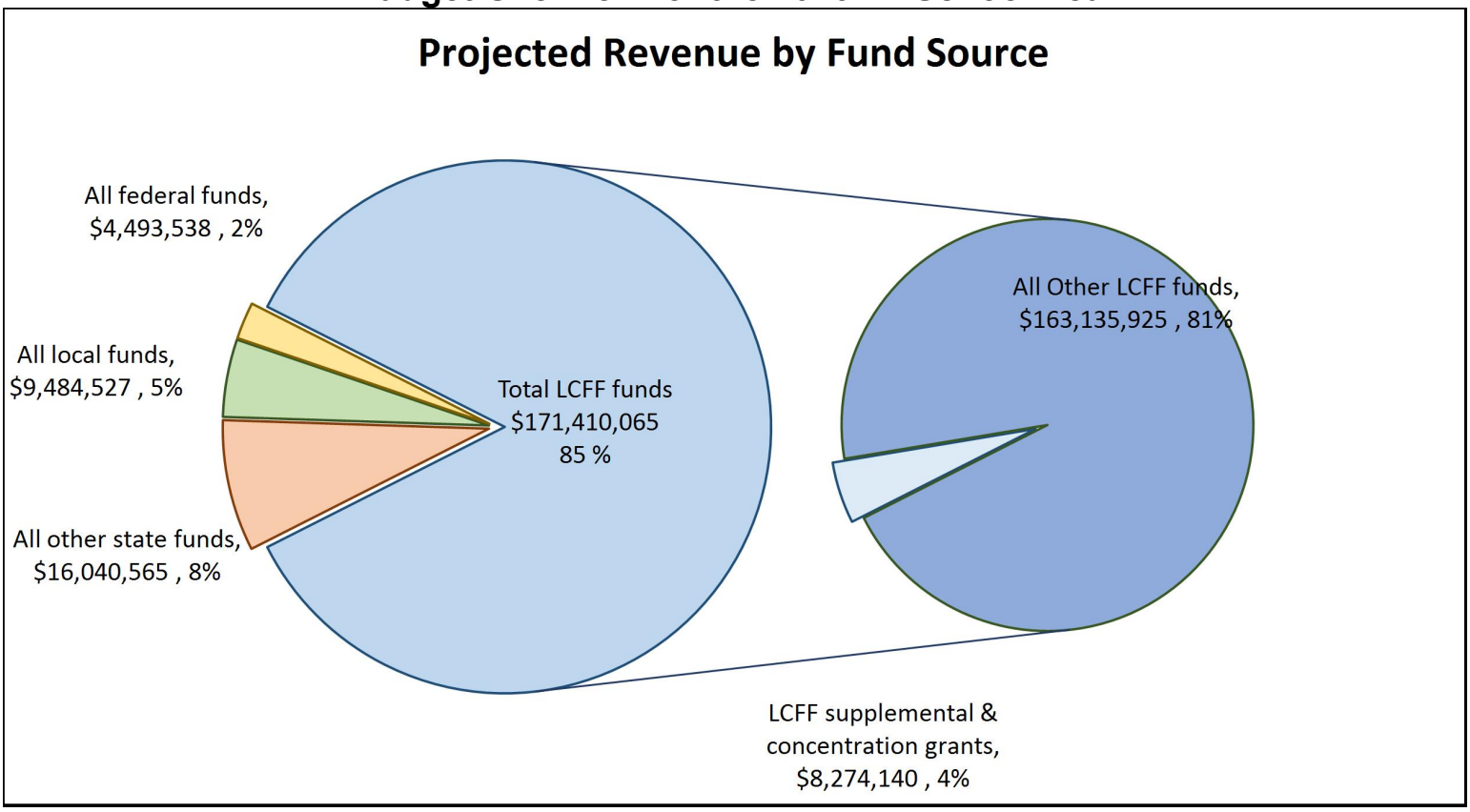
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South San Francisco Unified School District
CDS Code: 41 69070 0000000
School Year: 2026-27
LEA contact information:
Dr. Shawnterra Moore
Superintendent
smoore@ssfusd.org
650-877-8700

