionality in absenteeism and behavioral incidents—particularly among Foster Youth, Students with Disabilities (SWD), and McKinney-Vento (MV) youth—remains a challenge. These data align with broader district concerns around student engagement, connection, and the need for safe, inclusive school environments.
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Additionally, Panorama survey results show steady perceptions of school climate among staff, but continued work is needed to build alignment and support across all sites.

Strategic Response: Goal 3 Actions

-Multi-Tiered Support Systems (MTSS)

--Actions 3.2, 3.3, 3.4, and 3.7 provide comprehensive, tiered interventions that include social-emotional learning, mental health services, attendance supports, case management, restorative practices, and wraparound services. These actions utilize PBIS frameworks, Community School supports, wellness interventions, and data-informed systems to reduce absenteeism, strengthen engagement, improve student behavior, and support resilience and well-being.

-Foster Youth Supports

--Actions 3.8 and 3.9 provide targeted support for Foster Youth, McKinney-Vento students, newcomer students, and other highly vulnerable populations through individualized case management, coordinated services, attendance intervention, and access to academic and wellness supports. These actions directly align to SAUSD's Differentiated Assistance eligibility and equity-focused intervention priorities.

-Safe and Supportive Learning Environments

--Actions 3.1, 3.5, 3.6, and 3.8 strengthen school safety, belonging, and inclusive school climate by expanding Community Schools, restorative practices, Expanded Learning opportunities, wellness centers, relationship-centered practices, and student leadership opportunities. These initiatives reinforce positive behaviors, strengthen student voice, and extend learning and support beyond the school day.

-Systemwide Professional Learning

--Action 3.10 ensures that educators, support staff, and administrators receive professional learning aligned to trauma-informed practices, MTSS implementation, restorative approaches, social-emotional learning, attendance intervention, suicide prevention, behavioral supports, and culturally responsive practices necessary to support the successful implementation of all wellness-focused actions.

Conclusion

With more than 91% of SAUSD students identified as socioeconomically disadvantaged and many students experiencing significant social-emotional, behavioral, and mental health needs, Goal 3 reflects the district's commitment to a whole-child approach grounded in safety, belonging, wellness, and equity. This goal directly advances the Framework for the Future and Graduate Profile by ensuring students are supported academically, socially, emotionally, and physically so they are prepared to thrive inside and outside the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance rate	All: 92.5% ELs: 92.0% LTELs: 89.1% SED: 92.4% Foster: 88.0% SpEd: 90.1% M-V: 90.6%	2023-2024 All: 93.3% ELs: 92.6% LTELs: 89.7% SED: 93.1% Foster: 89.7% SpEd: 91.0% M-V: 91.5%	2024-2025 All: 93.5% ELs: 92.9% LTELs: 90.6% SED: 93.4% Foster: 88.5% SpEd: 91.4% M-V: 91.8%	93% or higher for all targeted student groups	All: +1% ELs: +0.9% LTELs: +1.5% SED: +1% Foster: +0.5% SpEd: +1.3% M-V: +1.2%
3.2	Chronic absenteeism rate	2022-2023 All: 22.6% ELs: 23.8% LTELs: 31.3% SED: 23.5% Foster: 36.9% SpEd: 32.7% M-V: 36.9%	2023-2024 All: 19.6% ELs: 21.2% LTELs: 29.7% SED: 20.5% Foster: 37.7% SpEd: 28.8% M-V: 26.1%	2024-2025 All: 18.6% ELs: 20.1% LTELs: 27.6% SED: 19.1% Foster: 36.2% SpEd: 26.5% M-V: 24.3%	All - Baseline -15% ELs - Baseline - 18% LTELs - TBD SED Baseline - 15% SpEd Baseline - 21% MV - Baseline - 24% FY - Baseline - 27%	All: -4% ELs: -3.7% LTELs: -3.7% SED: -4.4% Foster: -0.7% SpEd: -6.2% M-V: -12.6%
3.3	Middle School Dropout Rate	2022-2023 All: 2 ELs: 2 SED: 2 Foster: 0 SpEd: 0 M-V: 1	2023-2024 All: 0 ELs: 0 SED: 0 Foster: 0 SpEd: 0 M-V: 0	2024-2025 All: 0 ELs: 0 SED: 0 Foster: 0 SpEd: 0 M-V: 0	0 for all targeted student groups	All: -2 ELs: -2 SED: -2 Foster: 0 SpEd: 0 M-V: -1
3.4	% responded family efficacy	2023-2024 68%	2024-2025 70%	2025-2026 72%	Baseline + 15	+4%
3.5	High School Dropout Rate	All: 8.6% ELs: 15.4% LTELs: 15.7%	2023-2024 All: 7.6% ELs: 14.8%	2024-2025 All: 6.7% ELs: 12.1%	5% or lower for all targeted student groups	All: -1.9% ELs: -3.3% LTELs: -4.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 8.9% Foster: 11.8% SpEd: 11.8% M-V: 13.1%	LTEs: 16.9% SED: 7.8% Foster: 12.2% SpEd: 12.8% M-V: 13.7%	LTEs: 11.6% SED: 7.0% Foster: 7.9% SpEd: 9.3% M-V: 16.2%		SED: -1.9% Foster: -3.9% SpEd: -2.5% M-V: +3.1%
3.6	Pupil suspension rates (% students with at least 1 suspension)	2022-2023 All: 4.5% AA: 4.7% AI: 4.6% HI: 4.6% ELs: 4.8% LTEs: 11.2% SED: 4.7% Foster: 9.9% SpEd: 6.0% M-V: 5.7%	2023-2024 All: 4.1% AA: 4.5% AI: 5.6% HI: 4.2% ELs: 4.8% LTEs: 10.5% SED: 4.3% Foster: 13.2% SpEd: 5.3% M-V: 5.1%	2024-2025 All: 3.7% AA: 5.9% AI: 5.3% HI: 3.7% ELs: 4.8% LTEs: 9.3% SED: 3.8% Foster: 9.7% SpEd: 5.0% M-V: 4.6%	3% or below for all targeted student groups	All: -0.8% AA: +1.2% AI: +0.7% HI: -0.9% ELs: 0% LTEs: -1.9 SED: -0.9% Foster: -0.2% SpEd: -1% M-V: -1.1%
3.7	Pupil expulsion rates	2022-2023 All: 0.0% ELs: 0.0% LTEs: 0.0% SED: 0.0% Foster: 0.0% SpEd: 0.0% M-V: 0.0%	2023-2024 All: 0.0% ELs: 0.0% LTEs: 0.0% SED: 0.0% Foster: 0.0% SpEd: 0.0% M-V: 0.0%	2024-2025 All: 0.0% ELs: 0.0% LTEs: 0.0% SED: 0.0% Foster: 0.0% SpEd: 0.0% M-V: 0.0%	0 for all student groups	Maintained at 0%
3.8	% students responded favorably to safety	2023-2024 Elementary (Grades 4-5): All: 66% ELs: 63% LTEs: N=2 SED: 66% Foster: 59% SWDs: 64%	2024-2025 Elementary (Grades 4-5): All: 68% ELs: 64% LTEs: N = 0 SED: 67% Foster: 63% SpEd: 65%	2025-2026 Elementary (Grades 4-5): All: 56% ELs: 54% LTEs: N = 0 SED: 56% Foster: 50% SpEd: 56%	Baseline +6% for all targeted student groups	Elementary (Grades 4-5): All: -10% ELs: -9% LTEs: (N: -2) SED: -10% Foster: -9% SpEd: -8% M-V: -11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MV: 65% Secondary (Grades 6-12): All: 72% ELs: 67% LTELs: 71% SED: 71% Foster: 68% SpEd: 69% M-V: 69%	M-V: 66% Secondary (Grades 6-12): All: 75% ELs: 71% LTELs: 72% SED: 75% Foster: 68% SpEd: 73% M-V: 73%	M-V: 54% Secondary (Grades 6-12): All: 73% ELs: 68% LTELs: 70% SED: 73% Foster: 68% SpEd: 70% M-V: 71%		Secondary (Grades 6-12): All: +1%% ELs: +1% LTELs: -1% SED: +2% Foster: 0% SpEd: +1% M-V: +2%
3.9	% students responded favorably to sense of belonging (school connectedness)	2023-2024 Elementary (Grades 4-5): All: 74% ELs: 73% LTELs: N = 2 SED: 74% Foster: 68% SWDs: 72% MV: 73% Secondary (Grades 6-12): All: 56% ELs: 55% LTELs: 51% SED: 56% Foster: 57% SpEd: 55% M-V: 54%	2024-2025 Elementary (Grades 4-5): All: 70% ELs: 69% LTELs: N = 0 SED: 70% Foster: 62% SpEd: 68% M-V: 71% Secondary (Grades 6-12): All: 58% ELs: 56% LTELs: 54% SED: 58% Foster: 60% SpEd: 58% M-V: 57%	2025-2026 Elementary (Grades 4-5): All: 72% ELs: 73% LTELs: N = 0 SED: 73% Foster: 74% SpEd: 69% M-V: 72% Secondary (Grades 6-12): All: 60% ELs: 57% LTELs: 55% SED: 59% Foster: 55% SpEd: 59% M-V: 59%	Baseline +6% for all targeted student groups (Elementary) Baseline +9% for all targeted student groups (Secondary)	Elementary (Grades 4-5): All: -2% ELs: 0% LTELs: (N: -2) SED: -1% Foster: +6% SpEd: -3% M-V: -1% Secondary (Grades 6-12): All: +4% ELs: +2% LTELs: +4% SED: +3% Foster: -2% SpEd: +4% M-V: +5%
3.10	% teachers responded favorably to School Climate	2023-2024 60%	2024-2025 60%	2025-2026 58%	Baseline +8%	-2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	% staff responded favorably to School Climate	2023-2024 63%	2024-2025 60%	2025-2026 62%	Baseline +8%	-1%
3.12	% parents responded favorably to School Safety	2023-2024 66%	2024-2025 77%	2025-2026 80%	Baseline +6%	+14%
3.13	% of parents responded favorably to: "I feel like I have a strong connection with my child's teacher"	New Metric	Baseline 2024-2025 87%	2025-2026 88%	Baseline +6%	+1%
3.14	% of parents responded favorably to: "My child uses information I give them about my family's culture and our daily routines in their classroom activities and lessons"	New Metric	Baseline 2024-2025 86%	2025-2026 88%	Baseline +6%	+2%
3.15	% of parents responded favorably to: "My family's culture, values, and experiences are represented in my child's classroom"	New Metric	Baseline 2024-2025 89%	2025-2026 90%	Baseline +6%	+1%

Goal Analysis [2025-26]

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

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

Goal 3 actions were substantially implemented across the district, with continued expansion of integrated wellness systems, Multi-Tiered Systems of Support (MTSS), attendance interventions, and social-emotional, behavioral, and mental health services designed to strengthen relationship-centered school environments and reduce barriers to learning for students and families.

Key initiatives included:

- COST (Coordination of Services Teams) at all school sites to monitor student needs, review attendance and behavioral data, and coordinate Tier 2 and Tier 3 interventions through collaborative case management processes.
- Expanded implementation of PBIS, restorative practices, Capturing Kids' Hearts, and social-emotional learning supports designed to improve school climate, student belonging, and behavioral outcomes.
- School counselors, wellness staff, psychologists, social workers, FACE Liaisons, and Community School Coordinators collaborated to provide SEL lessons, crisis response, risk and safety assessments, attendance interventions, wellness referrals, and individualized support for students and families.
- Community Schools continued strengthening integration of wellness and academic supports through Wellness Centers, attendance intervention systems, community partnerships, and wraparound services that addressed food insecurity, housing instability, mental health, and family wellness needs.
- Expanded Learning Opportunities Program (ELOP) and afterschool programming continued providing academic support, enrichment, social-emotional learning, wellness activities, and safe environments for students beyond the school day.
- Targeted supports for Foster Youth, McKinney-Vento students, newcomer students, and Students with Disabilities were expanded through coordinated case management, attendance monitoring, mental health supports, transportation assistance, and family outreach efforts.
- Mental health and wellness workshops, suicide prevention training, threat assessment protocols, and trauma-informed practices were expanded to strengthen prevention and intervention systems districtwide.
- Community partnerships with behavioral health agencies, universities, nonprofit organizations, and county agencies increased access to counseling services, family supports, wellness resources, and intervention services for high-needs students.

Additionally, school-based teams—including counselors, FACE Liaisons, Community School Coordinators, psychologists, nurses, social workers, and administrators—continued collaborating to address attendance concerns, mental health needs, behavioral interventions, housing insecurity, family crises, and student engagement. Community Schools further strengthened integrated systems of support through aligned MTSS structures, restorative approaches, and coordinated wellness services designed to improve student belonging and reduce barriers to learning.

Despite substantial implementation of Goal 3 actions, several implementation challenges affected the consistency and depth of wellness, MTSS, and behavioral support systems across schools. While all actions were substantially implemented districtwide, some actions were implemented differently than originally envisioned due to staffing shortages, increased student mental health needs, operational demands, and varying levels of site readiness.

- Inconsistent implementation fidelity of SEL, restorative practices, PBIS systems, and Capturing Kids' Hearts across school sites limited the consistency of student experiences, relationship-centered practices, and behavioral intervention systems.
- Staffing shortages and increased demand for Tier 3 behavioral, counseling, and mental health supports affected service capacity and increased caseloads for counselors, psychologists, social workers, and wellness staff, limiting the frequency and intensity of individualized interventions at some sites.
- Inconsistent use of wellness data systems, intervention tracking tools, and cross-department coordination practices limited real-time monitoring, service alignment, and progress tracking for high-needs students.

-Elevated levels of student anxiety, behavioral needs, chronic absenteeism, and mental health concerns—particularly among Foster Youth, McKinney-Vento students, Students with Disabilities, and newcomer students—required intensive individualized interventions and increased cross-department collaboration.

-Competing operational demands, staffing transitions, and variability in professional learning participation affected the consistency of implementation for restorative practices, trauma-informed approaches, and relationship-centered systems at some secondary school sites.

Despite these challenges, the district continued strengthening integrated systems of care, relationship-centered practices, and coordinated wellness supports designed to improve student belonging, increase engagement, reduce barriers to learning, and support students' social-emotional, behavioral, physical, and mental well-being.

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

Material Differences Between Budgeted and Estimated Actual Expenditures

Several material differences were identified between Budgeted and Estimated Actual Expenditures for Goal 3. These differences reflect adjustments in staffing, implementation priorities, program participation levels, utilization of one-time funding sources, and evolving student wellness and support needs.

Action 3.2 – MTSS: Wellness

Actual expenditures were approximately 20% lower than budgeted. This variance was primarily attributable to staffing vacancies, timing of hiring, and lower-than-anticipated expenditures associated with wellness and intervention services during the fiscal year.

Action 3.3 – Integrated Network of Support

Actual expenditures were approximately 24% higher than budgeted. This increase reflects expanded coordination of services, increased staffing and support costs associated with COST implementation, attendance interventions, case management, and integrated student support systems designed to address academic, behavioral, attendance, and wellness needs.

Action 3.5 – Equitable and Inclusive School Culture

Actual expenditures were approximately 11% higher than budgeted. Additional expenditures supported restorative practices, culturally responsive school climate initiatives, student engagement activities, and efforts designed to strengthen belonging, inclusion, and positive school culture across school sites.

Action 3.6 – Expanded Learning Opportunities

Actual expenditures were approximately 49% higher than budgeted. This increase was primarily attributable to expanded Expanded Learning Opportunities Program (ELOP) services, enrichment opportunities, staffing costs, and utilization of available state Expanded Learning funding to increase student access to academic support, enrichment activities, and wellness programming beyond the instructional day.

Action 3.8 – Community Schools Approach

Actual expenditures were approximately 7% higher than budgeted. This increase reflects expanded implementation of Community School initiatives, including community partnerships, integrated student supports, family engagement efforts, and staffing necessary to support the continued growth of Community Schools across the district.

All other Goal 3 actions were implemented with expenditures that were generally aligned with budgeted amounts and did not result in material differences requiring additional explanation.

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

Across the three-year LCAP cycle, Goal 3 actions contributed to moderate to strong progress in improving student wellness, school climate, attendance, and access to integrated systems of support. Dashboard indicators, Panorama outcomes, local participation data, and wellness service metrics demonstrated improvement in chronic absenteeism, student engagement, family connection, and coordination of wraparound supports, suggesting that MTSS structures, Community Schools strategies, wellness systems, and relationship-centered practices were effective in strengthening student support systems districtwide. However, continued challenges related to student belonging, behavioral health needs, implementation consistency, and equitable access to interventions indicate that several actions require further refinement and stronger implementation coherence across schools.

Updated Metric Highlights:

-Chronic Absenteeism (Dashboard):

--All Students: Improved from 19.6% -> 17.4%

--English Learners: Improved from 21.2% -> 18.9%

--High School Dropout Rate:

--All Students: Improved from 7.6% -> 6.8%

--English Learners: Improved from 14.8% -> 12.9%

-Panorama Student Belonging:

--Elementary: 72% favorable

--Secondary: 60% favorable

Effective Actions:

-3.2 MTSS – Wellness and 3.3 Integrated Network of Support: COST systems, Integrated Systems of Support, and Community School coordination strengthened districtwide intervention practices and improved collaboration among counselors, FACE Liaisons, Community School Coordinators, mental health staff, nurses, administrators, and community partners. Updated COST 2.0 standards of practice improved identification, coordination, and monitoring of supports for students experiencing attendance, behavioral, academic, and social-emotional needs. Community Schools also strengthened coordination among site teams and community partners through Communities In Schools (CIS), Healthy Tomorrows interns, and wraparound systems that improved referral pathways and reduced fragmentation of services.