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

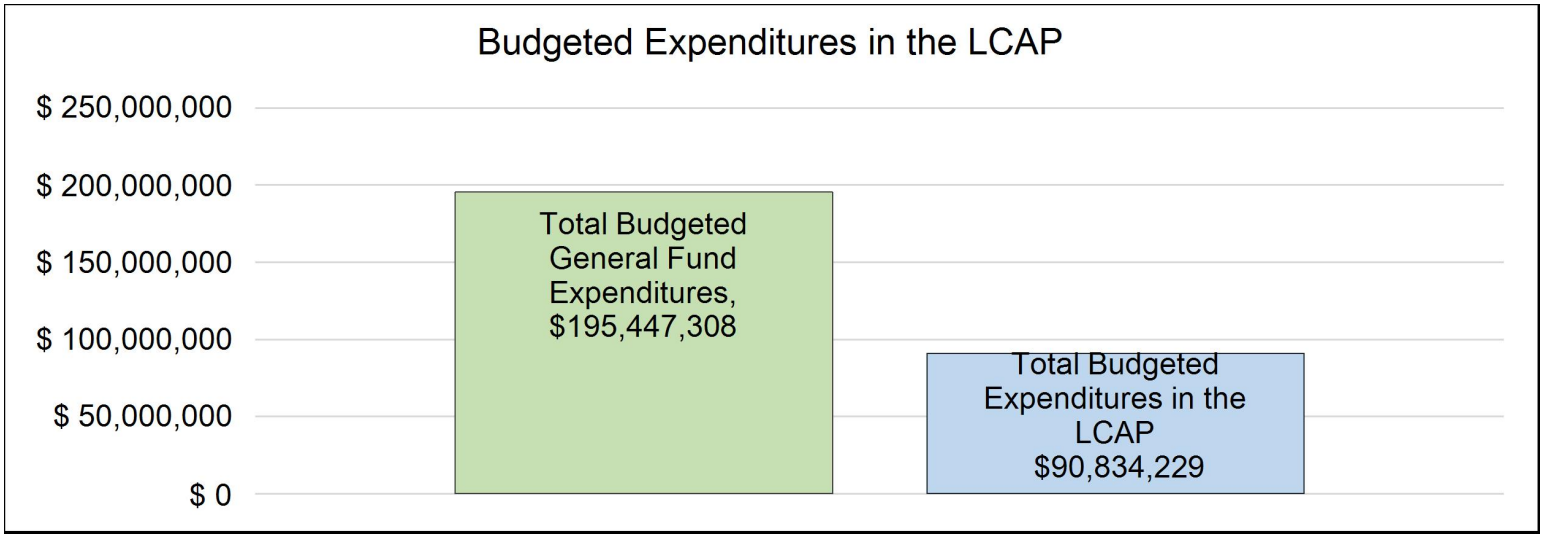


This chart shows the total general purpose revenue South San Francisco Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for South San Francisco Unified School District is $201,428,694.74, of which $171,410,064.94 is Local Control Funding Formula (LCFF), $16,040,565 is other state funds, $9,484,527 is local funds, and $4,493,537.80 is federal funds. Of the $171,410,064.94 in LCFF Funds, $8,274,140 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 South San Francisco 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: South San Francisco Unified School District plans to spend $195,447,307.54 for the 2026-27 school year. Of that amount, $90,834,229.00 is tied to actions/services in the LCAP and $104,613,078.54 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

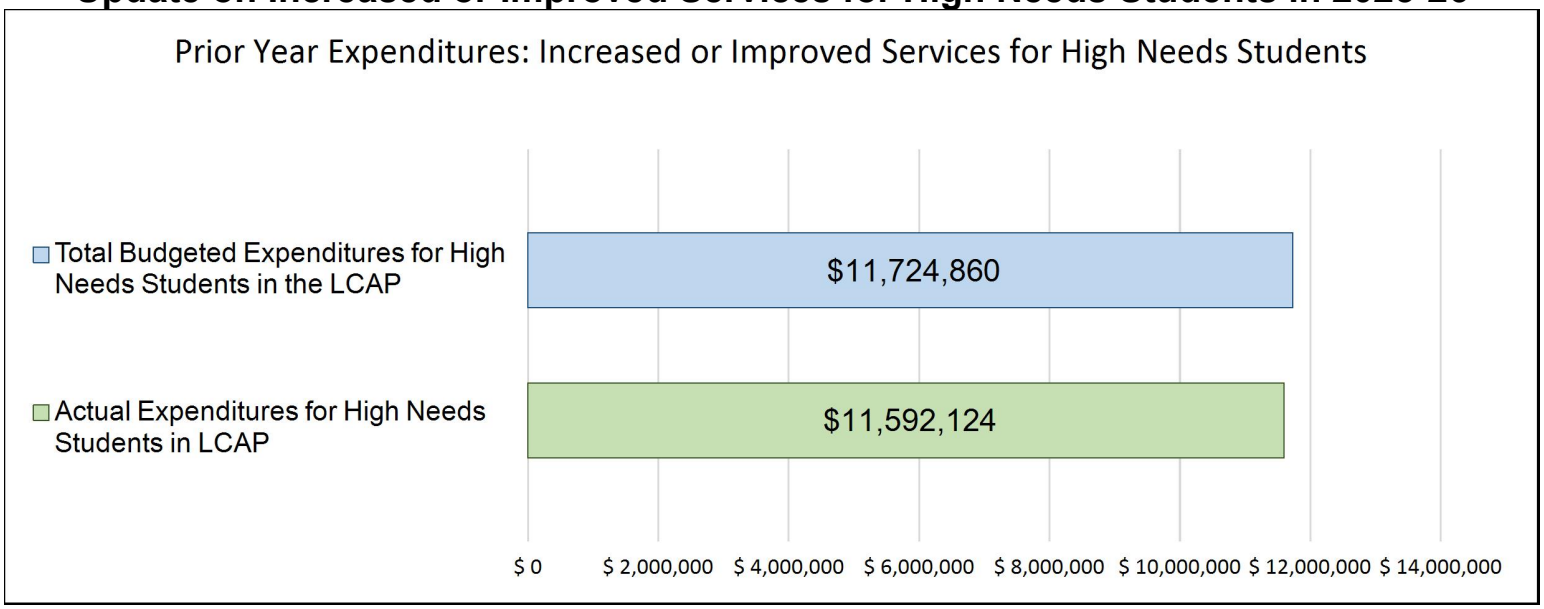
The General Fund expenditures not included in LCAP support other programs and departments like Fiscal, Student Sevices, Human Resources, Technology, and Facilities.

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

In 2026-27, South San Francisco Unified School District is projecting it will receive $8,274,140 based on the enrollment of foster youth, English learner, and low-income students. South San Francisco Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. South San Francisco Unified School District plans to spend $11,856,679.00 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 South San Francisco 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 South San Francisco 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, South San Francisco Unified School District's LCAP budgeted $11,724,859.86 for planned actions to increase or improve services for high needs students. South San Francisco Unified School District actually spent $11,592,124 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $132,735.8,599,999,994 had the following impact on South San Francisco Unified School District’s ability to increase or improve services for high needs students:

The $132,735 difference between total actual expenditures and total budgeted amount was primarily due to programs that experienced delayed starts or shortened implementation windows and lower participation rates than anticipated. District priorities increased focus on districtwide programming and improvement of Tier 1 instruction to reach high needs students. As a result, targeted activities were reduced in scope or frequency during the year.