-3.7 Wraparound Services: FACE Liaisons and Community School teams expanded relationship-based outreach and wraparound supports that addressed barriers impacting attendance, wellness, and student engagement. Impact data demonstrated 49,158 individualized family connections, 3,676,932 outreach touches, 1,168 specialized workshops serving 29,766 parents and family members, 14,109 technology

support contacts, 4,102 uniform supports, and 61 Medi-Cal referrals. These coordinated supports strengthened family stability, increased access to services, and improved connection between schools and families.

-3.6 Expanded Learning: Expanded Learning Opportunities Program (ELOP) and afterschool programs effectively increased student access to academic support, enrichment, athletics, wellness activities, and safe learning environments outside of the regular school day. Participation and attendance data suggest that ELOP and afterschool programming were effective in increasing student engagement, access to enrichment opportunities, and connection to school supports outside of the regular instructional day.

-3.4 PBIS: Community Schools strengthened efforts to improve belonging, engagement, and school culture through implementation of Capturing Kids' Hearts, mentorship opportunities, restorative approaches, and trusted adult supports for students requiring intervention. Alignment between COST practices and Tiered Fidelity Inventory (TFI) expectations strengthened systems intended to improve student connectedness and proactive behavioral supports.

-3.8 Community Schools Approach: The Community School strategy was effective in strengthening stakeholder engagement, integrated supports, and districtwide implementation coherence. Expansion from 15 to 17 Community Schools and implementation of Community School 101 increased staff understanding of the Community School model and strengthened shared leadership structures involving students, families, staff, and community partners.

Actions Requiring Further Development:

-3.1 Social Emotional Learning (SEL): SEL implementation continued across grade levels through embedded curriculum practices and counselor supports; however, inconsistent implementation across sites and secondary schools limited the district's ability to provide equitable and consistent social-emotional learning experiences for all students. Limited use of supplemental SEL materials, inconsistent professional learning participation, and varying levels of staff readiness affected implementation fidelity and progress monitoring practices. While embedding SEL within adopted curriculum strengthened instructional integration, additional implementation support, coaching, and monitoring systems are needed to improve districtwide consistency and effectiveness.

-3.10 Professional Learning - Wellness: Professional learning related to trauma-informed practices, Cultural Proficiency, Progressive Discipline, RISK assessment, and wellness systems was substantially implemented; however, some systems such as DESSA implementation remained inconsistent across sites, and staff identified challenges with analyzing and utilizing wellness data effectively. Additional consistency and implementation support are needed to strengthen districtwide alignment.

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.

Based on implementation data, outcome metrics, Dashboard indicators, ThoughtExchange feedback, student listening sessions, Panorama survey results, Community School reflections, and action owner input, SAUSD will implement several refinements during 2026–27 to strengthen integrated wellness systems, improve consistency across school sites, and expand relationship-centered supports for students and families. While no Goal 3 actions were identified as ineffective during the three-year LCAP cycle, several actions were identified as partially effective due to variability in implementation fidelity, inconsistent use of wellness systems and data practices, staffing capacity challenges, and continued needs related to student belonging, mental health, chronic absenteeism, and behavioral supports. As a result, the district will strengthen implementation monitoring, professional learning, intervention coordination, and relationship-centered systems to improve consistency and effectiveness across all schools.

Changes to Goal 3

- Action 3.1 - SEL implementation will continue shifting toward embedded instructional practices integrated within academic curriculum, MTSS, PBIS, and wellness systems. Analysis of implementation data and Panorama belonging outcomes demonstrated inconsistent implementation across secondary school sites, limited use of supplemental SEL resources, and variability in staff readiness and progress monitoring practices. Additional supports will be provided to strengthen secondary implementation through supplemental SEL resources, professional learning, and alignment to districtwide wellness competencies and culturally responsive instructional practices.
- Actions 3.2 & 3.3 - COST systems and Integrated Networks of Support will be strengthened through continued implementation of COST 2.0 standards of practice, improved referral tracking systems, stronger cross-department coordination, and expanded use of wellness and attendance data to improve Tier 2 and Tier 3 intervention monitoring. Reflection data demonstrated that inconsistent use of wellness data systems and intervention tracking tools limited real-time coordination, communication, and monitoring of supports across departments and school sites. The district will continue refining centralized systems to improve communication and ensure students receive timely, coordinated interventions and wraparound services.
- Actions 3.4, 3.5 - PBIS, restorative practices, Capturing Kids' Hearts, and relationship-centered strategies will be expanded through increased professional learning, coaching, and implementation monitoring. Panorama belonging data and implementation reflections demonstrated continued variability in school climate practices and student connectedness across secondary schools. Additional emphasis will be placed on strengthening student voice, student belonging, culturally responsive school climate practices, and implementation fidelity of restorative and relationship-centered systems.
- Action 3.6 - Expanded Learning Opportunities (ELOP) and afterschool programming will continue prioritizing access for Unduplicated Student Groups and students experiencing chronic absenteeism, academic risk, or wellness concerns. Additional enrichment, mentoring, attendance support, and social-emotional programming opportunities will be expanded to strengthen student engagement and connectedness.
- Action 3.7 & 3.8 - Wraparound services and Community School implementation will continue expanding through stronger partnerships with community-based organizations, behavioral health agencies, and wellness providers. Additional focus will be placed on improving coordination of services related to mental health, attendance intervention, housing instability, food insecurity, newcomer supports, and family wellness.
- Action 3.9 - Foster Youth, McKinney-Vento, newcomer, and other high-needs student supports will be strengthened through expanded case management systems, post-crisis reentry protocols, attendance intervention practices, restorative supports, and individualized coordination of academic and wellness services.
- Action 3.10 - Professional learning related to trauma-informed practices, suicide prevention, restorative approaches, Progressive Discipline, Cultural Proficiency, wellness systems, and MTSS implementation will continue expanding to improve consistency of implementation across all schools. Additional support will focus on improving staff understanding and use of wellness data systems, intervention documentation, and culturally responsive engagement practices.

Educational partners consistently emphasized the importance of safe, inclusive, and relationship-centered school environments, expanded mental health supports, improved attendance systems, and stronger coordination of services for high-needs students and families. Stakeholder feedback and local data also highlighted the need for greater consistency in implementation of SEL, restorative practices, PBIS systems, and wellness intervention practices across school sites. These reflections will guide continued refinement of Goal 3 actions to

strengthen implementation coherence, improve intervention effectiveness, increase student belonging, and expand equitable access to integrated systems of support districtwide.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Social Emotional Learning (SEL)	SEL proficiency development as outlined in SAUSD's SEL Framework, will be developed through strategies including research-based SEL lessons provided by classroom teachers and school counselors along with SEL signature practices implementation in classroom and school-wide settings.	\$274,537.00	No
3.2	MTSS - Wellness	Each school site will implement a robust MTSS model with a Coordination of Services Team (COST) that will review monthly data reports to identify student academic, behavioral, health, and social-emotional/mental health needs (tier 2 and 3) and available interventions/resources with priority consideration for Unduplicated Student Groups (USGs) including Socio-Economically Disadvantaged (SED), English Learners (EL), Long Term English Learners (LTEL), and Foster Youth (FY), assign students to appropriate targeted interventions and supports, and monitor the impact on student outcomes. Metrics to monitor effectiveness: 3.2, 3.6, 3.7	\$7,612,151.20	Yes
3.3	Integrated Network of Support	LREBG Action The coordination of roles, in alignment with research-based practices including CA's Community School model, among School Counselors, Social Workers/Mental Health Clinicians, Health Providers, Community Schools Coordinators, and FACE Liaisons who are assigned to each school site will allow for streamlined, equitable, and effective Tier 2 and Tier 3 supports for social-emotional, mental health, behavioral, and physical well-being that is tailored to their USGs (EL, LTEL, SED, FY).	\$17,750,908.85	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics to monitor effectiveness: 3.2, 3.6, 3.7, 3.5, 3.3 LREBG Funds supporting this action: \$880,472.00 per year through 2026-27		
3.4	PBIS	All school sites will implement a site-designed Positive Behavior Interventions and Supports (PBIS) model that will promote a culture of belonging, safety, and care for all students while addressing the needs of each school site's USG (SED, EL, LTEL, and FY). Metrics to monitor effectiveness: 3.8, 3.1	\$162,241.00	Yes
3.5	Equitable and Inclusive School Culture	All school sites, with support from the Support Services Team, will provide an equitable and inclusive school culture that is built upon trusting relationships and offers a continuum of supports including restorative practices (Levels 1 and Level 2) trauma-informed practices, anti-bullying strategies, and social-emotional assistance for staff, students, and families to support all students with emphasis for USG (EL, LTEL, SED, FY) and LGBTQ students. Metric to monitor effectiveness: 3.2, 3.9	\$25,148.00	Yes
3.6	Expanded Learning Opportunities	All students including USGs (SED, EL, LTEL, FY) will be offered expanded learning opportunities after school and during the summer with additional opportunities before school and on Saturdays, to ensure that students have a safe place outside of school hours with access to a nutritious snack, enrichment experiences, athletic opportunities, and academic supports.	\$57,634,541.00	No
3.7	Wrap Around Services	Each school site will provide targeted resources and programs such as childcare, transportation, basic necessities, and other resources for USG SED (including McKinney Vento and Migrant Education eligible students), EL/LTEL, and FY to remove barriers to access and increase persistence	\$1,615,182.00	Yes

Action #	Title	Description	Total Funds	Contributing
		leading to higher degrees of academic success. Wrap-around services will focus on home visits, outreach, and restorative solution-oriented practices will be prioritized over punitive actions to support student attendance and behavior. Metrics to monitor effectiveness: 3.2, 3.6		
3.8	Community Schools Approach	SAUSD will continue to develop, implement, and refine its community schools approach to foster collaboration among educators, local community members, families, and students that will, in turn, enhance conditions for student learning and healthy development. Community schools will gather input from their educational partners to support the collective strengths, interests, and needs of the all students in the school community including their USG (SED, EL, LTEL, FY).	\$7,713,847.00	No
3.9	Differentiated Assistance - Wellness	Schools will review monthly progress monitoring updates for their Foster Youth student groups in the areas of Suspensions, office referrals, incidents of bullying/harrassment and implementation of restorative practices in order to provide early tiered interventions. Metric to monitor effectiveness: 3.6	\$2,286,333.50	Yes
3.10	Professional Learning- Wellness	SAUSD's professional learning will ensure that educators are equipped with the necessary knowledge and skills to promote school environments that support unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth in the areas of: -PBIS and Progressive Discipline Practices -Diversity, Cultural Proficiency, and Inclusive Interactions (including LGBTQ protections) -Social Emotional Learning and Restorative/Trauma Informed Practices -Student Health and Wellness and Safety Assessments Metrics to monitor effectiveness: 3.2, 3.6	\$3,063,320.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	Adult Supervision	Each school will provide adequate adult supervision with staff that are well-trained to use restorative practices to maintain a safe and positive environment before and after school, and during passing periods, recess/nutrition, lunch, and events.	\$7,676,947.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 4 was developed to ensure that the foundational operational conditions necessary for student learning, staff effectiveness, and high-quality service delivery are consistently implemented and sustained across all SAUSD schools and departments. This goal addresses the systems, infrastructure, communication practices, staffing supports, and operational efficiencies that underpin every educational experience and directly impact the district’s ability to implement the Framework for the Future and support equitable outcomes for students.

Goal 4 focuses on maintaining and strengthening:

- Access to appropriately assigned and credentialed teachers and staff
- Availability of standards-aligned instructional materials and technology systems
- Maintenance of safe, clean, modern, and functional school facilities
- Effective internal communication systems and customer service practices
- Professional learning aligned to district priorities and operational competencies
- Efficient fiscal, operational, and organizational systems that support schools and departments
- Technology infrastructure and digital systems that improve communication, efficiency, and access to services

These components are essential to creating the conditions in which academic achievement, student wellness, and family engagement can thrive. Without effective operational systems and responsive service structures, schools are less able to provide equitable access to learning opportunities, interventions, and supports for students—particularly for Unduplicated Student Groups (USGs).

According to the 2024 CA School Dashboard and local data:

- SAUSD met the Standard for Priority 1, including 100% access to instructional materials and zero facilities reported as not meeting the “Good Repair” standard.
- 88.8% of teachers are fully credentialed, exceeding both the county and state averages, demonstrating strong teacher assignment and recruitment practices?.

-At the same time, implementation reflections and educational partner feedback identified ongoing challenges related to staffing shortages, increasing operational demands, cross-department coordination, onboarding and training consistency, communication alignment, and balancing multiple district initiatives simultaneously.

Feedback gathered through ThoughtExchange engagement, Panorama surveys, Community School implementation reflections, district leadership teams, and school site feedback reinforced the need for:

- Improved internal and external communication systems;
- More efficient operational processes and customer service supports;
- Clearer coordination between departments and school sites;
- Expanded professional learning and onboarding systems for staff;
- Continued investment in facilities, safety systems, and technology infrastructure; and
- Consistent implementation of districtwide systems and expectations across all schools and departments.

Goal 4 therefore serves as the operational backbone of the district by strengthening the systems and structures necessary to support teaching, learning, wellness, and engagement across all LCAP goals.

Strategically, this goal includes:

- Operational systems and customer service actions support efficient district and school operations, fiscal accountability, communication systems, and responsive service delivery for students, families, and staff.
- Professional learning actions strengthen staff capacity through onboarding, leadership development, job-specific training, compliance support, and implementation of district priorities.
- Facilities and maintenance actions ensure schools remain safe, clean, functional, and conducive to learning while supporting long-term facilities planning and modernization efforts.
- Technology and communication actions improve access to digital tools, operational systems, cybersecurity, communication platforms, and stakeholder engagement systems that support districtwide coordination and efficiency.

Conclusion

Goal 4 reflects SAUSD's commitment to systems thinking, operational excellence, continuous improvement, and responsive service. By strengthening the infrastructure that supports all other district goals, SAUSD ensures that its vision for equity, innovation, wellness, and student success is built upon systems that are stable, collaborative, efficient, and future-ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Rate of compliance with the teacher credential and assignment	2021-2022 Out-of-Field: 1.0% Ineffective: 3.8%	2022-2023 Out-of-Field: 1.2% Ineffective: 1.3%	2023-2024 Out-of-Field: 1.1% Ineffective: 1.7%	Out-of-Field: 0% Ineffective: 0% Vacant: 0%	Out-of-Field: +0.1% Ineffective: -2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	requirements. (School Accountability Report Cards)	Vacant: 0%	Vacant: 0%			Vacant: Maintained at 0%
4.2	Rate of compliance with the instructional materials requirements. (Resolution on the Sufficiency of Textbooks-Williams)	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	Maintained at 100%
4.3	Percentage of schools in “good” or “exemplary” repair on Facility Inspection Tool (FIT)	2023-2024 100%	2024-2025 100%	2025-2026 100%	100%	Maintained at 100%

Goal Analysis [2025-26]

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

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

Goal 4 actions were substantially implemented during the 2025–26 school year, with continued efforts focused on strengthening districtwide operational systems, fiscal oversight, technology infrastructure, communication systems, facilities support, professional learning systems, and customer service practices designed to improve organizational effectiveness and support student learning environments. District departments continued collaborating to strengthen alignment, operational efficiency, compliance systems, and service delivery across schools and departments.

Key implementation successes included:

- Continued 100% compliance with instructional materials requirements across all schools through Williams Act monitoring, textbook inventory systems, and annual review processes.
- All school facilities maintained “good repair” status through ongoing maintenance operations, modernization projects, safety inspections, custodial systems, preventative maintenance practices, and facilities improvement efforts.
- Continued efforts to reduce teacher misassignments and strengthen credential compliance for teachers serving English Learners, Students with Disabilities, special populations, and core academic subject areas.
- Expansion of cybersecurity protections, infrastructure upgrades, device management systems, Google Workspace integration, Power BI reporting tools, and technology modernization efforts designed to improve reliability, communication, operational efficiency, and instructional access districtwide.

- Continued implementation of districtwide communication systems, customer service practices, and operational coordination processes designed to improve responsiveness and support for schools, families, and departments.
- Business Services departments continued strengthening budget development processes, fiscal monitoring systems, purchasing timelines, personnel requisition systems, and operational planning practices aligned to fiscal stabilization requirements and district priorities.
- Professional learning, onboarding systems, and department-specific training opportunities continued expanding to support compliance, operational consistency, technology integration, safety practices, and customer service expectations across departments.

Despite substantial implementation, several challenges affected the consistency and pace of implementation across departments and school sites. While Goal 4 actions were substantially implemented, some operational initiatives were implemented differently than originally envisioned due to staffing shortages, vacancies, fiscal stabilization efforts, competing operational demands, and the ongoing complexity of technology modernization efforts.

Challenges included:

- Staffing shortages, vacancies, and increased operational demands affected timelines, responsiveness, onboarding capacity, and consistency of support provided across departments and school sites.
- Variability persisted across departments and sites in access to professional learning, onboarding supports, communication practices, customer service systems, and implementation consistency.
- Technology modernization and digital systems implementation required ongoing staff training, troubleshooting, and technical support, which impacted implementation pacing and consistency across departments.
- Classified staff and site-based operational teams continued identifying the need for additional job-specific training, cross-training opportunities, procedural clarity, and operational support systems to improve efficiency and consistency of service delivery.
- Fiscal stabilization efforts and enrollment-related adjustments required departments to strategically prioritize operational needs, resulting in modified implementation timelines for some modernization, training, and support initiatives.

Despite these challenges, the district continued strengthening operational systems, compliance structures, facilities support, communication practices, and technology systems designed to improve organizational effectiveness, maintain safe and supportive learning environments, and ensure schools received the operational support necessary to serve students and families effectively.

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

Material Differences Between Budgeted and Estimated Actual Expenditures

As part of the 2025–26 LCAP review, several material differences were identified between Budgeted and Estimated Actual Expenditures under Goal 4. These differences reflect staffing adjustments, implementation timing, operational needs, increased communication and outreach efforts, and ongoing investments in facilities, technology, and districtwide support systems.

Action 4.1 – Highly Qualified Teachers

Actual expenditures were approximately 17% lower than budgeted. This variance was primarily attributable to staffing vacancies, enrollment-related staffing adjustments, and personnel cost savings resulting from implementation of the district's Fiscal Stabilization Plan.

Action 4.2 – California Standards-Aligned Materials

Actual expenditures were approximately 30% lower than budgeted. This difference reflects adjustments in textbook adoption timelines, delayed purchases of instructional materials, and the strategic use of existing instructional resources and inventory to meet district needs.

Action 4.3 – Future-Ready Learning and Work Environments

Actual expenditures were approximately 21% higher than budgeted. Increased expenditures were associated with facilities modernization projects, technology infrastructure improvements, cybersecurity enhancements, maintenance costs, and increased operational expenses necessary to support safe and effective learning and work environments.

Action 4.4 – Educational Partner Communication

Actual expenditures significantly exceeded budgeted amounts. This increase reflects expanded expenditures associated with districtwide communication systems, clerical support, extra-duty assignments, substitute coverage, translation and outreach efforts, postage, and communication activities supporting schools, families, staff, and educational partners. Expenditures were also adjusted during the year to better align staffing and operational costs with communication and engagement activities.

Action 4.5 – Comprehensive Professional Learning

No expenditures were incurred for this action. Professional learning was primarily provided through existing district staff, department-led training, online learning platforms, and embedded support structures during regular work hours, eliminating the need for additional expenditures.

There are no contributing actions related to Goal 4.

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

Across the three-year LCAP cycle, Goal 4 actions contributed to strengthening districtwide operational systems, facilities conditions, instructional resource access, technology infrastructure, communication practices, and professional learning systems designed to support safe, efficient, and well-supported learning environments. Updated compliance metrics, facilities data, credential monitoring systems, and operational implementation outcomes demonstrated that district systems were generally effective in maintaining standards-aligned instructional resources, safe school facilities, appropriately credentialed staff assignments, and expanded access to professional learning and operational supports. However, continued variability in onboarding systems, training access, operational responsiveness, and implementation consistency across departments and school sites indicated that several operational systems require continued refinement and capacity building.

Updated Metric Highlights:

- 100% compliance on the sufficiency of standards-aligned materials (textbooks and instructional resources).
- 100% of schools rated in “good” or “exemplary” condition on the FIT.

-Continued high rates of appropriately credentialed teachers and staff assignments, including teachers serving English Learners and core instructional areas.

Effective Actions:

-4.1 Highly Qualified Teachers: Credential compliance systems, recruitment efforts, onboarding supports, and assignment monitoring continued supporting high rates of appropriately credentialed staff across the district. Human Resources and Educational Services departments collaborated to support staffing assignments, substitute systems, induction supports, and professional growth opportunities aligned to district priorities.

-4.2 Standards-Aligned Materials: All schools maintained access to standards-aligned instructional materials, instructional technology tools, and supplemental academic resources. Williams monitoring processes confirmed full compliance with instructional materials requirements districtwide. Expanded digital access and instructional platforms also improved availability of learning resources for students and staff.

-4.3 Future-Ready Learning Environments: Facilities, maintenance, operations, and technology teams effectively maintained safe, clean, and functional learning environments while continuing modernization, safety, infrastructure, and technology improvement efforts across school sites. Continued facilities upgrades, preventative maintenance systems, cybersecurity improvements, and technology modernization efforts contributed to 100% of schools maintaining “good” or “exemplary” FIT ratings and strengthened equitable access to safe and supportive learning environments districtwide.

-4.4 Communication and Operational Systems: District departments expanded use of digital communication systems, multilingual outreach tools, operational dashboards, and standardized communication protocols to improve responsiveness, customer service, and coordination between departments, schools, staff, and families. Increased use of ParentSquare, digital workflows, and centralized resources strengthened access to information and operational consistency

-4.5 Comprehensive Professional Learning: Professional learning systems continued expanding through district-led trainings, asynchronous learning modules, job-embedded coaching, leadership development, and cross-department collaboration opportunities. Staff participated in professional learning aligned to literacy, ELD, MTSS, wellness systems, instructional technology, inclusive practices, culturally responsive teaching, safety procedures, and operational systems. Expanded access to asynchronous modules and digital learning systems improved flexibility and participation across employee groups. Professional learning and operational systems were especially effective in improving districtwide alignment, expanding access to training resources, strengthening communication systems, and supporting implementation of major district initiatives across instructional and operational departments.

Actions Requiring Further Development:

-4.4 Communication and Operational Systems: While communication systems, digital workflows, and operational dashboards improved access to information and coordination across departments, implementation consistency and responsiveness continued to vary across sites and operational teams. Staffing shortages, competing operational demands, and ongoing transition to new digital systems affected consistency of communication practices, onboarding processes, and customer service experiences. Additional refinement is needed to strengthen standardized operational procedures, cross-department coordination, and staff training related to communication and service delivery systems.

-4.5 Comprehensive Professional Learning: Professional learning systems expanded significantly through asynchronous modules, digital learning platforms, and districtwide training opportunities; however, participation and implementation depth varied across employee groups and departments. Classified staff and site-based operational teams identified continued need for more job-specific training, onboarding support, procedural clarity, and differentiated learning opportunities aligned to operational roles. Additional coaching, implementation

monitoring, and targeted support systems are needed to strengthen consistency and operational effectiveness across departments and school sites.

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.

Based on implementation reflections, operational data, professional learning participation trends, stakeholder feedback, and analysis of districtwide operational systems, SAUSD will implement several refinements to Goal 4 actions during 2026–27 to strengthen implementation consistency, improve operational responsiveness, expand access to training and onboarding supports, and improve alignment across district systems. While no Goal 4 actions were identified as ineffective during the three-year LCAP cycle, several actions were identified as partially effective due to variability in onboarding systems, professional learning participation, operational communication practices, and implementation consistency across departments and school sites. As a result, the district will continue refining operational systems, training structures, technology modernization efforts, and support systems to strengthen districtwide coherence and improve service delivery.

- Action 4.1 - Onboarding systems for certificated, classified, and leadership staff will continue to be refined through expanded orientation modules, digital onboarding resources, mentorship supports, and training aligned to SAUSD's Framework for the Future, Graduate Profile, operational expectations, customer service standards, and district systems. Analysis of onboarding implementation and staff feedback demonstrated variability in onboarding experiences and access to role-specific support systems across employee groups and departments. Additional emphasis will be placed on improving consistency, accessibility, and alignment of onboarding practices districtwide.
- Action 4.5 - Professional learning systems will continue expanding through increased access to asynchronous training modules, digital learning platforms, onboarding systems, coaching supports, and role-specific professional learning opportunities. Reflection data and participation trends demonstrated variability in training access, implementation depth, and participation across departments and employee groups, particularly among classified staff and site-based operational teams. The district will continue refining participation tracking systems, implementation monitoring processes, certification tracking tools, and differentiated training supports to improve accountability, accessibility, consistency, and operational effectiveness.
- Action 4.3 - Facilities, operational services, and technology departments will continue strengthening preventative maintenance systems, safety monitoring processes, technology modernization efforts, cybersecurity systems, and facilities planning aligned to school safety, campus usage, technology infrastructure, and equitable learning environments. Analysis of operational implementation identified continued need for stronger alignment between operational planning, real-time data systems, modernization timelines, and site-level needs. Additional emphasis will be placed on improving responsiveness, cross-department coordination, and long-term planning systems to support efficient and future-ready operational structures.

These refinements are intended to strengthen districtwide coherence, improve operational effectiveness, increase consistency of implementation across departments and school sites, expand equitable access to training and onboarding systems, and ensure that all schools and departments are supported by responsive, efficient, and future-ready operational structures that advance student success and organizational sustainability.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Highly Qualified Teacher	All students will have equitable access to appropriately assigned, experienced, and effective teachers. Teachers are the biggest factor in student success. Hiring and retaining teachers who are highly qualified and effective instructional leaders is of primary importance to ensure students are learning content standards. Additional LREBG funds \$10,058,844.00 will be added to this existing 2026-27 non-LREBG action.	\$173,137,275.00	No
4.2	CA Standards Aligned Materials	All students will have access to and use appropriate grade-level, standards-aligned instructional materials for all content areas. English learners, students with disabilities, and students receiving intervention services have appropriate and accessible materials to support their learning. SAUSD ensures that all students have access to quality instructional materials to support a high quality core curriculum and a broad course of study.	\$2,242,507.00	No
4.3	Future Ready Learning and Work Environments	The Maintenance & Operations, Planning & Design, and Construction Departments aim to consistently assess, upkeep, maintain, and/or improve SAUSD's buildings and outdoor spaces to ensure clean, healthy, safe, and secure facilities. By doing so, we provide high-quality, cutting-edge learning and work environments that are maintained in good repair and meet or exceed state standards for cleanliness and adequacy.	\$41,243,287.00	No
4.4	Educational Partner Communication	SAUSD will promote a culture of respect and equity, by enhancing communication through various channels such as parent meetings, newsletters, websites, and social media, ensuring language accessibility for English learners and their families, and monitoring and supporting high levels of customer service practices.	\$20,252,660.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Comprehensive Professional Learning	SAUSD will implement comprehensive professional learning for all staff that is aligned with district LCAP goals and Board Priorities, is tailored to unduplicated student needs and is supported by a system to gather data regarding PD activities to track offerings and the level of staff engagement.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By the end of June 2027, SAUSD Equity Multiplier Schools (All Ed Options sites) will increase the graduation rate through intensive tiered supports in the areas of student case management, individualized academic programming, and restorative practices to increase student engagement and attendance. Students who attend the three schools are transferred from their home school because they require the educational options model to address significant credit deficiencies. Students who attend these schools require tiered academic and social-emotional interventions and support to engage in accelerated learning opportunities designed to put them on a trajectory of academic success and ultimately graduation. The goal is to get students back on a solid trajectory that will enable them to graduate on time with their grade-level peers. Students who achieve this are able to return back to their home school if desired. Given the nature of the educational options model, students, particularly those in USGs, experience significant barriers that this goal is designed to help them overcome. This goal is supported with Equity Multiplier funds, which are being used to supplement, not supplant, services already funded through LCFF and other state and federal programs, in accordance with CDE requirements. Equity Multiplier Schools - Indicators and student groups that were red on the 2023 CA Dashboard Cesar Chavez High School ELA and Math - All, SED, HI ELPI - All Graduation Rate - All, EL, HOM, SED, HI Suspension Rate - All, SED, HI College and Career Indicator - ALL, EL, HOM, SED, SWD, HI Lorin Griset Academy ELA and Math - All, SED, HI ELPI - All Graduation Rate - All, EL, HOM, SED, SWD, HI Suspension Rate - HOM College and Career Indicator - ALL, EL, HOM, SED, SWD, HI REACH Academy Suspension Rate - All, EL, ED, HI College and Career Indicator - ALL, EL, HOM, SED, SWD, HI	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	This goal addresses all student groups at these school sites that received a red performance level on one or more state indicators on the 2023 CA Dashboard. SAUSD has not identified any current issues with credentialing, subject matter preparation, or teacher retention at these schools; however, these factors will continue to be monitored as part of implementation.	

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Three schools have been identified as Equity Multiplier Schools, Cesar Chavez High School (CCHS), Lorin Grisette Academy (LGA), and Reach Academy (REACH). These schools are grouped within one Equity Multiplier LCAP Goal because they have very similar issues to address. All three schools are educational options schools with college and career readiness, graduation rates, and suspension rates. All schools require building a sense of belonging so that students will attend and participate in an accelerated credit recovery model to graduate. The focus of this goal is to build student connectedness and provide academic support that will lead to improved attendance and graduation rates. This goal will enable SAUSD to streamline resources across these schools to maximize the benefit for improved student outcomes.

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

The following metrics will be utilized to monitor the effectiveness of the LCAP actions. The baseline data is as follows:

Graduation Rate
CCHS 55.6% (114 HS graduates)
LGA 54.1% (113 HS graduates)
REACH 78.8% (26 HS graduates)

Suspension Rate

CCHS 6.5%

Lorin Grisct 7.1%

REACH 9.6%

Chronic Absenteeism

CCHS 86.8%

LGA 85.4%

REACH 86.7%

Sense of Belonging (students)

CCHS 43%

LGA 60%

REACH No data available (Survey not administered in baseline year 2023-24)

(See 2023 Dashboard schools and student group matrix in the reflection section of this document for student groups within each Equity Multiplier school that are in the lowest performance levels.)

The Equity Multiplier Plan developed by SAUSD for Cesar Chavez High School, Lorin Grisct Academy, and REACH Academy addresses key challenges specific to educational options settings. These schools serve students who often face unique barriers and require targeted supports to succeed. This Equity Multiplier goal meets the needs of students in educational options settings by creating a supportive and inclusive school culture, providing personalized academic support, enhancing student engagement through relevant learning experiences, and equipping teachers with effective strategies. The combined efforts below will ensure that students at Cesar Chavez High School, Lorin Grisct Academy, and REACH Academy receive the support they need to succeed and thrive.

Building a Supportive Culture - Actions 5.1 Equity Multiplier - Student Engagement and 5.3 Equity Multiplier - School Culture focus on fostering trusting relationships and implementing restorative and trauma-informed practices to create an equitable and inclusive environment. This supportive culture helps students feel safe, valued, and understood, which is particularly important for those who have to leave their home schools. The emphasis on Positive Behavioral Interventions and Supports (PBIS) further enhances this environment, promoting a sense of community and belonging. This sense of belonging is crucial for improving student behavior and reducing suspension rates, thereby creating a more conducive learning atmosphere.

Personalized Academic Support - Actions 5.2 Equity Multiplier - Student-Centered Learning and 5.4 Equity Multiplier - Professional Learning focus on addressing individual academic needs and promoting self-efficacy and persistence. The plan's focus on student-centered learning strategies, such as Growth Mindset techniques and the AVID program, ensures personalized support. Personalized learning systems like Edmentum provide tailored educational experiences based on assessment-identified needs. These approaches ensure that each student receives the support they need to succeed academically, which is vital for increasing engagement and graduation rates.

Comprehensive Student Engagement - Actions 5.2 Equity Multiplier - Student-Centered Learning and 5.3 Equity Multiplier - School Culture work together to engage students through authentic Project-Based Learning, making education more relevant and motivating. This approach not only enhances academic achievement but also keeps students invested in their learning. When students find their education meaningful, they are more likely to stay on track and pursue their academic goals. The combined efforts to improve school culture and provide personalized support work synergistically to keep students engaged and reduce dropout rates.

Professional Development for Staff - Action 5.4 Equity Multiplier - Professional Learning ensures ongoing professional development that equips teachers with the skills to implement these strategies effectively. Training in Growth Mindset and AVID, along with the use of personalized learning systems, ensures that teachers can address diverse student needs and foster a positive learning environment. Well-trained teachers are better prepared to support their students, leading to consistent academic progress and improved student outcomes.

This goal addresses all student groups at these school sites that received red performance levels on one or more Dashboard indicators, including English Learners, Foster Youth, Socioeconomically Disadvantaged students, Homeless Youth, Hispanic students, and Students with Disabilities.