Core services for high needs students were still maintained throughout 2025-26. Tutoring supports, intervention programs, and English Learner services continued to be delivered, just at lower cost and with some reduction in associated professional development. The unspent funds will carry over into 2026-27, where they will support the continued and expanded delivery of these services for unduplicated students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
South San Francisco Unified School District	Dr. Shawnterra Moore Superintendent	smoore@ssfusd.org 650-877-8700

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.

South San Francisco Unified School District is the largest K-12 district in San Mateo County serving 7,624 students. Our district is composed of nine elementary schools (TK-5), three middle schools (6-8), three high schools (9-12), an adult school, and a children's preschool. Demographic groups and enrollment are as follows (Source: Internal Student Information System, February 2026 unless otherwise noted):

Hispanic/Latino: 3631 (47.6%)
Asian: 1,195 (15.6%)
Pacific Islander: 114 (1.5%)
Filipino: 1,529 (20.1%)
African American: 67 (0.9%)
White: 473 (6.2%)
Two or More Races (not Hispanic): 550 (7.2%)
Free/Reduced Lunch eligible: 2,966 (38.9%)
English Learners: 1,648 (21.6%)
Migrant program: 19 (0.2%)
Students with Disabilities 1,315 (17.2%)
Foster youth: 10 (0.1%)
Long-term English Learners: 207 (2.7%)
Homeless: 226 (2.9%)

CALPADS Unduplicated Pupil Count (as of 2/14/2025): 3,717 (48.5%)

Alta Loma Middle - 647 students
Baden High (Continuation) (Title 1) - 110 students
Buri Buri Elementary - 586 students
El Camino High - 1,042 students
Junipero Serra Elementary - 313 students
Los Cerritos Elementary (Title 1) - 296 students
Martin Elementary (Title 1) - 370 students
Monte Verde Elementary - 536 students
Parkway Heights Middle (Title 1) - 543 students
Ponderosa Elementary - 372 students
Skyline Elementary - 389 students
South San Francisco High (Title 1) - 1,189 students
Spruce Elementary (Title 1) - 406 students
Sunshine Gardens Elementary (Title 1) - 330 students
Westborough Middle - 515 students

Our multilingual learners, migrant education, and students with special needs are served through district programs and non-public school partners (students with disabilities only). Like most other school districts in the Bay Area, SSFUSD has experienced a substantial decline in enrollment of over 1,000 students within the last 8 years.

In 2022, SSFUSD commenced a community engagement campaign in order to develop a Strategic Plan to envision and prioritize our District's work for the next 5 to 10 years. Together with educational partners that included students, staff, parents, and community members, we developed our Portrait of a Graduate -- SSFUSD's promise to our community for how students will be supported and nurtured into graduates who can LEARN the skills and content they need for the future, THRIVE as healthy individuals, NAVIGATE their world, and IMPACT their communities. The Strategic Plan was adopted by our Board of Trustees in February 2024 and is organized around five pillars: EXCEPTIONAL INSTRUCTION, ENGAGED STUDENTS, PURPOSEFUL PARTNERSHIPS, EMPOWERED EDUCATORS, and EQUITY-CENTERED SYSTEMS. These five pillars are the anchors for our LCAP goals and actions for 2024-2027.

Updates for the 2026-27 school year: SSFUSD qualifies for Equity Multiplier funding for Baden High School, as represented by a 6th goal that began with the 2025 LCAP.

Reflections: Annual Performance

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

Goals and Actions set forth in this 2024-27 LCAP are based on district, school, and student group performance levels on the 2023 CA School Dashboard, as reported below:

SSFUSD had the following schools that received the lowest performance level on one or more state indicators on the 2023 Dashboard for their "all students" aggregate:
Baden High School - College and Career Readiness Indicator, graduation rate, suspension rate
Los Cerritos - Chronic Absenteeism rate and suspension rate
Ponderosa - English Learner Progress
Sunshine Gardens - Chronic Absenteeism rate and English Learner Progress
Update for 2025 Dashboard:
Alta Loma - Chronic Absenteeism
Baden High School - College and Career Readiness Indicator, graduation rate
Los Cerritos - Chronic Absenteeism rate, ELA academic performance, English Learner progress
Skyline - English Learner progress
Martin - Chronic Absenteeism rate, ELA academic performance
Parkway - Math academic performance

SSFUSD had the following student groups that received the lowest performance level on one or more state indicators on the 2023 Dashboard:
English Learner - Graduation rate
Homeless Youth - Suspension rate
Pacific Islander - Chronic Absenteeism rate and suspension rate
Students with disabilities - ELA academic performance
Update for 2025 Dashboard:
Students with Disabilities - ELA Academic Performance, Math Academic Performance
African American - chronic absenteeism, suspension rate
American Indian - chronic absenteeism
Pacific Islander - chronic absenteeism

SSFUSD had the following student groups within a school that received the lowest performance level on one or more state indicators on the 2023 Dashboard:
Alta Loma
English Learners - ELA and math academic performance
Socio economically disadvantaged - math academic performance
Students with disabilities - ELA and math academic performance
Update for 2025 Dashboard:
English Learners - Chronic Absenteeism
Socioeconomically Disadvantaged - Chronic Absenteeism
Students with Disabilities - Chronic Absenteeism
Hispanic - Math Academic Performance, Chronic Absenteeism
Long-Term English Learners - Chronic Absenteeism

Baden

All Students - College and Career Readiness Indicator, graduation rate and suspension rate
Hispanic - College and Career Readiness Indicator, graduation rate
Socio economic disadvantaged - College and Career Readiness Indicator, graduation rate
Update for 2025 Dashboard:
All Students - College and Career Readiness Indicator, Graduation Rate and Science
Hispanic - College and Career Readiness Indicator, Graduation Rate
Socioeconomically Disadvantaged - College and Career Readiness Indicator, Graduation Rate