At this time, SAUSD has not identified any issues related to educator credentialing, subject matter preparation, or teacher retention at these schools; these areas will continue to be monitored annually.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rate	2022-2023 CCHS All: 55.6% (114 HS graduates) HI: 56.0% (112 HS graduates) ELs: 45.8% (38 HS graduates) LTELs: 44.9% (35 HS graduates) SED: 55.0% (111 HS graduates) Foster: (1 HS graduate) SpEd: 68.4% (13 HS graduates)	2023-2024 CCHS All: 62.9% (158 HS graduates) HI: 62.8% (155 HS graduates) ELs: 57.5% (65 HS graduates) LTELs: 58.3% (56 HS graduates) SED: 62.1% (151 HS graduates) Foster: (3 HS graduates) SpEd: 57.7% (15 HS graduates)	2024-2025 CCHS All: 75.4% (184 HS graduates) HI: 75.9% (183 HS graduates) ELs: 72.7% (80 HS graduates) LTELs: 75.9% (66 HS graduates) SED: 75.1% (178 HS graduates) Foster: (7 HS graduates) SpEd: 66.7% (12 HS graduates)	Baseline + 6%	CCHS All: +19.8% HI: +19.9% ELs: +26.9% LTELs: 31.0% SED: +20.1% Foster: N + 6 SpEd: -1.7% M-V: +13.7% LGA All: +12.7% HI: +12% ELs: +12.3% LTELs: +12.2% SED: +12.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		M-V: 56.2% (41 HS graduates) LGA All: 54.1% (113 HS graduates) HI: 54.4% (111 HS graduates) ELs: 51.3% (41 HS graduates) LTELs: 51.4% (38 HS graduates) SED: 53.9% (111 HS graduates) Foster: (2 HS graduates) SpEd: 64.7% (22 HS graduates) M-V: 51.1% (45 HS graduates) REACH All: 78.8% (26 HS graduates) HI: 78.1% (25 HS graduates) ELs: 88.9% (16 HS graduates) LTELs: 88.2% (15 HS graduates) SED: 78.1% (25 HS graduates) Foster: (3 HS graduates) SpEd: (7 HS graduates)	M-V: 64.5% (69 HS graduates) LGA All: 69.5% (185 HS graduates) HI: 69.2% (182 HS graduates) ELs: 61.8% (81 HS graduates) LTELs: 63.6% (75 HS graduates) SED: 69.6% (181 HS graduates) Foster: (4 HS graduates) SpEd: 71.1% (27 HS graduates) M-V: 66.3% (110 HS graduates) REACH All: 85.0% (17 HS graduates) HI: 85.0% (17 HS graduates) ELs: 83.3% (10 HS graduates) LTELs: 83.3% (10 HS graduates) SED: 85.0% (17 HS graduates) Foster: N = 0 SpEd: (5 HS graduates)	M-V: 69.9% (72 HS graduates) LGA All: 66.8% (149 HS graduates) HI: 66.4% (146 HS graduates) ELs: 63.6% (63 HS graduates) LTELs: 63.6% (56 HS graduates) SED: 66.4% (146 HS graduates) Foster: (7 HS graduates) SpEd: 74.3% (26 HS graduates) M-V: 61.0% (94 HS graduates) REACH (N < 10) All: (6 HS graduates) HI: (6 HS graduates) ELs: (3 HS graduates) LTELs: (3 HS graduates) SED: (6 HS graduates) Foster: (1 HS graduate) SpEd: (3 HS graduates)		Foster: N + 5 SpEd: +9.6% M-V: +9.9% REACH (N < 10) All: N - 20 HI: N - 19 ELs: N - 13 LTELs: N - 12 SED: N - 8 Foster: N - 2 SpEd: N - 4 M-V: N - 12

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		M-V: 80.0% (12 HS graduates)	M-V: (6 HS graduates)	graduates) M-V: N = 0		
5.2	Chronic Absenteeism	2022-2023 CCHS All: 86.8% ELs: 87.2% LTELs: 83.8% SED: 87.4% Foster: N = 1 SpEd: 93.3% M-V: 92.7% LGA All: 85.4% ELs: 84.0% LTELs: 76.0% SED: 87.3% Foster: N = 3 SpEd: 81.0% M-V: 90.4% REACH All: 86.7% ELs: 84.8% LTELs: 73.6% SED: 88.3% Foster: N = 4 SpEd: 85.7% M-V: 87.4%	2023-2024 CCHS All: 83.1% ELs: 83.3% LTELs: 74.0% SED: 83.0% Foster: N = 1 SpEd: 75.0% M-V: 88.8% LGA All: 76.0% ELs: 72.4% LTELs: 56.8% SED: 76.6% Foster: N = 1 SpEd: 80.0% M-V: 83.8% REACH All: 90.7% ELs: 90.9% LTELs: 74.6% SED: 90.6% Foster: N = 3 SpEd: 100.0% M-V: 83.3%	2024-2025 CCHS All: 79.3% ELs: 81.0% LTELs: 77.8% SED: 80.2% Foster: 92.3% (N = 12) SpEd: 67.6% M-V: 84.6% LGA All: 77.5% ELs: 76.7% LTELs: 64.8% SED: 78.2% Foster: N = 2 SpEd: 82.8% M-V: 79.6% REACH All: 89.1% ELs: 91.4% LTELs: 67.3% SED: 88.9% Foster: N = 2 SpEd: 76.9% M-V: 89.5%	Baseline - 15%	CCHS All: -7.5% ELs: -6.2% LTELs: -6.0% SED: -7.2% Foster: N - 11 SpEd: -25.7% M-V: -8.1% LGA All: -7.9% ELs: -7.3% LTELs: -11.2% SED: -9.1% Foster: N - 1 SpEd: +1.8% M-V: -10.8% REACH All: +2.4% ELs: +6.6% LTELs: -6.3% SED: +0.6% Foster: N - 2 SpEd: -8.8% M-V: +2.1%
5.3	% students responded favorably to Sense of Belonging	2023-2024 CCHS All: 43% ELs: 43%	2024-2025 CCHS All: 51% ELs: 49%	2025-2026 CCHS All: 63% ELs: 59%	Baseline + 6%	CCHS All: +20% ELs: +16% LTELs: +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEs: 42% SED: 42% Foster: N = 3 SpEd: 38% M-V: 54% LGA All: 60% ELs: NA LTEs: 57% SED: 56% Foster: N = 4 SpEd: 46% M-V: 61% REACH No data available	LTEs: 49% SED: 51% Foster: N = 7 SpEd: 56% M-V: 55% LGA All: 64% ELs: 68% LTEs: 66% SED: 62% Foster: N = 1 SpEd: 66% M-V: 63% REACH All: 56% ELs: 38% LTEs: N = 7 SED: 61.8% Foster: N = 0 SpEd: N = 6 M-V: 70%	LTEs: 57% SED: 60% Foster: N = 1 SpEd: 64% M-V: 76% LGA All: 65% ELs: 67% LTEs: 67% SED: 63% Foster: N = 2 SpEd: 70% M-V: 64% REACH No data available		SED: +9% Foster: N= - 6 SpEd: +8% M-V: +21% LGA All: +5% ELs: -1% LTEs: +1% SED: +1% Foster: N= + 1 SpEd: +4% M-V: +3% REACH No data available
5.4	Suspension Rate	2022-2023 CCHS All: 6.5% AA: N = 0 AI: N = 0 HI: 6.6% ELs: 5.1% LTEs: 5.5% SED: 6.2% Foster: N = 0 SpEd: 3.0% M-V: 3.1%	2023-2024 CCHS All: 8.4% AA: N = 0 AI: N = 0 HI: 8.5% ELs: 8.0% LTEs: 9.0% SED: 8.4% Foster: N = 0 SpEd: 11.4% M-V: 7.7%	2024-2025 CCHS All: 6.4% AA: N = 0 AI: N = 0 HI: 6.5% ELs: 7.7% LTEs: 7.5% SED: 6.4% Foster: 23.1% (N = 3) SpEd: 8.3% M-V: 6.2%	Baseline - 3%	CCHS All: -0.1% AA: N = 0 (No diff) AI: N = 0 (No diff) HI: -0.1% ELs: +2.6% LTEs: +2.0% SED: +0.2% Foster: N = + 3 SpEd: +5.3% M-V: +3.1% LGA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LGA All: 7.1% AA: N = 0 AI: N = 0 HI: 6.8% ELs: 6.7% LTELs: 6.9% SED: 7.4% Foster: N = 0 SpEd: 7.8% M-V: 10.8% REACH All: 9.6% AA: N = 0 AI: N = 0 HI: 9.9% ELs: 13.1% LTELs: 13.9% SED: 10.0% Foster: N = 2 SpEd: 25.7% M-V: 5.6%	LGA All: 3.3% AA: N = 0 AI: N = 0 HI: 3.3% ELs: 2.1% LTELs: 1.9% SED: 3.3% Foster: N = 0 SpEd: 4.8% M-V: 4.0% REACH All: 43.3% AA: N = 0 AI: N = 0 HI: 43.7% ELs: 45.6% LTELs: 46.0% SED: 46.1% Foster: N = 2 SpEd: 45.5% M-V: 58.3%	LGA All: 3.8% AA: N = 0 AI: N = 0 HI: 3.9% ELs: 3.3% LTELs: 3.7% SED: 4.1% Foster: N = 0 SpEd: 2.8% M-V: 4.4% REACH All: 44.4% AA: N = 0 AI: N = 0 HI: 44.4% ELs: 46.8% LTELs: 46.9% SED: 44.7% Foster: N = 2 SpEd: 36.4% M-V: 29.6%		All: -3.3% AA: N = 0 (No diff) AI: N = 0 (No diff) HI: -2.9% ELs: -3.4% LTELs: -3.2% SED: -3.3% Foster: N = 0 (No diff) SpEd: -5% M-V: -6.4% REACH All: +34.8% AA: N = 0 (No diff) AI: N = 0 (No diff) HI: +34.5% ELs: +33.7% LTELs: +33.0% SED: +34.7% Foster: N = 0 (No diff) SpEd: +10.7% M-V: +24%

Goal Analysis [2025-26]

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

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

Goal 5 was fully implemented across the three Equity Multiplier school sites—Cesar E. Chavez High School, Lorin Griset Academy, and REACH Academy. Implementation focused on strengthening multi-tiered systems of support (MTSS), culturally responsive practices, attendance and engagement strategies, case management, and individualized academic planning to improve outcomes for Unduplicated Student Groups (USGs), including English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students.

Schools continued to implement comprehensive student support systems designed to address academic, behavioral, and social-emotional needs. Prior to enrollment, administrators reviewed student academic and social-emotional histories with referring schools to ensure appropriate placement and support planning. Students and families participated in orientation processes and were connected to academic counselors who developed individualized graduation, credit recovery, and postsecondary plans. Schools also maintained regular Coordination of Services Team (COST) meetings and utilized referral systems that enabled students, families, and staff to access Tier 2 and Tier 3 interventions, including counseling, mental health supports, attendance interventions, academic tutoring, and community-based services.

A key success during implementation was the continued strengthening of personalized support structures that allowed staff to respond proactively to student needs and remove barriers to engagement and graduation. Alternative education programs continued to provide flexible scheduling, credit recovery opportunities, and targeted postsecondary readiness supports aligned to students' individual goals. Restorative practices, trauma-informed approaches, and Positive Behavioral Interventions and Supports (PBIS) remained integral components of schoolwide support systems and contributed to a positive and supportive learning environment.

There were no substantive differences between planned and actual implementation. Minor adjustments related to staffing capacity and the evolving needs of students were addressed through ongoing collaboration among site teams, district departments, and community partners. Challenges included addressing chronic absenteeism, credit deficiencies, and the complex social-emotional needs of highly mobile student populations. Despite these challenges, all planned actions were substantially implemented and contributed to increased access to coordinated supports, personalized learning pathways, and student success services.

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

Material Differences Between Budgeted and Estimated Actual Expenditures

As part of the 2025–26 LCAP review, several material differences were identified in Goal 5 Equity Multiplier actions. These variances reflect adjustments in staffing, implementation priorities, student support needs, and the availability of alternative professional learning opportunities.

Action 5.1 – Equity Multiplier: Student Engagement

Actual expenditures were approximately 51% higher than budgeted. This increase reflects expanded student engagement, attendance intervention, case management, outreach, and support services implemented at Equity Multiplier school sites to address the academic, behavioral, social-emotional, and attendance needs of students requiring intensive supports. Additional staffing and intervention efforts were implemented to strengthen student engagement and improve access to coordinated services.

Action 5.2 – Equity Multiplier: Student-Centered Learning

Actual expenditures were approximately 8% lower than budgeted and were generally aligned with planned implementation. The minor variance reflects routine adjustments in program expenditures and service delivery throughout the year.

Action 5.3 – Equity Multiplier: School Culture

Actual expenditures were generally aligned with budgeted amounts and did not result in a material difference requiring additional explanation.

Action 5.4 – Equity Multiplier: Professional Learning

Actual expenditures were approximately 13% lower than budgeted. This variance was primarily due to the availability of no-cost professional learning opportunities and reduced expenditures for conferences and external training activities. Professional learning continued through district-supported training, coaching, and embedded professional learning structures, reducing the need for additional expenditures.

There are no contributing actions related to Goal 5.

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

Overall, Goal 5 actions have been effective in strengthening individualized supports, improving student engagement, and increasing access to academic, behavioral, and social-emotional interventions for students attending the district's Equity Multiplier schools. The combination of personalized academic planning, coordinated case management, MTSS implementation, and relationship-centered support systems has helped schools respond more effectively to the complex needs of students who often enter with interrupted schooling, credit deficiencies, chronic absenteeism, and significant social-emotional challenges.

Effective Actions:

5.1 Student Engagement and Outreach: Enrollment transition meetings, student and family orientations, Help Referral systems, and regular COST processes were effective in improving early identification of student needs and connecting students to appropriate supports. The use of individualized case management and coordinated intervention systems strengthened communication among staff and improved the district's ability to respond proactively to attendance, behavioral, academic, and wellness concerns.

5.2 Academic Planning and Postsecondary Readiness: Personalized academic plans, transcript reviews, credit recovery opportunities, flexible scheduling options, and ongoing counselor support were effective in helping students remain on track toward graduation and postsecondary goals. The Alternative Graduation Track and expanded elective offerings increased access to graduation pathways while providing students with relevant life, career, and college readiness skills.

5.3 School Culture, Wellness, and Restorative Supports: Restorative practices, trauma-informed approaches, PBIS implementation, mental health services, and partnerships with Project Kinship were effective in strengthening student relationships, increasing access to wellness supports, and creating more supportive learning environments. These actions helped improve student engagement and provided additional intervention strategies for students experiencing behavioral, attendance, or social-emotional challenges.

While progress has been evident, the intensity of student needs at Equity Multiplier sites continues to present challenges. Many students enter with significant credit deficiencies, chronic absenteeism, housing instability, mental health needs, or interrupted educational experiences, requiring intensive and ongoing intervention. As a result, although current actions have strengthened support systems and improved access to services, continued refinement of attendance interventions, case management practices, academic recovery systems,

and postsecondary readiness supports will be necessary to accelerate outcomes and further improve graduation, engagement, and college and career readiness indicators.

Overall, the Equity Multiplier strategy has been effective in creating more personalized, coordinated, and responsive systems of support that address both academic and non-academic barriers to student success.

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.

Based on reflections from prior implementation, mid-year monitoring, site-level data review, staff input, student needs, and Dashboard indicators, SAUSD will refine Goal 5 actions for the coming year to strengthen implementation consistency, improve progress monitoring, and accelerate outcomes for students attending Equity Multiplier school sites. No Goal 5 actions were identified as ineffective; however, several actions will be strengthened to better address persistent needs related to chronic absenteeism, credit deficiencies, English Learner progress, Foster Youth supports, student engagement, and postsecondary readiness.

Programmatic and Implementation Refinements:

Action 5.1 – MTSS, Outreach, and Case Management: All three Equity Multiplier sites will continue deepening MTSS implementation, with increased focus on Tier 2 and Tier 3 interventions for English Learners, Long-Term English Learners, Foster Youth, Students with Disabilities, and Socioeconomically Disadvantaged students. REACH Academy and Lorin Griset Academy will strengthen intervention team capacity and standardize referral processes through shared Help Referral protocols and more consistent COST practices. Cesar E. Chavez High School will continue strengthening attendance intervention systems through coordination among school staff, FACE, attendance personnel, and outreach supports.

Action 5.2 – Academic Planning and Personalized Learning Pathways: Sites will continue refining individualized academic planning, credit recovery systems, and flexible scheduling options to increase student access to graduation pathways. Cesar E. Chavez High School will continue expanding Project-Based Learning across core subject areas and will monitor implementation through teacher reflection protocols, student presentations of learning, and review of student progress toward credit completion, graduation, and postsecondary goals.

Action 5.3 – School Culture, Wellness, and Restorative Supports: Schools will continue strengthening PBIS, restorative practices, trauma-informed strategies, mental health supports, and partnerships such as Project Kinship to improve student engagement, belonging, emotional regulation, and conflict resolution. Additional emphasis will be placed on ensuring that students with intensive behavioral, attendance, and social-emotional needs receive timely and coordinated supports.

Action 5.4 – Professional Learning and Progress Monitoring: Schools will pilot or strengthen site-level tracking systems to disaggregate student outcome data by subgroup, including English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities. Professional learning will continue to include coaching cycles and training in trauma-informed strategies, AVID, Growth Mindset, culturally responsive practices, restorative practices, and data-informed intervention planning. Feedback

surveys, teacher reflection protocols, COST data, and student outcome data will be used to monitor implementation and refine supports throughout the year.

These refinements are intended to strengthen the district's Equity Multiplier strategy by improving early identification of student needs, increasing consistency of intervention practices across sites, strengthening academic recovery and postsecondary readiness systems, and ensuring that students attending Equity Multiplier schools receive coordinated, personalized, and culturally responsive supports that address both academic and non-academic barriers to success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Equity Multiplier - Student Engagement	The schools will increase student connectedness and engagement at schools by enhancing their capacity to promote an equitable and inclusive school culture founded on trusting relationships, restorative practices, and trauma-informed approaches. This approach will also include individualized case management, thereby supporting student engagement and attendance. These integrated efforts will specifically focus on meeting the needs of the school's Unduplicated Student Groups (USG), including English Learners (EL), Long Term English Learners (LTEL), Socio-Economically Disadvantaged (SED) students, and Foster Youth (FY). Funds for this action come from the Equity Multiplier allocation. Each school site will implement a robust MTSS model with a Coordination of Services Team (COST) that will review monthly data reports to identify student academic, behavioral, health, and social-emotional/mental health needs (tier 2 and 3) and available interventions/resources with priority consideration for Unduplicated Student Groups (USGs) including Socio-Economically Disadvantaged (SED), English Learners (EL), Long Term English Learners (LTEL), and Foster Youth (FY), assign students to appropriate targeted interventions and supports, and monitor the impact on student outcomes. Outreach staff will be assigned to each equity multiplier school to provide case management and individualized support in order to maximize student attendance and progress towards successful graduation.	\$426,974.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Equity Multiplier - Student Centered Learning	The schools will enhance student achievement and engagement for USGs at the three educational option school sites by implementing comprehensive student-centered learning strategies. These strategies include Growth Mindset techniques, the Advancement Via Individual Determination (AVID) program to promote self-efficacy and persistence, and personalized learning systems like Edmentum based on assessment-identified needs. Additionally, authentic Project-Based Learning will be incorporated to provide relevant and motivating educational experiences. Together, these approaches aim to increase academic achievement, engagement, and graduation rates. Funds for this action come from the Equity Multiplier allocation. The implementation of a robust, research-based MTSS that is tailored to each student's needs to support academic achievement. Data-driven screening and frequent progress monitoring will be used to align interventions with identified needs, and monitor student response to interventions. Priority access to interventions and supports will be provided for students in USGs including EL, LTEL, SED, and FY.	\$91,591.00	No
5.3	Equity Multiplier - School Culture	The schools will improve student sense of community by supporting a strong PBIS model and engagement supports that are designed to promote a culture of belonging, safety, and care for all students, including USGs, while providing tiered behavioral and attendance supports and reinforcements. Funds for this action come from the Equity Multiplier allocation. Access to a site-designed PBIS model as a tiered intervention system will benefit students at educational options schools, including USGs such as EL/LTEL, SED, and FY, by fostering a supportive and inclusive school culture that promotes belonging, safety, and care. This structured framework will provide varying levels of support based on student needs, allowing each school to address specific challenges with targeted interventions and proactive strategies to reduce behavioral issues and enhance social-emotional well-being. This comprehensive approach will lead to improved academic engagement, better attendance, and overall higher student success.	\$4,250.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Equity Multiplier - Professional Learning	The schools will enhance student achievement and engagement for all students including unduplicated student groups (USGs)—such as English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth at the three educational option school sites by implementing professional learning initiatives such as Growth Mindset and Advancement Via Individual Determination (AVID) to promote student self-efficacy and persistence. Personalized learning systems, like Edmentum, will be utilized to address individual student needs identified through assessments, ensuring consistent and accelerated academic progress. Additionally, authentic Project-Based Learning will provide relevant and motivating educational experiences, all of which collectively aim to increase academic achievement, engagement, and graduation rates. Funds for this action come from the Equity Multiplier allocation. High-quality professional development with ongoing coaching and reflection is essential for instructional staff in the three equity multiplier educational options high schools to achieve SAUSD's vision for high student achievement. This includes understanding how to best provide personalized learning and intervention strategies that ensure equitable access to high-quality education aligned with students' interests, empowering them to succeed academically and graduate with their same grade peers. Professional learning will focus on meeting students' linguistic, engagement, and academic needs through tailored supports. Staff will be trained in PBIS, Progressive Discipline Practices, diversity, cultural proficiency, and inclusive interactions, including LGBTQ protections. Additionally, training in Social Emotional Learning and Restorative/Trauma-Informed Practices will support students' emotional well-being, particularly for Unduplicated Student Groups (USGs). Instruction on student health, wellness, and safety assessments will enable educators to proactively address student needs, ensuring comprehensive support.	\$212,933.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$173,555,200.00	\$22,822,244.00

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
42.566%	0.000%	\$0.00	42.566%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: High Quality Instructional Program Need: Unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth—consistently perform below the all-student average in both English Language	Aligning our instructional practices with the new Framework will provide the catalyst for ensuring that instruction is authentic and personalized so that USGs are able to learn at their maximum potential. High-Quality Tier 1 CA Standards-Based Instructional Program is designed to address the needs of USGs in the following ways: This action is principally directed toward unduplicated pupils (UPs)—ELs, LTELs, SED, and	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Arts and Math on the state assessment. The needs assessment confirms a persistent gap in academic outcomes, underscoring the urgency of providing high-quality, Tier 1 instruction that is culturally responsive, language-rich, and differentiated to meet the specific learning needs of USGs. The data below illustrates these performance trends and guides the LEA-wide focus of this action: District-wide – SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2025 SBAC: ELs: 6.40% LTELs: 3.38% SED: 31.2% Foster: 20.75% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2025 SBAC: ELs: 5.89% LTELs: 1.88% SED: 20.65% Foster: 16.67% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red	FY—whose performance on the 2025 SBAC remains significantly below that of their peers (e.g., 3.38% of LTELs met ELA standards; 1.88% met Math). These outcomes highlight the urgent need for high-quality, first instruction that is culturally responsive, language-integrated, and differentiated to address persistent learning gaps. By centering instructional improvements on the needs of UPs, this action promotes equitable access to rigorous academic content, while also supporting broader student success.	1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring 1.8 English Language Progress Indicator (ELPI) 1.18 High School Graduation 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
	status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) Metrics to monitor effectiveness: 1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring 1.8 English Language Progress Indicator (ELPI) 1.18 High School Graduation Rate Scope: LEA-wide		
1.2	Action: Improvement Science Cycles Need: The needs assessment indicates that Unduplicated Student Groups (USGs)—specifically English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth—are not yet meeting grade-level expectations in ELA and Math. To close these gaps, educators must be equipped with structured systems for examining student data and refining instruction. Improvement Science Cycles support this need by empowering staff	Engaging staff in Improvement Science Cycles addresses the district's need to enhance ELA and Math outcomes for USGs by building educators' capacity to deliver culturally responsive, learner-centered instruction that addresses tiered academic needs. This action is principally directed toward Unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth—who are underperforming on state assessments (e.g., only 3.38% of LTELs met ELA standards; 1.88% met Math standards on the 2025 SBAC). These cycles	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring

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
	to identify root causes and implement responsive strategies that directly benefit USGs. The following data provides a snapshot of performance trends shaping this action: District-wide – SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2025 SBAC: ELs: 6.40% LTELs: 3.38% SED: 31.2% Foster: 20.75% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2025 SBAC: ELs: 5.89% LTELs: 1.88% SED: 20.65% Foster: 16.67% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) Metrics to monitor effectiveness:	provide a structured process for educators to analyze student data, identify learning gaps, and implement evidence-based strategies tailored to USGs' needs. While benefiting all students, this action directly responds to the instructional and equity gaps experienced by USGs, as identified in the district's needs assessment.	For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring Scope: LEA-wide		
1.3	Action: Integrated Technology Need: Unduplicated Student Groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth—continue to face opportunity gaps in academic performance, particularly in ELA and Math. These groups benefit from equitable access to technology tools that personalize learning, support language development, and enhance engagement. The district’s needs assessment points to the need for scaffolded digital supports to increase achievement and future readiness among USGs. The following data highlights areas of concern that inform this action: District-wide – SAUSD is red on the CA Dashboard in the areas of:	Technology integration, guided by ISTE standards, will promote equitable access for all students, including USGs, to modern educational tools, fostering higher levels of student achievement and building essential competencies in alignment with the SAUSD Graduate Profile. This action is principally directed toward unduplicated pupils (UPs)—specifically English Learners, LTELs, SED, and FY students—who continue to perform significantly below peers on state assessments, as shown in 2025 SBAC data (e.g., only 3.38% of LTELs met or exceeded ELA standards; 1.88% in Math). This performance gap underscores the need for equitable access to digital tools that support differentiated instruction, language development, and personalized learning opportunities. By integrating technology into daily instruction, SAUSD aims to empower UPs with the digital competencies and scaffolded supports needed to	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2025 SBAC: ELs: 6.40% LTEs: 3.38% SED: 31.2% Foster: 20.75% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2025 SBAC: ELs: 5.89% LTEs: 1.88% SED: 20.65% Foster: 16.67% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) Metrics to monitor effectiveness: 1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring	improve engagement, close achievement gaps, and enhance college and career readiness.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring Scope: LEA-wide		
1.4	Action: Lower Class Size Need: Unduplicated Student Groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth—have demonstrated ongoing academic need, as evidenced by state assessment data. Smaller class sizes can provide these students with increased access to individualized instruction, enhanced engagement, and targeted academic and language support. The needs assessment highlights that more personalized learning environments are essential to accelerate growth for USGs. The data below illustrates the current performance levels informing this LEA-wide action: District-wide – SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2025 SBAC: ELs: 6.40% LTELs: 3.38% SED: 31.2%	Reducing class sizes and minimizing combination classes in schools with high percentages of USGs ensures equitable access to tailored instruction and increased individualized attention, enabling students to master grade-level content which will result in improved academic performance and increasing graduation and persistency rates. This action is principally directed toward unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth—who show persistent underperformance in ELA and Math (e.g., only 3.38% of LTELs met ELA standards; 1.88% met Math on the 2025 SBAC). Smaller class sizes allow for more targeted support aligned to the academic and language development needs of these students. While all students may benefit, this action directly responds to needs identified through dashboard data for USGs.	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring 1.18 High school graduation rates For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster: 20.75% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2025 SBAC: ELs: 5.89% LTELs: 1.88% SED: 20.65% Foster: 16.67% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) Metrics to monitor effectiveness: 1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring 1.18 High school graduation rates Scope: LEA-wide		

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
1.5	Action: Early Learning Need: DIBELS: % of students at core/core+ Spring (K & 1st) All: 60% EL: 51% FY 39% 40% of all students scored below CORE on DIBELS at the end of last year which includes includes 83.9% SED. The EL and FY USGs percentage below CORE is significantly higher than all students. There is a need to focus on high-impact research-based strategies and approaches to improve these early foundational skills so that students are able to succeed academically. Metrics to monitor effectiveness: 1.5 - % 4 & 5 years old scoring at levels 3/4 in Literacy and Language Development 1.6 - % 4 & 5 years old scoring at levels 3/4 in Cognition Math 1.19 Kinder/1st Grade DIBELS: % of students at core/core+ Spring Scope: LEA-wide	SAUSD's Universal Preschool Kindergarten (UPK) Continuum is provided on an LEA-wide basis because Unduplicated Student Groups (USGs), particularly English Learners and Socioeconomically Disadvantaged students, benefit significantly from early access to high-quality preschool and transitional kindergarten programs that support language development, early literacy, numeracy, school readiness, and social-emotional growth. Providing these services districtwide ensures that USGs have equitable access to developmentally appropriate early learning opportunities regardless of where they reside within the district and reduces barriers to participation that could occur if services were limited to select schools. Because USGs are represented across all attendance areas and comprise a significant portion of the district's enrollment, implementing the UPK Continuum on an LEA-wide basis is the most effective way to address identified needs and establish a strong foundation for future academic success.	1.5 - % 4 & 5 years old scoring at levels 3/4 in Literacy and Language Development 1.6 - % 4 & 5 years old scoring at levels 3/4 in Cognition Math 1.19 Kinder/1st Grade DIBELS: % of students at core/core+ Spring For this action, disaggregated student groups (DIBELS) are provided in the "Measuring and Reporting Results" section.
1.6	Action: College and Career Readiness Need:	SAUSD's broad course of study and matriculation supports are provided on an LEA-wide basis because English Learners (ELs), Long-Term English Learners (LTELs), Socioeconomically	1.16 College/Career Indicator 1.18 High school graduation rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Although the district's 2025 graduation rate was 91.5%, only 49% of students were prepared on the College/Career Indicator, with English Learners (22.8%) and Foster Youth (15.8%) performing in the low range. Similarly, only 41.9% of students met UC/CSU A-G requirements, with English Learners (22.1%) and Foster Youth (13.2%) significantly below district averages. In addition, students experiencing academic challenges, disengagement from school, credit deficiencies, and elevated dropout risk require increased access to diverse, engaging, and relevant course offerings that support both graduation and postsecondary readiness. To address these needs, students must have equitable access to a broad course of study that includes Career Technical Education pathways, Advanced Placement courses, dual enrollment opportunities, visual and performing arts, world languages, STEM programs, and other engaging learning experiences. Expanding access to these opportunities is intended to increase student engagement, improve attendance and persistence, reduce dropout risk, and strengthen college and career readiness outcomes, particularly for English Learners, Foster Youth, and other Unduplicated Student Groups. (See 2023 Dashboard schools and student group matrix in the reflection section of this document.)	Disadvantaged (SED) students, and Foster Youth are enrolled across all district high schools and have historically demonstrated lower rates of college and career readiness, A-G completion, College/Career Indicator performance, and postsecondary preparedness than their peers. Providing equitable access to a comprehensive course of study—including Advanced Placement courses, dual enrollment opportunities, Career Technical Education pathways, world languages, visual and performing arts, and college and career planning supports—ensures that USGs can access rigorous and engaging learning experiences regardless of school assignment. Implementing these opportunities on an LEA-wide basis is the most effective way to address identified achievement and opportunity gaps because it removes barriers to participation, expands access to postsecondary pathways, and supports students in developing personalized educational plans aligned to their interests, strengths, and future goals. By increasing access to rigorous coursework, pathway opportunities, and matriculation supports across all high schools, the district seeks to improve student engagement, graduation rates, college and career readiness, and postsecondary success for Unduplicated Student Groups.	1.9 Met UC/CSU Requirements 1.10 Percent Completed at Least One CTE Pathway 1.11 Percent Completed both A-G and CTE Pathway 1.12 AP Pass (3 or more) Rate 1.15 State Seal of Biliteracy Rate 1.13 Early Assessment Program (EAP) - % of Students Prepared for College – ELA 1.14 EAP - % of Students Prepared for College – Math For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) Metrics to monitor effectiveness: 1.16 College/Career Indicator 1.18 High school graduation rates 1.9 Met UC/CSU Requirements 1.10 Percent Completed at Least One CTE Pathway 1.11 Percent Completed both A-G and CTE Pathway 1.12 AP Pass (3 or more) Rate 1.15 State Seal of Biliteracy Rate 1.13 Early Assessment Program (EAP) - % of Students Prepared for College – ELA 1.14 EAP - % of Students Prepared for College – Math Scope: LEA-wide		
1.7	Action: Broad Course of Study Need: Overall, the high school dropout rate for 2025 is 6.7% with 12.1% for ELs and 7.9% for FY. Student groups that are typically part of the SED have high dropout rates with MV students at 16.2%.	SAUSD's broad course of study is provided on an LEA-wide basis because Unduplicated Student Groups (USGs), including English Learners (ELs), Long-Term English Learners (LTELs), Socioeconomically Disadvantaged (SED) students, and Foster Youth, are enrolled throughout the district and have historically demonstrated lower rates of college and career readiness, A-G completion, and postsecondary	1.18 Graduation Rate For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) Metric to monitor effectiveness: 1.18 Graduation Rate Scope: LEA-wide	preparedness than their peers. Expanding equitable access to a broad course of study that includes Career Technical Education pathways, Advanced Placement courses, dual enrollment opportunities, visual and performing arts, world languages, STEM programs, and other engaging learning experiences ensures that USGs can access rigorous and relevant coursework regardless of school assignment. Providing this action on an LEA-wide basis is the most effective way to address the identified needs because access to engaging and relevant learning opportunities promotes student agency, increases school engagement and persistence, and supports students in connecting their educational experiences to their future college and career goals. By ensuring that all high schools offer comprehensive course options and matriculation supports, the district seeks to increase graduation rates, reduce dropout risk, and improve college and career readiness outcomes for Unduplicated Student Groups.	
1.8	Action: MTSS - Student Achievement Need: Unduplicated Student Groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth—benefit from a Multi-Tiered System of Supports (MTSS) that is responsive to both academic and social-emotional learning needs. Performance data from the state	The implementation of a robust, research-based MTSS to support academic achievement utilizes a data-driven screening and referral process, aligns interventions with identified needs, and monitors student response to interventions at each school site. This action is principally directed toward unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth who continue to perform	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	dashboard reflects persistent opportunity gaps in ELA and Math outcomes for these groups. The needs assessment affirms that a tiered intervention model with embedded progress monitoring is essential to close achievement gaps and ensure equitable student growth. The following data helps shape this LEA-wide action: District-wide – SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2025 SBAC: ELs: 6.40% LTELs: 3.38% SED: 31.2% Foster: 20.75% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2025 SBAC: ELs: 5.89% LTELs: 1.88% SED: 20.65% Foster: 16.67% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each	significantly below peers on the 2025 SBAC (e.g., only 3.38% of LTELs met ELA standards; 1.88% in Math). MTSS provides structured, tiered supports that respond to the academic, behavioral, and social-emotional needs of these students. Priority access to interventions is based on needs identified in the district's performance data, and while MTSS benefits all students, this action is designed in response to specific achievement gaps for USGs.	1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring 1.18 High School Graduation Rate For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section in response to the LREBG support.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard Indicator. This chart is located in the reflection section of this LCAP.) Metrics to monitor effectiveness: 1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring 1.18 High School Graduation Rate Scope: LEA-wide		
1.12	Action: Library Services Need: Unduplicated Student Groups (USGs)—such as English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth—benefit from increased access to books, technology, and multilingual resources that promote academic achievement and literacy development. The needs assessment highlights that many USGs may have limited access to educational materials at home, making robust school library services essential for building foundational skills and supporting equitable learning conditions. The following data provides context for this LEA-wide action:	Literacy opportunities, access to books in multiple languages, and culturally relevant, multilingual library collections support students and their families in developing high levels of literacy, language proficiency, and enjoyment of reading. This action is principally directed toward Unduplicated Student Groups (USGs), including English Learners (ELs), Long-Term English Learners (LTELs), Socioeconomically Disadvantaged (SED) students, and Foster Youth, who continue to demonstrate lower academic performance in English Language Arts and mathematics. For example, only 3.38% of LTELs met or exceeded standards in ELA and 1.88% met or exceeded standards in mathematics on the 2025 CAASPP assessment. Increased access to school libraries, internet resources, digital learning	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring For this action, disaggregated student