El Camino
English Learners - suspension rate
Hispanic - suspension rate
Socio economic disadvantaged - suspension rate
Students with disabilities - suspension rate
Update for 2025 Dashboard:
Students with Disabilities - ELA Academic Performance, Math Academic Performance, Suspension Rate

Los Cerritos
All Students - Chronic Absenteeism rate and suspension rate
English Learners - Chronic Absenteeism rate and ELA Academic performance
Hispanic - Chronic Absenteeism rate
Socio economic disadvantaged - Chronic Absenteeism rate
Students with disabilities - Chronic Absenteeism rate
Update for 2025 Dashboard:
English Learners - ELA Academic Performance, Math Academic Performance, English Learner Progress Indicator, Chronic Absenteeism
Hispanic - ELA Academic Performance, Math Academic Performance
Socioeconomically Disadvantaged - ELA Academic Performance, Math Academic Performance, Chronic Absenteeism, Science
Students with Disabilities - Math Academic Performance

Martin
Students with disabilities - ELA and math academic performance
Update for 2025 Dashboard:
English Learners - ELA Academic Performance, Science
Hispanic - ELA Academic Performance, Chronic Absenteeism, Science
Socioeconomically Disadvantaged - ELA Academic Performance, Chronic Absenteeism, Science
Students with Disabilities - ELA Academic Performance, Math Academic Performance

Monte Verde
Hispanic - Chronic Absenteeism rate
Update for 2025 Dashboard:
No particular student group is low-performing across all indicators

Parkway
English Learners - ELA and math academic performance and suspension rate
Students with disabilities - ELA and math academic performance
Update for 2025 Dashboard:
English Learners - ELA Academic Performance, Math Academic Performance
Hispanic - ELA Academic Performance, Math Academic Performance
Long-Term English Learners - ELA Academic Performance, Math Academic Performance
Socioeconomically Disadvantaged - ELA Academic Performance, Math Academic Performance
Students with Disabilities - ELA Academic Performance, Math Academic Performance

Ponderosa
English Learners - EL Progress
Students with disabilities - ELA Academic performance
Update for 2025 Dashboard:
Students with Disabilities - ELA Academic Performance

Skyline
Students with disabilities - ELA Academic performance
Multiple race/two or more - Chronic absenteeism
Update for 2025 Dashboard:
English Learners - English Learner Progress Indicator

South San Francisco
English Learners - graduation rate and suspension rate
Two or more races - suspension rate
Students with disabilities - ELA/math academic performance and suspension rate
White - suspension rate
Hispanic - Math academic performance
Update for 2025 Dashboard:
Socioeconomically Disadvantaged - Math Academic Performance
Students with Disabilities - Science

Spruce
English Learners - ELA Academic performance
Update for 2025 Dashboard:
Students with Disabilities - Math Academic Performance, Chronic Absenteeism

Sunshine Gardens
All students - Chronic Absenteeism

English Learners - Chronic Absenteeism, English Learner Progress Indicator
Filipino - Chronic Absenteeism
Hispanic - Chronic Absenteeism
Students with disabilities - Chronic Absenteeism
Update for 2025 Dashboard:
Students with Disabilities - ELA Academic Performance

Westborough
Hispanic - suspension rate
Socio economic disadvantaged - suspension rate
Students with disabilities - Chronic Absenteeism
White - suspension rate
Update for 2025 Dashboard:
Students with Disabilities - ELA Academic Performance, Math Academic Performance, Chronic Absenteeism, Suspension Rate
Socioeconomically Disadvantaged - Chronic Absenteeism

SSFUSD continues to develop the whole student with programs to support academic growth and achievement, as well as programs to support socio-emotional health and wellbeing. School climate has been an emphasis to reestablish a warm, welcoming school environment and school culture. This has led to improvements in student behavior and attendance, and a decline in suspension rate and chronic absenteeism among most schools and student groups.

SSFUSD continues to focus on attendance and decreasing chronic absenteeism rates for our all students, especially our African American, Pacific Islander, Hispanic/Latinx, Special Education, and Socioeconomically Disadvantaged student groups. Our consistent use of the Everyday Labs platform, tiered attendance supports, and other strategies to keep students coming to school have increased our understanding and monitoring of the root causes behind attendance. In addition, the district continues to analyze and reflect on local data from our school climate surveys. Our current districtwide priorities have allowed us to address the mental health needs of our students and families by adding more mental health supports (Wellness Counselors and Daybreak - Teletherapy). The combination of investments in evidence-based strategies (SCARF framework and Alternatives to Suspension) have allowed us to see a decline in student suspensions two years in a row.

In addition to school climate, academic achievement and equitable outcomes continue to be an area of focus for SSFUSD. ELA and Math proficiency data increased, or significantly increased across 50% of our schools, particularly where the district implemented strategies to support Literacy and Math with intervention specialists and staff members that directly support English Learners. At the middle and high school levels, changes to master schedules and the introduction of new courses, in particular elective courses that allow students to explore their interests through hands-on applications of academic skills and content, have helped increase student access to a broad and rigorous course of study. These changes are starting to show in increased Graduation Rates, A-G completion, and the College/Career Readiness indicator, in which SSFUSD has increased significantly since the last full CCI was published in 2019. The focus on adopting high quality instructional materials that began with K-12 Math and secondary Science will continue in 2026-27, with a renewed focus on literacy and ELA.

There is still a considerable disparity in achievement levels for our English Learners, Students with Disabilities, Hispanic/Latinx, African American/Black, and Pacific Islander/Native Hawaiian student groups compared to the District aggregate in English Language Arts, Mathematics, Graduation Rate, A-G Course Completion, and College/Career Readiness Indicator. We also recognize that middle school performance levels are lower than elementary and high school grade level spans, and are working with middle school site leaders and staff to build stronger connections and articulation from elementary to middle. The shift to a new bell schedule and 7 period day implemented in the 2023-24 school year intended to provide more flexibility in the schedule for students to access a broad course of study, but it still requires targeted supports for academic performance.

SSFUSD did not spend the Learning Recovery Emergency Block Grant (LREBG) allocation in 25-26. The remaining allocation and carryover amount will be expended in the 2026-27 LCAP, under Goal 1 (Exceptional Instruction), Action 1.2D. A needs assessment was conducted as part of the 2026-27 LCAP development process to establish learning recovery initiatives that support academic learning recovery and social and emotional well-being through the 2027-28 school year.

Reflections: Technical Assistance

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

SSFUSD exited Differentiated Assistance for Pupil Engagement and School Climate for the Pacific Islander/Native Hawaiian student group, but remain in Differentiated Assistance for School Climate for the African American/Black student group (based on the 2024 Dashboard). Based on the 2025 Dashboard, SSFUSD also met the eligibility criteria for Chronic Absenteeism and Suspension Rates of the African American/Black student group.

With guidance from the SMCOE Differentiated Assistance support team, SSFUSD has worked to address School Climate with increased support for our Alternatives to Suspension programs and attendance interventions and notifications. SSFUSD also meets regularly with the SMCOE Differentiated Assistance team to review the plan of action, share data (Chronic Absenteeism and suspension), and discuss possible strategies for impacting student outcomes. Data and findings from education partner engagement activities as well as the LCAP/Strategic Plan community survey will also inform our planning for school climate and academic supports and interventions for 2026-27. The action is aligned with the allowable uses of funds identified in EC Section 32526(c)(2)

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.

Baden High School was identified in 2022 for Comprehensive Support and Improvement based on low graduation rate, and continues to be a CSI school in 2023, 2024, and 2025.

Support for Identified Schools

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

SSFUSD has assisted the Baden High School staff in the creation and implementation of the Baden CSI plan beginning in 23-24. SSFUSD has continued to support Baden High School staff in implementing and refining the Baden CSI plan. Based on last year's progress addressing low graduation rates, Baden has continued to focus on two key resource inequities identified through its annual needs assessment with staff, students, and families:

1. Empowering and rigorous content
Building on last year's success with the Bay Area Writing Project (BAWP), Baden staff will continue to implement writing strategies and academic discourse through collaborative inquiry cycles, with two compensated teacher-coaches providing ongoing thought partnership.

2. Flexible and additional instructional time: Given Baden's 4-hour continuation schedule, staff have continued to extend their workday to provide individualized tutoring, academic counseling, home visits, and after-school support sessions for students and families.

For 2026-27, based on this year's needs assessment and educational partner feedback, Baden will continue to use CSI funds to compensate existing staff for additional hours supporting student outcomes. Continued actions include focusing on writing with the Bay Area Writer's Projects partnership, collaborative inquiry cycles, and embedded coaching aligned with District priorities. Baden will also continue dual enrollment in Counseling 101 & 102 through Skyline College, taught by the Baden counselor with field trips and guest speakers. Last year, 18 students enrolled and 14 earned college credit. Based on last year's success, Baden will also continue to leverage funds for mental health resources and services. The district will continue to fund a full-time Wellness Counselor, maintain the expanded home visits and individual counseling, Tuesday/Thursday after-school credit recovery and career support, student recognition (Top Credit Earner certificates), and community-building celebrations.

Monitoring and Evaluating Effectiveness

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

The Director of School Leadership met regularly with the Baden Principal and provided ongoing support for the CSI plan during these meetings. Several key actions from the Single Plan for Student Achievement (SPSA) were incorporated into the CSI plan. The Data, EdTech, and Accountability team also began assisting staff with training and data processes that include monitoring for enrollment and placement, master scheduling, and implementation of instructional program.

Baden High School continues to provide opportunities via School Site Council meetings, parent and staff meetings and other meetings to provide updates and obtain input from their educational partners. In addition, Baden staff has met with students and obtained input/feedback on their additional supports from the student perspective. Progress is monitored by examining state and local data - CAASPP scores (ELA, math, science) and graduation rates, chronic absenteeism, credit earning trends, College and Career Readiness Indicator and the IPG walkthrough tool to ensure that students are experiencing meaningful and relevant instruction, are working on grade level tasks, and earning the credits needed to graduate.

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
Parents/Guardians	Parent/family engagement is a districtwide focus for SSFUSD, and LCAP focus areas are an ongoing conversation at the site and district level. At the school level, School Site Council and Parent Teacher Associations begin the school year with a review of school performance data and a discussion of school and district goals. After the mid-year LCAP report, parents/guardians of students across all grade levels are invited to reengage with the LCAP through a survey as well as a virtual community engagement session (3/12/2026). A Purposeful Partnerships Community Learning Exchange (4/15/2026) and a special LCAP input session with our DELAC and Promise Champions were also conducted in person (4/21/2026) in addition to the asynchronous opportunities. The DELAC serves as the district's English Learner Parent Advisory Committee for the purposes of LCAP. Questions were answered by the Superintendent designee during the engagement process. No comments required a written response from the Superintendent. Promise Champions that met regularly from February to April (2/5/2026, 2/19/2026, 3/5/2026, 3/19/2026, 4/9/2026, and 4/23/2026) serve as our Parent Advisory Committee for the purposes of the LCAP. Promise Champions provided input on LCAP Goals 1, 2, and 5. Questions from the session were answered during the engagement process by the Superintendent designee; no comments required a written response from the Superintendent.