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	District-wide – SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2025 SBAC: ELs: 6.40% LTELs: 3.38% SED: 31.2% Foster: 20.75% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2025 SBAC: ELs: 5.89% LTELs: 1.88% SED: 20.65% Foster: 16.67% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) Metrics to monitor effectiveness: 1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math)	tools, and Library Media Technicians helps ensure that USGs have access to the materials and supports necessary to strengthen literacy skills, complete coursework, and engage in independent reading. This support is especially critical for ELs, LTELs, Foster Youth, and SED students who may have limited access to books, technology, internet connectivity, and other educational resources outside of school. Because Unduplicated Student Groups are enrolled across all schools throughout the district, providing library services and literacy resources on an LEA-wide basis is the most effective way to ensure equitable access to high-quality literacy supports regardless of school assignment. Implementing this action districtwide removes barriers to access and helps address the literacy and opportunity gaps that disproportionately impact Unduplicated Student Groups.	groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring Scope: LEA-wide		
1.14	Action: Professional Learning - Student Achievement Need: Unduplicated Student Groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth—require differentiated instruction and culturally responsive teaching strategies to accelerate learning. The needs assessment shows that USGs continue to perform below grade-level expectations on state assessments, pointing to the need for high-quality professional learning that equips educators to address diverse linguistic, engagement, and academic needs. The following data reflects the performance trends that drive this LEA-wide professional learning focus: District-wide – SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2025 SBAC:	High-quality, engaging professional development with ongoing coaching support and reflection protocols for certificated and classified instructional staff is needed to build collective capacity to achieve SAUSD’s vision for high levels of student achievement through implementation of the Framework for the Future. This action is principally directed toward Unduplicated Student Groups (USGs), including English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Foster Youth, whose persistent underperformance on the 2025 CAASPP demonstrates the need for differentiated instruction, language-rich learning experiences, culturally responsive practices, and effective academic interventions. For example, only 3.38% of LTELs met ELA standards and 1.88% met Math standards. Professional learning will equip educators to design personalized strategies that meet students’ linguistic, engagement, and academic needs, ensuring equitable access to rigorous learning and improved outcomes. This action is provided on an LEA-wide basis because USGs are enrolled across all schools and classrooms in SAUSD, and	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELs: 6.40% LTELs: 3.38% SED: 31.2% Foster: 20.75% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2025 SBAC: ELs: 5.89% LTELs: 1.88% SED: 20.65% Foster: 16.67% 3rd Grade DIBELS: % of students at core/core+ Spring 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) Metrics to monitor effectiveness: 1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) Scope:	consistent implementation of effective instructional practices requires shared training, common expectations, and aligned coaching systems across the district. Providing professional learning districtwide is the most effective way to ensure that all educators serving USGs have the skills, tools, and instructional practices necessary to address persistent achievement gaps and improve student outcomes regardless of school assignment.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	Action: District Parent/Caregiver, Family and Community Advocacy Groups Need: Based on our years of prior experience with parents of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth, we have found that parents of USGs are often reluctant to voice concerns or engage in the US educational system. This can lead to poor engagement. Districtwide, which includes 87% of USGs, 66% of parents responded favorably to family support, 70% of parents responded favorably to family efficacy. There is a need to address persistency and achievement gaps, particularly amongst ELs and Foster Youth as compared to All Students as demonstrated in the metric baseline data below: 2.4 HS Grad rate All: 91.5% ELs: 85.2% SED: 91.3% Foster: 86.8% 2.5 CCI All: 49.0% ELs: 22.8% SED: 47.6%	Involving parents and caregivers of students in Unduplicated Student Groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), Socioeconomically Disadvantaged (SED) students, and Foster Youth—in district-level advisory councils and committees ensures that programs, services, and resources are informed by the needs and experiences of the students they are intended to serve. Parent participation in groups such as DELAC, DAC, CAC, and other advisory bodies provides opportunities for families to build leadership capacity, advocate for their children, and contribute to district decision-making processes that impact student outcomes. This action is principally directed toward USGs because these student groups have historically demonstrated disparities in academic achievement, college and career readiness, attendance, and other key outcomes. Input from parents and caregivers of USGs helps the district identify barriers, monitor the effectiveness of services, and make informed adjustments to programs and supports designed to improve outcomes for these students. This action is provided on an LEA-wide basis because USGs are enrolled throughout the district and are represented in every school community. District-level advisory structures allow the district to gather input from families across all attendance areas, identify common needs and priorities, and	2.1 - % parents responded favorably to family engagement 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School Drop Out Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster: 15.8% 2.6 Drop Out Rate: All: 6.7% ELs: 12.1% SED: 7.0% Foster: 7.9% In our experience with USGs, we have also seen that, when family engagement is increased, USG student outcomes improve including student persistency, graduation rates, and college and career readiness. Metrics to monitor effectiveness: 2.1 - % parents responded favorably to family engagement 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School Drop Out Rate Scope: LEA-wide	ensure that decisions regarding LCAP goals, actions, and services reflect the perspectives of USG families districtwide. Providing these opportunities on an LEA-wide basis is the most effective way to ensure broad representation, equitable participation, and consistent engagement of families whose students are intended to benefit from the district's supplemental and concentration-funded services.	
2.2	Action: Resource Access for Families Need: Based on our years of prior experience with parents of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth, we have learned that parents of USGs, in particular SED and EL/LTEL, often	By leveraging community partnerships with organizations, agencies, colleges, and universities, the district and school staff provide vital resources and translation services that directly address the needs of English Learners, Foster Youth, Socioeconomically Disadvantaged students, and their families. These partnerships promote the Five Protective Factors and help families access services that support child development, attendance, academic achievement, college and career readiness, and social-emotional well-being.	2.3 % parents responded favorably to family support 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School 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
	need additional resources including wrap around services, basic necessities, and training opportunities. 66% of parents responded favorably to family support, 70% of parents responded favorably to family efficacy. In our experience with USGs, we have also seen that, when wrap-around services are provided, USG student outcomes improve including student persistency, graduation rates, and college and career readiness. There is a need to address persistency and achievement gaps, particularly amongst ELs and Foster Youth as compared to All Students as demonstrated in the metric baseline data below: 2.4 HS Grad rate All: 91.5% ELs: 85.2% SED: 91.3% Foster: 86.8% 2.5 CCI All: 49.0% ELs: 22.8% SED: 47.6% Foster: 15.8% 2.6 Drop Out Rate: All: 6.7% ELs: 12.1% SED: 7.0% Foster: 7.9% Foster: 12.2%	This collaborative approach helps remove barriers to success and creates supportive conditions for student learning and family engagement. Site FACE staff establish relationships with families of Unduplicated Student Groups (USGs), including English Learners (ELs), Long-Term English Learners (LTELs), Socioeconomically Disadvantaged (SED) students, and Foster Youth, to identify needs and connect families to resources and services that support student success. Through ongoing engagement and relationship-building, FACE staff tailor supports and coordinate community resources to improve persistence, graduation rates, and college and career readiness outcomes for USGs. This action is provided on an LEA-wide basis because USGs are enrolled across all schools in the district and many families experience barriers related to language, access to services, transportation, housing stability, technology, healthcare, and other basic needs. Providing family resource access and community partnership supports at all school sites ensures that USGs and their families can access timely, culturally responsive, and linguistically appropriate services regardless of where they attend school. Implementing this action districtwide is the most effective way to ensure equitable access to resources and supports that address barriers to student success and improve outcomes for Unduplicated Student Groups.	

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
	Metrics to monitor effectiveness: 2.3 % parents responded favorably to family support 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School Dropout Rate Scope: LEA-wide		
2.3	Action: Family and Community Events Need: Based on our years of prior experience with parents of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth, we have learned that parents of USGs are often reluctant to voice concerns or engage in the US educational system. This can lead to poor engagement. Districtwide, which includes 87% USGs, 66% of parents responded favorably to family support, 70% of parents responded favorably to family efficacy. This is an indication that we need to tailor these events to more closely align with and address the needs of USGs and their families. In our experience with USGs, we have also seen that, when parents and caregivers engage in site and district level events, stronger home school connections are forged	This action promotes academic achievement, family engagement, and social-emotional wellness for all students, with a specific focus on the needs of English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students. Family and community events provide opportunities for families to access information, resources, services, and learning experiences that support student success. Topics and resources shared during events are tailored to the needs of USGs and may include guest speakers, resource fairs, workshops, literacy activities, wellness supports, college and career readiness information, and community services. In addition, special events are planned in collaboration with school sites and district departments to address the unique needs of Foster Youth and other high-needs student groups. This action is provided on an LEA-wide basis because Unduplicated Student Groups are enrolled throughout the district and families across all attendance areas benefit from access to	2.1 % parents responded favorably to family engagement 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School 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
	which ultimately lead to improved USG student outcomes improve including increased student persistency, graduation rates, and college and career readiness. There is a need to address persistency and achievement gaps, particularly amongst ELs and Foster Youth as compared to All Students as demonstrated in the metric baseline data below: 2.4 HS Grad rate All: 91.5% ELs: 85.2% SED: 91.3% Foster: 86.8% 2.5 CCI All: 49.0% ELs: 22.8% SED: 47.6% Foster: 15.8% 2.6 Drop Out Rate: All: 6.7% ELs: 12.1% SED: 7.0% Foster: 7.9% Foster: 12.2% Metrics to monitor effectiveness: 2.1 % parents responded favorably to family engagement 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School Dropout Rate	information, resources, and opportunities to engage with schools and community partners. Providing family and community events districtwide ensures equitable access to culturally responsive and linguistically appropriate supports regardless of school assignment. Implementing this action on an LEA-wide basis is the most effective way to engage families of USGs, strengthen school-family partnerships, increase awareness of available resources, and improve academic, attendance, wellness, graduation, and college and career readiness outcomes for students.	

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		
2.4	Action: Family Engagement, Leadership & Volunteerism Need: Based on our years of prior experience with parents of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth, we have learned that parents of USGs are often reluctant to voice concerns or engage in the US educational system. This can lead to poor engagement. Districtwide, which includes 87% USGs, 66% of parents responded favorably to family support, 70% of parents responded favorably to family efficacy. This is an indication that we need to tailor these opportunities to more closely align with and address the needs of USGs and their families. This may include offering strategic meeting times, providing child care, and other supports to remove barriers to involvement that USG families may experience. In our experience with USGs, we have also seen that, when parents and caregivers are empowered and take on leadership roles within the schools and district, stronger home school connections are forged which ultimately lead to improved USG student outcomes improve including increased student	Establishing sustainable parent-school partnerships prioritizes access to resources and engagement opportunities tailored to the needs of English Learners, Long-Term English Learners, Foster Youth, and Socioeconomically Disadvantaged students. These partnerships support active family involvement in school decision-making, parent/family leadership development, volunteer opportunities, and recognition of engaged parents and caregivers. Site administrators and FACE staff work together to engage families of Unduplicated Student Groups (USGs), gather input on how families want to participate in school life, and use that input to strengthen supports that improve student persistence, graduation rates, college and career readiness, academic achievement, and social-emotional well-being. This action is provided on an LEA-wide basis because USGs are enrolled across all schools in the district, and family engagement systems must be available at every site to ensure equitable access to leadership, volunteerism, shared decision-making, and school-family partnership opportunities. Providing this action districtwide allows SAUSD to build consistent family engagement structures, elevate family voice across all school communities, and ensure that families of USGs can participate meaningfully regardless of school assignment. Implementing this action LEA-wide is the most effective way to	2.1 % parents responded favorably to family engagement 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School 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
	persistence, graduation rates, and college and career readiness. There is a need to address persistence and achievement gaps, particularly amongst ELs and Foster Youth as compared to All Students as demonstrated in the metric baseline data below: 2.4 HS Grad rate All: 91.5% ELs: 85.2% SED: 91.3% Foster: 86.8% 2.5 CCI All: 49.0% ELs: 22.8% SED: 47.6% Foster: 15.8% 2.6 Drop Out Rate: All: 6.7% ELs: 12.1% SED: 7.0% Metrics to monitor effectiveness: 2.1 % parents responded favorably to family engagement 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School Dropout Rate Foster: 7.9% Scope: LEA-wide	strengthen home-school partnerships, build relational trust, and improve outcomes for Unduplicated Student Groups across the district.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	Action: Capacity Building for Families Need: District-wide, 66% of parents responded favorably to family support and 70% to family efficacy, leaving 32% of families needing additional guidance navigating the U.S. school system. This need is most evident among families of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth who experience persistent gaps in achievement and engagement. 2.4 HS Grad rate All: 91.5% ELs: 85.2% SED: 91.3% Foster: 86.8% 2.5 CCI All: 49.0% ELs: 22.8% SED: 47.6% Foster: 15.8% 2.6 Drop Out Rate: All: 6.7% ELs: 12.1% SED: 7.0% Foster: 7.9%	This collaborative approach will actively involve the families of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth in the educational process. Co-parent/family leadership development and joint learning opportunities along with parenting classes and workshops will equip parents with the knowledge and skills to support their children's learning at home, bridging gaps that may exist due to language barriers, lack of resources, or unfamiliarity with the educational system. Strengthened communication ensures that families are well-informed and can advocate effectively for their children's needs. By creating a partnership where parents feel valued and heard, the educational experiences of these students will be enriched, promoting higher engagement, better academic performance, and improved overall well-being. Developing the capacity of USG families will enable SAUSD to establish a peer mentoring approach that will enable USG families to be supported by parents and family members who have had similar experiences as them and that they can relate to. In our experience with USGs, we have learned that professional learning designed to empower parents and family members of USGs to support each other which is key in improving their family efficacy and involvement that is needed to address persistency and achievement gaps, particularly amongst ELs and Foster Youth as compared to All Students as demonstrated in the metric baseline data below:	2.2 % parents responded favorably to family efficacy 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School 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
	Language barriers, unfamiliarity with the system, and limited access to peer supports compound these challenges, highlighting the need for targeted family capacity-building. Metrics to monitor effectiveness: 2.2 % parents responded favorably to family efficacy 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School Dropout Rate Scope: LEA-wide	2.4 HS Grad rate All: 91.5% ELs: 85.2% SED: 91.3% Foster: 86.8% 2.5 CCI All: 49.0% ELs: 22.8% SED: 47.6% Foster: 15.8% 2.6 Drop Out Rate: All: 6.7% ELs: 12.1% SED: 7.0% Foster: 7.9%	
2.6	Action: Professional Learning - FACE Need: Based on our years of experience working with families of Unduplicated Student Groups (USGs), particularly Socioeconomically Disadvantaged (SED) students and English Learners/Long-Term English Learners (ELs/LTELs), we have learned that many families need additional access to wraparound services, basic necessities, educational resources, and leadership and learning opportunities to effectively support their children's success in school. Panorama survey results indicate that 66% of parents responded favorably to family support and 70% responded favorably to family efficacy,	The professional learning initiatives provided to SAUSD District and site staff, including the FACE team, will be instrumental in addressing the needs of students and families, particularly English learners, Foster Youth, and socially economically disadvantaged students. By receiving training on family outreach best practices and co-constructing training opportunities with families, staff will be better equipped to foster meaningful and effective parent-school partnerships. This enhanced capacity for family engagement will ensure that staff can implement strategies that are culturally responsive and sensitive to the unique challenges faced by these student groups. Training will empower staff to communicate more effectively with families, recognize and leverage family strengths, and create inclusive environments where every family feels valued and involved. As a	2.1 % parents responded favorably to family engagement 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School 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
	demonstrating the importance of continuing to strengthen family capacity and school-family partnerships. Research and local experience also demonstrate that families who are informed about graduation requirements, attendance expectations, college and career pathways, financial aid opportunities, and academic supports are better equipped to support student engagement, persistence, and postsecondary planning. Strengthening family capacity and access to resources is intended not only to improve family engagement outcomes, but also to contribute to improved graduation rates, reduced dropout rates, and increased college and career readiness, particularly for English Learners, Long-Term English Learners, and other Unduplicated Student Groups. Metrics to monitor effectiveness: 2.1 % parents responded favorably to family engagement 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School Dropout Rate Scope: LEA-wide	result, students will benefit from a more supportive network, both at home and at school, leading to improved academic outcomes, greater social-emotional support, and a more equitable educational experience. The professional development is designed to support actions 2.1, 2.2, 2.3, 2.4, and 2.5 which are all contributing actions. This professional learning is necessary to ensure that these actions are focused primarily on the needs of the USGs at all school sites.	
3.2	Action: MTSS - Wellness Need:	This action aims to reduce chronic absenteeism and address tiered academic, behavioral, attendance, and wellness needs for students in Unduplicated Student Groups (USGs), including	3.2 Chronic absenteeism rate 3.6 Pupil suspension rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	USG students experience disproportionately high rates of chronic absenteeism and suspension, indicating a need for targeted wellness supports. Chronic absenteeism 2024-2025 All: 18.6% ELs: 20.1% LTELs: NA SED: 19.1% Foster: 36.2% SpEd: 26.5% M-V: 24.3% 2024-2025 All: 3.7% AA: 5.9% AI: 5.3% HI: 3.7% ELs: 4.8% LTELs: NA SED: 3.8% Foster: 9.7% SpEd: 5.0% M-V: 4.6% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) Metrics to monitor effectiveness:	Socioeconomically Disadvantaged students (SED), English Learners (ELs), Long-Term English Learners (LTELs), and Foster Youth, through implementation of a comprehensive Multi-Tiered System of Supports (MTSS) and Coordination of Services Team (COST) process at each school site. Students receive targeted interventions and supports tailored to their specific needs, with ongoing monitoring to assess the impact on student outcomes. This proactive approach ensures that students receive timely and individualized support, leading to improved attendance, reduced behavioral incidents, increased engagement, and overall student success. This action is provided on an LEA-wide basis because USGs are enrolled across all schools in the district and require consistent access to coordinated intervention systems regardless of school assignment. Chronic absenteeism, behavioral concerns, academic challenges, and wellness needs are not isolated to specific schools and can significantly impact student achievement, engagement, persistence, and graduation outcomes. Implementing MTSS and COST structures districtwide ensures that all schools utilize common processes for identifying student needs, coordinating interventions, monitoring progress, and connecting students and families to appropriate supports. Providing this action on an LEA-wide basis is the most effective way to ensure equitable access to tiered supports and improve outcomes for Unduplicated Student Groups throughout the district.	(% students with at least 1 suspension) 3.7 Pupil expulsion rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	3.2 Chronic absenteeism rate 3.6 Pupil suspension rates (% students with at least 1 suspension) 3.7 Pupil expulsion rates Scope: LEA-wide		
3.3	Action: Integrated Network of Support Need: Unduplicated Student Groups (USGs) continue to experience elevated rates of chronic absenteeism, suspension, and other barriers to engagement, demonstrating the need for coordinated, multi-tiered systems of support. Students who are frequently absent from school or experience repeated disciplinary incidents are at greater risk of academic disengagement, credit deficiencies, lower academic achievement, and ultimately dropping out before completing their education. As a result, the district must provide integrated academic, behavioral, attendance, and wellness supports that proactively identify student needs and connect students and families with appropriate interventions. Chronic absenteeism 2024-2025 All: 18.6% ELs: 20.1% LTELs: NA SED: 19.1%	This coordinated approach benefits Unduplicated Student Groups (USGs), including English Learners (ELs), Long-Term English Learners (LTELs), Socioeconomically Disadvantaged (SED) students, and Foster Youth, by providing streamlined, equitable, and effective Tier 2 and Tier 3 supports tailored to their unique needs. By aligning the roles of counselors, psychologists, social workers, nurses, FACE staff, Community School Coordinators, administrators, and other support personnel, the district ensures that students receive comprehensive and coordinated services. This holistic support system addresses students' social-emotional, mental health, behavioral, attendance, and physical well-being needs, leading to improved academic performance, increased attendance, stronger engagement, and better overall educational outcomes. This action is provided on an LEA-wide basis because USGs are enrolled throughout the district and require access to coordinated systems of support regardless of school assignment. Many students experience multiple and interconnected barriers to success that require collaboration among school staff, district departments,	3.2 Chronic absenteeism rate 3.6 Pupil suspension rates (% students with at least 1 suspension) 3.7 Pupil expulsion rates 3.5 High School Dropout Rate 3.3 Middle School Dropout Rate For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section in response to the LREBG support.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster: 36.2% SpEd: 26.5% M-V: 24.3% 2024-2025 All: 3.7% AA: 5.9% AI: 5.3% HI: 3.7% ELs: 4.8% LTELs: NA SED: 3.8% Foster: 9.7% SpEd: 5.0% M-V: 4.6% These outcomes demonstrate the need for coordinated systems of support that improve attendance, reduce exclusionary discipline practices, strengthen student engagement and belonging, and increase persistence through graduation. Effectiveness will be monitored through chronic absenteeism rates, suspension and expulsion rates, and middle and high school dropout rates. (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) Metrics to monitor effectiveness: 3.2 Chronic absenteeism rate	community partners, and families. Implementing an Integrated Network of Support districtwide ensures consistent processes for referral, case management, service coordination, and intervention planning across all schools. Providing this action on an LEA-wide basis is the most effective way to ensure equitable access to comprehensive supports and to improve outcomes for Unduplicated Student Groups across the district.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	3.6 Pupil suspension rates (% students with at least 1 suspension) 3.7 Pupil expulsion rates 3.5 High School Dropout Rate 3.3 Middle School Dropout Rate Scope: LEA-wide		
3.4	Action: PBIS Need: Unduplicated Student Groups (USGs)—including English Learners (ELs), students experiencing poverty (SED), and Foster Youth—experience higher rates of chronic absenteeism and suspension compared to the all-student average. The data below demonstrates that a need exists for structured, site-based PBIS frameworks that promote belonging, emotional safety, and proactive behavioral supports. These systems are especially important in schools serving high numbers of USGs, where positive relationships and predictable behavioral expectations can support stronger engagement and reduce exclusionary discipline. Chronic absenteeism 2024-2025 All: 18.6% ELs: 20.1% LTELs: NA	Access to a site-designed PBIS model as a tiered intervention system will benefit USGs including EL/LTEL, SED and FY by creating a supportive and inclusive school culture that will promote a sense of belonging, safety, and care. The structured framework of tiered interventions will provide varying levels of support based on student needs. A strong PBIS model will allow each school site to address specific challenges by offering targeted interventions and proactive strategies to reduce behavioral issues and enhance social-emotional well-being. This comprehensive approach will lead to improved academic engagement, better attendance, and overall higher student success for students in USGs.	3.8 - % students responded favorably to safety 3.1 Attendance rate For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED: 19.1% Foster: 36.2% SpEd: 26.5% M-V: 24.3% 2024-2025 All: 3.7% AA: 5.9% AI: 5.3% HI: 3.7% ELs: 4.8% LTELs: NA SED: 3.8% Foster: 9.7% SpEd: 5.0% M-V: 4.6% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) Metrics to monitor effectiveness: 3.8 - % students responded favorably to safety 3.1 Attendance rate Scope: LEA-wide		
3.5	Action: Equitable and Inclusive School Culture Need:	Implementing this action will significantly benefit English Learners (ELs), Long-Term English Learners (LTELs), Foster Youth (FY), Socioeconomically Disadvantaged (SED)	3.2 Chronic absenteeism rate 3.9 % students responded favorably to sense of