Educational Partner(s)	Process for Engagement
	All of these engagement activities with our parent/guardian community informed how we are making improvements to actions related to additional supports for students, increasing a sense of belonging for our families, reinforcing exceptional instruction, and providing a safe and welcoming learning environment for all students.
Students	Students were engaged with the LCAP focus areas through six (6) student roundtables held at each secondary school site (10/29/2025, 11/24/2025, 1/21/2026, 2/25/2026, 3/24/2026, 4/29/2026). The SSFUSD Student Advisory Council did not meet during the 2025-26 school year due to scheduling challenges and member turnover. For the purpose of the LCAP, the District engaged students through the site-based roundtables and used the focus group sessions to discuss school climate, sense of belonging, classroom and campus learning environment, and supports on campus (LCAP Goals 1 and 2). The roundtables did not result in clarifying questions that require the Superintendent to respond in writing.
Educators	Educators had the opportunity to engage with the LCAP goals through two (2) staff focus groups held in March and April (3/12/2026 and 4/15/2026) focused on additional student supports, sense of belonging for families, exceptional instruction, and providing a safe, welcoming learning environment. Teachers also provided input through CTA quarterly all-staff meetings where updates were shared and feedback was solicited on the Strategic Plan/LCAP.
Principals/Administrators	Administrators engaged with the LCAP focus areas through the monthly Comprehensive Administrative Team (CAT) meetings from January 2025 to present. These meetings focused on Strategic Plan/LCAP priorities, specifically, Goal 1 and 2. The district receives input via posters, surveys, and discussions about ongoing implementation and when previewing future initiatives. In addition, district administrators (TOSAs, coordinators, and directors responsible for supporting curriculum and instruction) engaged in monthly Are The Children Well? meetings from August 2025 to April 2026, focused on strategic plan/LCAP Goal 1 exceptional instruction progress monitoring and the implementation of LCAP goals and actions (1, 2, and 5).

Educational Partner(s)	Process for Engagement
Other School Personnel	Other school personnel (classified and non-classroom staff) engaged with the LCAP focus areas using the same LCAP community survey. They also had the opportunity to participate in the to (2) staff focus groups held in March and April, in addition to the CSEA quarterly all-staff meetings where updates were shared and feedback was solicited on the Strategic Plan/LCAP. Classified staff at Baden High School also provided input through Equity Multiplier focus goal progress monitoring structures.
SELPA	The district consulted with the San Mateo County SELPA on 2/27/2026, 3/27/2026, and 4/24/2026 regarding the LCAP goals and actions affecting students with disabilities. These meetings focused on Strategic Plan/LCAP priorities as they relate to Goal 1 (Exceptional Instruction) and Goal 5 (Equity-Centered Systems). SELPA representatives provided input on the effectiveness of current actions as well as gaps in service delivery.
Local Bargaining Units	CTA/CSEA/AFT presidents engaged with the LCAP through monthly meetings where the Superintendent provided updates on the LCAP/Strategic Plan; quarterly all-staff meetings also allowed bargaining unit members to receive updates and provide input/feedback on the implementation of actions tied to personnel.
Administrators, Teachers, and Other School Personnel (Baden and Community Day School)	Teaching and Learning Directors met with the Principal of Baden quarterly to monitor the focus goal for the Equity Multiplier funding. The parent engagement with parents of students at Baden was conducted 2/23/2026. The Principal then met in the Spring (5/15/2026) with the teacher leaders and counselors of the school to review data and solicit student and parent feedback on the implementation of the actions and strategies of the Equity Multiplier focus goal. A focused goal was also put in place to support Community Day School, which became eligible for Equity Multiplier Funds this 2026-27. As there is no enrolled student in Community Day School at the time of LCAP development, and no projected enrollment for the upcoming school year, there was no direct input from parents from Community Day School.

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

The strategic plan/LCAP was influenced by the feedback provided by our educational partners in the following manner:

- To continue to look for ways to enhance mental health supports (counseling) for all students in SSFUSD. (Goal 2 Actions - 2.1, 2.2)
- Enhance customer service for families at both district and school levels. (Goal 3 Action - 3.1)
- To provide more opportunities to access exceptional instruction so our students can thrive in school and beyond. (Goal 1 Actions 1.1, 1.2, 1.3, 1.5)
- To provide a safe, welcoming, learning environment for all students. (Goal 2 Actions 2.1, 2.2., 2.3)
- To provide a rigorous, broad course of study for all students. (Goal 1 Action 1.5)
- To provide additional and varied supports (academic, behavior, and social emotional) for all students. (Goal 2 Actions 2.1, 2.2., 2.3)
- To provide additional resources (wellness and basic needs) for our students and their families. (Goal 2 Action 2.1)
- To provide guidance for students' academic and career planning. (Goal 1 Action 1.5, Goal 2 Action 2.1)
- To provide more authentic opportunities for families to engage with school staff in learning how to support their students' academic and social emotional development. (Goal 3 Action 3.1)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	EXCEPTIONAL INSTRUCTION. Exceptional instruction is the foundation that our students need in order to learn, thrive as people, navigate their future, and impact our society. If we want to see great instruction in every SSFUSD classroom, we need to take a multi-pronged approach: we will strengthen our instructional foundations by clarifying our instructional vision, adopting high-quality curriculum, and investing in teachers' professional learning, so that they can implement research-based instructional strategies. We will act intentionally to meet the needs of historically-underserved and marginalized students, including English learners and students with disabilities; and we will test and grow innovative, engaging, and new learning experiences so that students can develop the abilities we describe in our Portrait of a Graduate. Portrait of Graduate Aim: LEARN	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (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.

We have established the goal of "Exceptional Instruction" because we recognize that instruction serves as the cornerstone for our students' learning, personal growth, future success, and societal impact. To ensure that every classroom in SSFUSD provides outstanding instruction, we are adopting a comprehensive approach. This involves reinforcing our instructional framework by clarifying our instructional vision, implementing high-quality curriculum, and investing in teachers' professional development to equip them with research-based instructional strategies. Moreover, we are committed to addressing the needs of historically underserved and marginalized students, such as English learners and students with disabilities, through intentional action. We aim to foster innovation and engagement by testing and expanding novel learning experiences that align with the skills outlined in our Portrait of a Graduate.

Goal 1 focuses on exceptional instruction and providing professional learning opportunities for our staff as SSFUSD shifts from a school-centered model to a student-centered model. A school-centered model focuses on the needs and efficiency of the educational institution, while a student-centered model prioritizes the unique needs and learning paths of individual students. By shifting our approach to a student centered model, SSFUSD will be come more flexible in curriculum and how we assess student learning. By focusing on exceptional instruction, we strive to see improved student outcomes on the CAASPP in ELA and Math, as well as our district literacy assessment, which will lead to a higher percentage of students graduating from our schools ready for college/career.

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 Achievement: % of students meeting/exceeding standard in English Language Arts and Mathematics	2023 CAASPP met/exceeded: All students - 50.57% ELA % / 39.60% Math; Am Indian/Alaskan* ELA/ * Math; Asian - 77.41% ELA / 74.71% Math, African Am/Black - 42.85% ELA / 23.26% Math, Filipino - 65.97% ELA / 52.39% Math, Hispanic/Latinx - 34.78% ELA /21.75 % Math, PacIslander - 31.75% ELA / 30.16% Math, White - 57.54% ELA / 46.12% Math, MultiRace - 56.07% ELA / 51.56% Math, English Learners - 9.95% ELA / 9.69% Math, Students w/ Disabilities - 14.52% ELA / 12.48% Math, Socioeconomically Disadvantaged - 33.22% ELA / 23.45% Math, Homeless - 36.92% ELA / 28.77% Math * Indicates data not displayed to protect student privacy for small student groups.	2024 CAASPP met/exceeded: All students - 49.46% ELA / 38.44% Math; Am Indian/Alaskan* ELA/ * Math; Asian - 74.83% ELA / 73.78% Math, African Am/Black - 28.57% ELA / 22.50% Math, Filipino - 65.28% ELA / 52.15% Math, Hispanic/Latinx - 34.46% ELA /20.29 % Math, PacIslander - 32.20% ELA / 25.00% Math, White - 51.69% ELA / 44.30% Math, MultiRace - 54.72% ELA / 47.66% Math, English Learners - 10.27% ELA / 9.12% Math, Long-term English Learners** 3.5% ELA / 0.71% Math, Students w/ Disabilities - 12.63% ELA /	2025 CAASPP met/exceeded: All students - 49.56% ELA / 39.85% Math; Am Indian/Alaskan * ELA/ * Math; Asian - 77.43% ELA / 72.95% Math Black or African American - 27.50% ELA / 10.26% Math; Filipino - 68.12% ELA / 55.45% Math; Hispanic or Latino - 31.42% ELA / 21.00% Math; Native Hawaiian or Pacific Islander - 32.35% ELA / 25.37% Math; White - 57.08% ELA / 43.62% Math; Two or more races - 56.45% ELA / 51.48% Math; English Learners - 7.74% ELA / 9.22% Math; Long-term English Learners** 3.05% ELA / 1.56% Math; Students w/ Disabilities -	80% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Homeless) will meet or exceed standard met in ELA and Math (Level 3).	All students: -1.01% ELA / +0.25% Math Asian: +0.02% ELA / -1.76% Math Black or African American: -15.35% ELA / -13.00% Math Filipino: +2.15% ELA / +3.06% Math Hispanic or Latino: -3.36% ELA / -0.75% Math Native Hawaiian or Pacific Islander: +0.60% ELA / -4.79% Math White: -0.46% ELA / -2.50% Math Two or more races: +0.38% ELA / -0.08% Math English Learners: -2.21% ELA / -0.47% Math Students w/ Disabilities: -1.55% ELA / -2.14% Math Socioeconomically Disadvantaged: -0.42% ELA / +0.71% Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			10.46% Math, Socioeconomically Disadvantaged - 32.81% ELA / 23.07% Math, Homeless - 31.96% ELA / 21.24% Math * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.	12.97% ELA / 10.34% Math; Socioeconomically Disadvantaged - 32.80% ELA / 24.16% Math; Homeless - 35.25% ELA / 27.05% Math		Homeless: -1.67% ELA / -1.72% Math
1.2	District literacy assessment	2023-2024 DIBELS Composite End-of-Year - students scoring Performance Levels 3 or 4: All students 61.8% English Learners 27.6%; Students w/Disabilities 27.5%; Socioeconomically Disadvantaged 47.6%	2024-2025 DIBELS Composite End-of-Year - students scoring Performance Levels 3 or 4: All students 63.9% English Learners 32.0%; Students w/Disabilities 34.2%; Socioeconomically Disadvantaged 49.3%	2025-2026 DIBELS Composite End-of-Year - students scoring Performance Levels 3 or 4: All students 62.0% English Learners 35.2%; Students w/Disabilities 33.1%; Socioeconomically Disadvantaged 48.9%	10% increase each year in students meeting/exceeding grade level	All students: +0.2% English Learners: +7.6% Students w/ Disabilities: +5.6% Socioeconomically Disadvantaged: +1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	iXL usage: % of students by grade level and average min	2023-2024 iXL usage by grade level span; average minutes during school year: Elementary (K-5): 82%; average 487 min Middle (6-8): 99%; average 577 min High (9-12): 42%; average 137 min	2024-25 iXL usage by grade level span; average minutes during school year: Elementary (K-5): 78.6%; average 732 min Middle (6-8): 95.7%; average 502 min High (9-12): 50.6%; average 361 min	2025-26 iXL usage by grade level span; average minutes during school year: Elementary (K-5): 78.6%; average 705 min Middle (6-8): 95.7%; average 887 min High (9-12): 50.6%; average 191 min	10% increase each year in student usage and average minutes per year	Elementary (K-5): -3.4% usage / +218 average min Middle (6-8): -3.3% usage / +310 average min High (9-12): +8.6% usage / +54 average min"