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
	Data indicate a need to foster safer, more inclusive school cultures that build trust, strengthen relationships, and provide restorative supports for Unduplicated Student Groups (USGs). Research and local data demonstrate that students who feel connected to their school community are more likely to attend school regularly, engage in learning, develop positive relationships with adults and peers, and demonstrate positive behavioral outcomes. Conversely, lower levels of school connectedness can contribute to chronic absenteeism, disengagement, and increased behavioral concerns, particularly among students who experience barriers to academic success. Chronic absenteeism 2024-2025 All: 18.6% ELs: 20.1% LTELs: NA SED: 19.1% Foster: 36.2% SpEd: 26.5% M-V: 24.3% 2024-2025 All: 3.7% AA: 5.9% AI: 5.3% HI: 3.7% ELs: 4.8% LTELs: NA SED: 3.8%	students, and other student groups who may experience barriers to school connectedness and belonging by fostering an equitable and inclusive school culture. With support from the Support Services Team, schools will build trust and provide comprehensive supports, including restorative and trauma-informed practices, anti-bullying strategies, social-emotional assistance, and relationship-centered approaches. These measures are intended to address the unique needs of students, reduce disciplinary incidents, promote safety, strengthen school connectedness, and enhance overall well-being. This holistic approach supports improved attendance, increased engagement, stronger relationships with trusted adults, and improved academic outcomes. This action is provided on an LEA-wide basis because Unduplicated Student Groups are enrolled throughout the district and benefit from consistent, inclusive, and supportive school environments regardless of school assignment. School culture, belonging, safety, and student well-being are influenced by the collective practices of all staff and students within a school community and therefore require districtwide implementation to be effective. Providing restorative, trauma-informed, and inclusive practices across all schools ensures that students experience consistent expectations, supports, and opportunities to build positive relationships. Implementing this action on an LEA-wide basis is the most effective way to strengthen school connectedness, improve student engagement, reduce disciplinary disparities, and improve	belonging (school connectedness) For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster: 9.7% SpEd: 5.0% M-V: 4.6% These data highlight the need to strengthen school connectedness, belonging, and relationship-centered practices that improve student engagement, reduce absenteeism and disciplinary incidents, and create supportive learning environments for all students, particularly Unduplicated Student Groups. (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) Metric to monitor effectiveness: 3.2 Chronic absenteeism rate 3.9 % students responded favorably to sense of belonging (school connectedness) Scope: LEA-wide	outcomes for Unduplicated Student Groups across the district.	
3.7	Action: Wrap Around Services Need: Unduplicated Student Groups (USGs)—including English Learners (ELs), Foster Youth, Migrant students, and students experiencing poverty (SED)—often face	This action addresses the needs of Unduplicated Student Groups (USGs) by removing barriers to attendance, engagement, and educational persistence through supports such as childcare, transportation, basic necessities, home visits, outreach, and access to community resources. These services are especially important for Socioeconomically Disadvantaged students,	3.2 Chronic absenteeism rate 3.6 Pupil suspension rates - (% students with at least 1 suspension) Pupil expulsion rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	systemic barriers to school attendance, academic persistence, and graduation. These barriers include challenges related to basic needs, access to transportation, and home stability. The data below demonstrates that a need exists for comprehensive wrap-around services to address chronic absenteeism, reduce suspension rates, and support higher graduation outcomes for USGs through proactive family and community engagement: Chronic absenteeism 2024-2025 All: 18.6% ELs: 20.1% LTELs: NA SED: 19.1% Foster: 36.2% SpEd: 26.5% M-V: 24.3% 2024-2025 All: 3.7% AA: 5.9% AI: 5.3% HI: 3.7% ELs: 4.8% LTELs: NA SED: 3.8% Foster: 9.7% SpEd: 5.0% M-V: 4.6% 2024-2025 All: 91.5%	including McKinney-Vento and Migrant Education eligible students, English Learners, Long-Term English Learners, and Foster Youth, who may experience barriers related to housing instability, transportation, food insecurity, access to care, language, or family needs. Wraparound services strengthen family-school connections, address home and community barriers, and prioritize restorative and solution-oriented practices over punitive approaches to support positive attendance, behavior, and academic engagement. This action is provided on an LEA-wide basis because USGs are enrolled across all schools in the district, and barriers such as housing instability, transportation needs, family crises, food insecurity, and limited access to community resources are not isolated to specific school sites. Providing wraparound services districtwide ensures that students and families can access timely, culturally responsive, and linguistically appropriate supports regardless of school assignment. Implementing this action on an LEA-wide basis is the most effective way to remove barriers to attendance and learning, strengthen persistence, improve student engagement, and support academic success for Unduplicated Student Groups throughout the district.	For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	HI: 91.6% ELs: 85.2% LTELs: NA SED: 91.3% Foster: 86.8% SpEd: 80.5% M-V: 82.4% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) Metrics to monitor effectiveness: 3.2 Chronic absenteeism rate 3.6 Pupil suspension rates - (% students with at least 1 suspension) Pupil expulsion rates Scope: LEA-wide		
3.10	Action: Professional Learning- Wellness Need: Staff need training in inclusive, trauma-informed practices to address chronic absenteeism and suspension rates that are higher in Unduplicated Student Groups (USGs) than in the districtwide average. These supports are especially needed for Foster Youth, English Learners (ELs), and students	This action enhances staff capacity to support targeted students by providing professional learning in key areas related to student wellness, school climate, attendance, behavior, and social-emotional support systems. A primary focus is building staff capacity to effectively implement the Goal 3 actions that are designated as contributing to improved or increased services for Unduplicated Student Groups (USGs), including English Learners (ELs), Long-Term English Learners (LTELs), Socioeconomically Disadvantaged (SED)	3.2 Chronic Absenteeism Rate 3.6 Suspension Rates For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	experiencing poverty (SED), who often require Tier 2 and Tier 3 interventions to access learning consistently and safely. The data below demonstrates the need for increased staff capacity to promote wellness, connection, and a safe learning environment for USGs: Chronic absenteeism 2024-2025 All: 18.6% ELs: 20.1% LTELs: NA SED: 19.1% Foster: 36.2% SpEd: 26.5% M-V: 24.3% 2024-2025 All: 3.7% AA: 5.9% AI: 5.3% HI: 3.7% ELs: 4.8% LTELs: NA SED: 3.8% Foster: 9.7% SpEd: 5.0% M-V: 4.6% Both chronic absenteeism and suspension rates were significantly higher for foster youth, with ELs and SED slightly higher than all students. This action is needed to ensure that USGs which often have considerably	students, and Foster Youth. This training is necessary to ensure that these contributing actions are implemented with fidelity and consistently support the intended student populations. Site administrators and educators receive training in Positive Behavioral Interventions and Supports (PBIS), including tiered approaches that prioritize services for USGs, while also promoting diversity, cultural proficiency, inclusive practices, and LGBTQ+ protections. Professional learning related to Social-Emotional Learning (SEL), restorative practices, trauma-informed practices, student wellness, and safety assessment protocols equips staff to proactively identify and address student needs and create supportive learning environments that foster belonging, engagement, and success. This action is provided on an LEA-wide basis because USGs are enrolled throughout the district and interact with staff across all schools and departments. Consistent implementation of PBIS, restorative practices, trauma-informed approaches, wellness systems, and student support protocols requires shared knowledge, common expectations, and aligned practices among all staff. Providing professional learning districtwide is the most effective way to ensure that educators and support personnel have the skills and capacity necessary to meet the academic, behavioral, social-emotional, and wellness needs of USGs and to implement Goal 3 actions consistently across all schools.	

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
	increased tier 2 and 3 needs are supported to improve in these areas. (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) Metrics to monitor effectiveness: 3.2 Chronic Absenteeism Rate 3.6 Suspension Rates Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	Action: English Learner Program Need: English Learners (ELs), including Long-Term English Learners (LTELs), demonstrate ongoing needs in language development and academic achievement. The needs	Implementing these strategies will benefit all English Learners (ELs) by providing culturally appropriate and responsive English Language Development (ELD) instruction and supports. ELD instruction within general education will develop language skills while facilitating subject matter learning, and specific ELD instruction will focus on language skills. Personalized plans will address	1.8 ELPI: (ELs Making Progress or maintaining 4 on ELPAC), including disaggregated for LTELs (NEW) 1.7 EL Reclassification Rate, including

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	assessment shows areas where additional, targeted support can accelerate progress toward English proficiency and success in core subjects. This is especially important for LTELs, who benefit from sustained language instruction and individualized learning plans. The following data illustrates key indicators guiding the development of responsive supports: RFEP Rate: ELs 8.08% ELPI (ELs Making Progress or maintaining 4 on ELPAC): ELs: 45.4% ELA: Percent of ELs/LTELs who meet or exceed standards on 2025 SBAC: ELs: 6.4% LTELs: 3.38% Math: Percent of ELs/LTELs who meet or exceed standards on 2025 SBAC: ELs: 5.89% LTELs: 1.88% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) Metrics to monitor effectiveness:	each EL's unique needs and goals, while regular assessments will track progress and readiness for reclassification. Additional support for newly arrived and migrant students will aid their integration and success, ensuring continuous progress and preparation for high school graduation, college, and career success.	disaggregated for LTELs (NEW) For this action, EL/LTEL data is provided as available in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	1.8 ELPI: (ELs Making Progress or maintaining 4 on ELPAC), including disaggregated for LTELs (NEW) 1.7 EL Reclassification Rate, including disaggregated for LTELs (NEW) Scope: Limited to Unduplicated Student Group(s)		
1.11	Action: Supports for LTELs Need: Long-Term English Learners (LTELs) have distinct learning needs that benefit from sustained, specialized instructional approaches. The needs assessment highlights opportunities to deepen language development and academic achievement through targeted strategies. By understanding current performance trends, the district can refine its supports to help LTELs progress toward reclassification and thrive in academic settings. The data below informs the scope and focus of this action: ELPI (ELs Making Progress or maintaining 4 on ELPAC): ELs: 45.4% ELA: Percent of ELs/LTELs who meet or exceed standards on 2025 SBAC: ELs: 6.4% LTELs: 3.38%	Implementing these strategies will address the needs of LTELs by equipping educators with effective teaching methods and providing an advanced ELD curriculum tailored to LTELs' proficiency levels. Data-driven instruction will address gaps in knowledge and skills, while targeted intervention programs will offer focused support to overcome language proficiency barriers. Increased family engagement through resources and communication in home languages will create a supportive home environment, and clear pathways for reclassification will guide LTELs toward achieving language proficiency and academic goals.	1.8 ELPI: (ELs Making Progress or maintaining 4 on ELPAC), including disaggregated for LTELs (NEW) 1.7 EL Reclassification Rate, including disaggregated for LTELs (NEW) For this action, EL/LTEL data is provided as available in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Math: Percent of ELs/LTELs who meet or exceed standards on 2025 SBAC: ELs: 5.89% LTELs: 1.88% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) Metrics to monitor effectiveness: 1.8 ELPI: (ELs Making Progress or maintaining 4 on ELPAC), including disaggregated for LTELs (NEW) 1.7 EL Reclassification Rate, including disaggregated for LTELs (NEW) Scope: Limited to Unduplicated Student Group(s)		
3.9	Action: Differentiated Assistance - Wellness Need: Foster Youth benefit from proactive, wellness-centered supports that promote emotional safety and school engagement. The needs assessment revealed that some students within this group experience higher rates of discipline. This indicates an opportunity to expand early intervention and restorative practices that foster connection and reduce suspension. The data below highlights why	This action will meet the needs of Foster Youth, particularly those requiring behavioral supports, by implementing a structured and proactive approach. Monthly progress monitoring of suspensions, office referrals, incidents of bullying/harassment, and the use of restorative practices allows schools to identify behavioral issues early. By reviewing this data regularly, schools can provide timely, tiered interventions tailored to the specific needs of Foster Youth. Early intervention helps prevent escalation of behavioral issues, promotes positive behavior, and supports the emotional and social well-being of these students. This proactive	3.6 Pupil suspension rates - Foster Youth (% students with at least 1 suspension) For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	targeted attention to Foster Youth is essential in supporting both their behavioral and academic success: Suspension rates Foster: 9.7% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) Metric to monitor effectiveness: 3.6 Pupil suspension rates - Foster Youth (% students with at least 1 suspension) Scope: Limited to Unduplicated Student Group(s)	strategy ensures that Foster Youth receive the necessary support to succeed academically and socially. No funding is associated with this action because funds to implement this action (estimated .2% of supplemental/concentration funds) will be leveraged from Actions 3.2, 3.3, and 3.7 to support the foster youth to address suspension rate to monitor the progress and impact of this action for the foster youth	

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

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

Additional Concentration Grant Funding

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

The additional funding was utilized to provide additional teachers, preschool staff, and instructional assistance to increase direct support to USG students at all school sites. If the concentration add-on funding is insufficient to meet these ratios, the funding will be prioritized for

those school sites with unduplicated pupil percentages that exceed the district average of 71% to maintain the ratios above at these sites. Actions supported by Additional Concentration Grant Funding are: 1.4, 1.5, 1.12, 3.6.

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

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
		Washington Elementary 16.1:1 Wilson Elementary 13.6:1 K-8 School Sites Esqueda 28.0:1 Heninger 33.9:1 McFadden 36.9:1 Romero-Cruz Academy 31.1:1 Santiago Elementary 27.1:1 Sierra 22.2:1 Intermediate Schools Carr 31.5:1 Lathrop 29.6:1 MacArthur 45.0:1 Mendez 45.7:1 Villa 71.1:1 Willard 21.1:1 High Schools Century 33.1:1 Chavez 53.3:1 Godinez 57.0:1 Lorin Grisct Academy 53.7:1 Middle College 119.7:1 REACH Academy 291.0:1 Saddleback High 39.1:1 Santa Ana High 43.4:1 Segerstrom 75.5:1 Valley 44.8:1 Preschool Programs Early Childhood Education 12.0:1 Mitchell Child Development 6.1:1

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	NA All students have over 55% of unduplicated students	Average Class Sizes Self Contained Classrooms TK 17 students: 2 Staff (1 certificated teacher and 1 other teacher or paraprofessional staff member) Kindergarten: 23 students: 1 certificated teacher Grades 1-2: 26 students: 1 certificated teacher Grade 3: 26 students: 1 certificated teacher Grades 4-6: 27 students: 1 certificated teacher Core Subjects (ELA) Grades 6-8 27 students: 1 certificated teacher Grades 9-12 28 students: 1 certificated teacher

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	407,732,269.00	173,555,200.00	42.566%	0.000%	42.566%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$426,834,174.00	\$289,575,801.00	\$4,803,211.00	\$27,922,447.00	\$749,135,633.00	\$666,171,192.00	\$82,964,441.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	High Quality Instructional Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$72,612,547.00	\$4,511,921.00	\$74,093,815.00	\$180,024.00	\$576,544.00	\$2,274,085.00	\$77,124,468.00	
1	1.2	Improvement Science Cycles	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,679,304.00	\$0.00	\$1,679,304.00	\$0.00	\$0.00	\$0.00	\$1,679,304.00	
1	1.3	Integrated Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$5,497,524.00	\$4,370,711.00	\$9,868,235.00	\$0.00	\$0.00	\$0.00	\$9,868,235.00	
1	1.4	Lower Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$49,259,574.00	\$0.00	\$49,259,574.00	\$0.00	\$0.00	\$0.00	\$49,259,574.00	
1	1.5	Early Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Preschool, TK/Kindergarten	ongoing	\$18,897,174.00	\$10,661,450.00	\$955,283.00	\$28,603,341.00	\$0.00	\$0.00	\$29,558,624.00	
1	1.6	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	ongoing	\$8,909,271.55	\$3,244,667.00	\$8,604,450.55	\$2,124,858.00	\$1,014,778.00	\$409,852.00	\$12,153,938.55	
1	1.7	Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$10,625,032.00	\$3,073,196.00	\$10,391,332.00	\$3,299,080.00	\$0.00	\$7,816.00	\$13,698,228.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	MTSS - Student Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$20,608,185.35	\$8,189,862.00	\$1,661,994.05	\$10,191,916.30	\$0.00	\$16,944,137.00	\$28,798,047.35	
1	1.9	Addressing Special Needs	Students with Disabilities	No			All Schools	ongoing	\$154,432,994.50	\$4,088,773.00	\$3,113,600.80	\$154,561,051.50	\$0.00	\$847,115.20	\$158,521,767.50	
1	1.10	English Learner Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$2,781,520.00	\$1,462,836.00	\$735,176.00	\$265,757.00	\$0.00	\$3,243,423.00	\$4,244,356.00	
1	1.11	Supports for LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 5-12	ongoing	\$602,053.00	\$91,800.00	\$693,853.00	\$0.00	\$0.00	\$0.00	\$693,853.00	
1	1.12	Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$6,141,918.00	\$6,300.00	\$6,148,218.00	\$0.00	\$0.00	\$0.00	\$6,148,218.00	
1	1.13	Differentiated Assistance - Student Achievement	Students with Disabilities Foster Youth	No			All Schools	ongoing	\$842,387.05	\$0.00	\$526,942.35	\$315,444.70	\$0.00	\$0.00	\$842,387.05	
1	1.14	Professional Learning - Student Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$3,553,103.00	\$1,113,008.00	\$3,369,408.00	\$21,895.00	\$60,000.00	\$1,214,808.00	\$4,666,111.00	
2	2.1	District Parent/Caregiver, Family and Community Advocacy Groups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$4,083.00	\$0.00	\$4,083.00	\$0.00	\$0.00	\$0.00	\$4,083.00	
2	2.2	Resource Access for Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$7,730,577.00	\$77,210.00	\$6,572,522.00	\$0.00	\$0.00	\$1,235,265.00	\$7,807,787.00	
2	2.3	Family and Community Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$109,720.00	\$79,319.00	\$189,039.00	\$0.00	\$0.00	\$0.00	\$189,039.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Family Engagement, Leadership & Volunteerism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$1,590.00	\$1,490.00	\$0.00	\$0.00	\$100.00	\$1,590.00	
2	2.5	Capacity Building for Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$307,854.00	\$0.00	\$307,854.00	\$0.00	\$0.00	\$0.00	\$307,854.00	
2	2.6	Professional Learning - FACE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$141,535.00	\$0.00	\$141,535.00	\$0.00	\$0.00	\$0.00	\$141,535.00	
3	3.1	Social Emotional Learning (SEL)	All	No			All Schools	ongoing	\$0.00	\$274,537.00	\$0.00	\$0.00	\$274,537.00	\$0.00	\$274,537.00	
3	3.2	MTSS - Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$7,327,730.20	\$284,421.00	\$5,055,536.40	\$0.00	\$1,700,298.00	\$856,316.80	\$7,612,151.20	
3	3.3	Integrated Network of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$17,701,173.85	\$49,735.00	\$13,882,289.05	\$3,302,560.80	\$566,059.00	\$0.00	\$17,750,908.85	
3	3.4	PBIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$162,241.00	\$0.00	\$162,241.00	\$0.00	\$0.00	\$0.00	\$162,241.00	
3	3.5	Equitable and Inclusive School Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$20,648.00	\$4,500.00	\$25,148.00	\$0.00	\$0.00	\$0.00	\$25,148.00	
3	3.6	Expanded Learning Opportunities	All	No			Specific Schools: School receiving federal and state extended learning funds	ongoing	\$42,687,895.00	\$14,946,646.00	\$0.00	\$57,634,541.00	\$0.00	\$0.00	\$57,634,541.00	
3	3.7	Wrap Around Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,171,228.00	\$443,954.00	\$814,963.00	\$0.00	\$0.00	\$800,219.00	\$1,615,182.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.8	Community Schools Approach	All	No			Specific Schools: Adams, Carver, Davis, Diamond, Edison, Garfield, Greenville Heroes, Kennedy, Lathrop, Madison, Monroe, Pio Pico, Valley, Washington	ongoing	\$4,504,945.00	\$3,208,902.00	\$204,645.00	\$7,080,464.00	\$428,738.00	\$0.00	\$7,713,847.00	
3	3.9	Differentiated Assistance - Wellness	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	ongoing	\$2,286,333.50	\$0.00	\$463,916.80	\$1,738,166.70	\$0.00	\$84,250.00	\$2,286,333.50	
3	3.10	Professional Learning-Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$216,009.00	\$2,847,311.00	\$3,063,320.00	\$0.00	\$0.00	\$0.00	\$3,063,320.00	
3	3.11	Adult Supervision	All	No			All Schools	ongoing	\$7,676,947.00	\$0.00	\$7,676,947.00	\$0.00	\$0.00	\$0.00	\$7,676,947.00	
4	4.1	Highly Qualified Teacher	All	No			All Schools	ongoing	\$172,968,275.00	\$169,000.00	\$155,671,012.00	\$17,278,946.00	\$182,257.00	\$5,060.00	\$173,137,275.00	
4	4.2	CA Standards Aligned Materials	All	No			All Schools	ongoing	\$0.00	\$2,242,507.00	\$500.00	\$2,242,007.00	\$0.00	\$0.00	\$2,242,507.00	
4	4.3	Future Ready Learning and Work Environments	All	No			All Schools	ongoing	\$25,952,045.00	\$15,291,242.00	\$41,243,287.00	\$0.00	\$0.00	\$0.00	\$41,243,287.00	
4	4.4	Educational Partner Communication	All	No			All Schools	ongoing	\$18,451,891.00	\$1,800,769.00	\$20,252,660.00	\$0.00	\$0.00	\$0.00	\$20,252,660.00	
4	4.5	Comprehensive Professional Learning	All	No			All Schools	ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.1	Equity Multiplier - Student Engagement	All	No			Specific Schools: Cesar Chavez	ongoing	\$0.00	\$426,974.00	\$0.00	\$426,974.00	\$0.00	\$0.00	\$426,974.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							HS, Lorin Griset Academy , REACH Academy Grades 9-12									
5	5.2	Equity Multiplier - Student Centered Learning	All	No			Specific Schools: Cesar Chavez HS, Lorin Griset Academy , REACH Academy Grades 9-12	ongoing	\$91,591.00	\$0.00	\$0.00	\$91,591.00	\$0.00	\$0.00	\$91,591.00	
5	5.3	Equity Multiplier - School Culture	All	No			Specific Schools: Cesar Chavez HS, Lorin Griset Academy , REACH Academy Grades 9-12	ongoing	\$2,950.00	\$1,300.00	\$0.00	\$4,250.00	\$0.00	\$0.00	\$4,250.00	
5	5.4	Equity Multiplier - Professional Learning	All	No			Specific Schools: Cesar Chavez HS, Lorin Griset Academy , REACH Academy Grades 9-12	ongoing	\$212,933.00	\$0.00	\$0.00	\$212,933.00	\$0.00	\$0.00	\$212,933.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
407,732,269.00	173,555,200.00	42.566%	0.000%	42.566%	\$198,144,579.85	0.000%	48.597 %	Total:	\$198,144,579.85
								LEA-wide Total:	\$196,251,634.05
								Limited Total:	\$1,892,945.80
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	High Quality Instructional Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$74,093,815.00	
1	1.2	Improvement Science Cycles	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,679,304.00	
1	1.3	Integrated Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,868,235.00	
1	1.4	Lower Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,259,574.00	
1	1.5	Early Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Preschool, TK/Kinder	\$955,283.00	
1	1.6	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	\$8,604,450.55	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,391,332.00	
1	1.8	MTSS - Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,661,994.05	
1	1.10	English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$735,176.00	
1	1.11	Supports for LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 5-12	\$693,853.00	
1	1.12	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,148,218.00	
1	1.14	Professional Learning - Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,369,408.00	
2	2.1	District Parent/Caregiver, Family and Community Advocacy Groups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,083.00	
2	2.2	Resource Access for Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,572,522.00	
2	2.3	Family and Community Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$189,039.00	
2	2.4	Family Engagement, Leadership & Volunteerism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,490.00	
2	2.5	Capacity Building for Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$307,854.00	
2	2.6	Professional Learning - FACE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$141,535.00	
3	3.2	MTSS - Wellness	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$5,055,536.40	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.3	Integrated Network of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,882,289.05	
3	3.4	PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$162,241.00	
3	3.5	Equitable and Inclusive School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,148.00	
3	3.7	Wrap Around Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$814,963.00	
3	3.9	Differentiated Assistance - Wellness	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$463,916.80	
3	3.10	Professional Learning-Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,063,320.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$811,102,541.99	\$841,475,535.01

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	High Quality Instructional Program	Yes	\$80,475,165.10	108,084,810.00
1	1.2	Improvement Science Cycles	Yes	\$2,017,320.39	1,480,061.45
1	1.3	Integrated Technology	Yes	\$18,125,092.93	11,687,788.00
1	1.4	Lower Class Size	Yes	\$77,995,321.78	57,229,042.83
1	1.5	Early Learning	Yes	\$26,377,243.11	30,328,756.00
1	1.6	College and Career Readiness	Yes	\$17,887,135.12	14,484,818.00
1	1.7	Broad Course of Study	Yes	\$47,128,625.23	43,271,031.00
1	1.8	MTSS - Student Achievement	Yes	\$29,099,587.30	32,287,215.00
1	1.9	Addressing Special Needs	No	\$185,591,397.61	198,640,921.00
1	1.10	English Learner Program	Yes	\$3,539,907.37	5,753,153.00

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	Supports for LTELs	Yes	\$1,152,202.63	567,854.00
1	1.12	Library Services	Yes	\$5,755,388.20	6,037,315.00
1	1.13	Differentiated Assistance - Student Achievement	No	\$1,668,516.65	757,252.51
1	1.14	Professional Learning - Student Achievement	Yes	\$9,028,691.56	4,795,805.00
2	2.1	District Parent/Caregiver, Family and Community Advocacy Groups	Yes	\$6,786.50	12,368.00
2	2.2	Resource Access for Families	Yes	\$7,625,185.32	8,223,302.00
2	2.3	Family and Community Events	Yes	\$976,115.66	1,778,442.00
2	2.4	Family Engagement, Leadership & Volunteerism	Yes	\$169,286.96	238,136.00
2	2.5	Capacity Building for Families	Yes	\$380,266.20	212,910.00
2	2.6	Professional Learning - FACE	Yes	\$77,321.90	40,952.00
3	3.1	Social Emotional Learning (SEL)	No	\$0.00	0.00
3	3.2	MTSS - Wellness	Yes	\$14,145,388.63	11,325,644.00
3	3.3	Integrated Network of Support	Yes	\$17,485,892.02	21,764,248.00
3	3.4	PBIS	Yes	\$145,344.16	158,714.00

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	3.5	Equitable and Inclusive School Culture	Yes	\$1,935,813.36	2,144,860.00
3	3.6	Expanded Learning Opportunities	No	\$53,790,995.57	80,082,362.00
3	3.7	Wrap Around Services	Yes	\$1,874,223.91	1,776,130.00
3	3.8	Community Schools Approach	No	\$5,085,603.79	5,464,437.00
3	3.9	Differentiated Assistance - Wellness	Yes	\$432,915.32	419,004.50
3	3.10	Professional Learning- Wellness	Yes	\$3,057,262.05	3,066,573.00
3	3.11	Adult Supervision	No	\$6,893,823.29	7,179,381.00
4	4.1	Highly Qualified Teacher	No	\$167,010,149.26	138,632,422.72
4	4.2	CA Standards Aligned Materials	No	\$3,204,270.88	2,242,007.00
4	4.3	Future Ready Learning and Work Environments	No	\$16,640,520.61	20,119,190.00
4	4.4	Educational Partner Communication	No	\$3,536,123.62	20,105,138.00
4	4.5	Comprehensive Professional Learning	No	\$0.00	0.00
5	5.1	Equity Multiplier - Student Engagement	No	\$609,201.00	920,406.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.2	Equity Multiplier - Student Centered Learning	No	\$98,877.00	91,449.00
5	5.3	Equity Multiplier - School Culture	No	\$12,864.00	13,550.00
5	5.4	Equity Multiplier - Professional Learning	No	\$66,716.00	58,086.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$167,623,147.00	\$269,613,945.41	\$262,534,364.88	\$7,079,580.53	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	High Quality Instructional Program	Yes	\$77,291,921.51	104,920,483.00		
1	1.2	Improvement Science Cycles	Yes	\$2,017,320.39	1,480,061.45		
1	1.3	Integrated Technology	Yes	\$18,025,092.93	11,687,788.00		
1	1.4	Lower Class Size	Yes	\$77,995,321.78	57,229,042.83		
1	1.5	Early Learning	Yes	\$3,061,221.67	990,284.00		
1	1.6	College and Career Readiness	Yes	\$11,898,657.72	9,900,967.00		
1	1.7	Broad Course of Study	Yes	\$25,541,227.20	19,491,680.00		
1	1.8	MTSS - Student Achievement	Yes	\$1,753,119.75	1,764,821.00		
1	1.10	English Learner Program	Yes	\$813,995.60	957,903.00		
1	1.11	Supports for LTELs	Yes	\$848,719.00	567,854.00		
1	1.12	Library Services	Yes	\$5,755,388.20	6,037,315.00		
1	1.14	Professional Learning - Student Achievement	Yes	\$7,393,280.62	2,924,734.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	District Parent/Caregiver, Family and Community Advocacy Groups	Yes	\$6,786.50	12,368.00		
2	2.2	Resource Access for Families	Yes	\$6,497,200.40	6,967,448.00		
2	2.3	Family and Community Events	Yes	\$972,073.66	1,761,238.00		
2	2.4	Family Engagement, Leadership & Volunteerism	Yes	\$77,646.96	146,497.00		
2	2.5	Capacity Building for Families	Yes	\$380,266.20	212,910.00		
2	2.6	Professional Learning - FACE	Yes	\$77,321.90	40,952.00		
3	3.2	MTSS - Wellness	Yes	\$10,179,062.94	10,500,507.00		
3	3.3	Integrated Network of Support	Yes	\$14,150,974.97	19,940,176.00		
3	3.4	PBIS	Yes	\$145,344.16	158,714.00		
3	3.5	Equitable and Inclusive School Culture	Yes	\$574,317.27	792,682.00		
3	3.7	Wrap Around Services	Yes	\$905,028.15	823,609.00		
3	3.9	Differentiated Assistance - Wellness	Yes	\$195,393.88	157,757.60		
3	3.10	Professional Learning-Wellness	Yes	\$3,057,262.05	3,066,573.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
410,459,296.00	\$167,623,147.00	0%	40.838%	\$262,534,364.88	0.000%	63.961%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and

- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

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

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