1.4	Physical Fitness Test: % of students participating in all tests (elementary schools only)	2022-2023 PFT participation (elementary only): Aerobic Capacity: 98% Abdominal Strength: 95% Trunk Extensor and Flexibility: 96% Upper Body Strength and Flexibility: 97% Flexibility: 97%	2023-24 PFT participation (elementary only): Aerobic Capacity: 99% Abdominal Strength: 99% Trunk Extensor and Flexibility: 99% Upper Body Strength and Flexibility: 98% Flexibility: 99%	2024-25 PFT participation (elementary only): Aerobic Capacity: 92% Abdominal Strength: 92% Trunk Extensor and Flexibility: 91% Upper Body Strength and Flexibility: 93% Flexibility: 94%	100% of students participate in all PFT tests	Aerobic Capacity: -6% Abdominal Strength: -3% Trunk Extensor and Flexibility: -5% Upper Body Strength and Flexibility: -4% Flexibility: -3%
1.5	Graduation rate: % of students earning a high school diploma (4-year cohort rate)	Class of 2023: 88.6% (582 students) graduated w/high school diploma. Asian: 96.3% (77), Filipino 95.6% (152), Hispanic/Latinx 83.4%	Class of 2024: 91.2% (649 students) graduated with a high school diploma.	Class of 2025: 90.9% (592 students) graduated with a high school diploma.	80% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx,	All students: +2.3% Asian: +1.0%, Filipino: +0.9%, Hispanic or Latino: +3.2%, Black or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(266), African Am/Black * % (*) , Am Indian/Alaskan * , White 89.1% (41), Pacific Islander 81.8% (9) MultiRace 85.3% (29), English Learners 66.7% (54), Students w/Disabilities 81.8% (81), Socioeconomically Disadvantaged 85.6% (308), Foster *, Homeless 78.6% (11) * Indicates data not displayed to protect student privacy for small student groups.	Asian: 96.8% (91), Filipino: 96.4% (159), Hispanic/Latino: 87.8% (318), Black/African American: 75.0% (9), American Indian/Alaskan: *, White: 84.6% (33), Pacific Islander: * , Two or More Races: 100.0% (32), English Learners: 78.2% (93), Long-Term English Learners: 76.6% (49), Students w/ Disabilities: 82.1% (87), Socioeconomically Disadvantaged: 89.0% (404), Foster Youth: *, Homeless: 84.0% (21)	Asian: 97.3% (73), Filipino: 96.5% (139), Hispanic/Latino: 86.6% (305), Black/African American: * , American Indian/Alaskan: *, White: 90.5% (38), Pacific Islander: * , Two or More Races: 96.0% (24), English Learners: 80.2% (105), Long-Term English Learners: 87.5% (70), Students w/ Disabilities: 77.2% (71), Socioeconomically Disadvantaged: 89.1% (351), Foster Youth: *, Homeless: 73.7% (14)	PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Foster, Homeless) will meet or exceed state goal of 90% graduating.	African American: * / * American Indian or Alaska Native: * / *, White: +1.4%, Native Hawaiian or Pacific Islander: *, Two or more races: +10.7% English Learners: +13.5%, Students w/ Disabilities: -4.6%, Socioeconomically Disadvantaged: +3.5% Foster Youth: * / * Homeless: -4.9%
1.6	UC/CSU requirements met rate: % of graduates meeting minimum a-g eligibility requirements	Class of 2023: 54.3 % (316 students) met UC/CSU requirements Asian: 79.2% (61), Filipino 76.3% (116), Hispanic/Latinx 41.1% (98), PacIslander *, African Am/Black *, Am Indian/Alaskan *, White 34.1% (14), MultiRace	Class of 2024: 55.5% (353 students) met UC/CSU requirements Asian: 90.0% (81), Filipino 73.0% (116), Hispanic/Latinx 34.6% (106),	Class of 2025: 45.6% (297 students) met UC/CSU requirements. Asian: 76.0% (57), Filipino: 70.1% (101), Hispanic/Latino: 29.5% (104),	10% increase or 60% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black,	All students: -8.7% Asian: -3.2% Filipino: -6.2% Hispanic or Latino: -11.6% Black or African American: * / * American Indian or Alaska Native: * / * White: +11.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		72.4% (21), English Learners 19.8% (15), Students w/Disabilities 18.2% (12), Socioeconomically Disadvantaged 43.5% (134), Homeless *, Foster * * Indicates data not displayed to protect student privacy for small student groups.	PacIslander *, African Am/Black 55.6% (5), Am Indian/Alaskan *, White 66.7% (22), MultiRace 68.8% (22), English Learners 25.9% (22), Students w/Disabilities 14.1% (12), Socioeconomically Disadvantaged 47.8% (187), Homeless 40.0% (8), Foster *	Black/African American: *, American Indian/Alaskan: *, White: 45.2% (19), Pacific Islander: *, Two or More Races: 56.0% (14), English Learners: 15.3% (20), Long-Term English Learners: 12.5% (10), Students w/ Disabilities: 10.9% (10), Socioeconomically Disadvantaged: 38.1% (150), Foster Youth: *, Homeless: 42.1% (8)	White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Foster, Homeless) will meet UC/CSU a-g minimum requirements	Native Hawaiian or Pacific Islander: * / * Two or more races: -16.4% English Learners: -4.5% Long-Term English Learners: * (no 2023 baseline provided) Students w/ Disabilities: -7.3% Socioeconomically Disadvantaged: -5.4% Foster Youth: * / * Homeless: *
1.7	College Career Indicator (CCI): % of students meeting "prepared" on CA Dashboard	Class of 2023: 55.6% (365 students) met "prepared". Asian: 81.3% (65), Filipino 76.1% (121), Hispanic/Latinx 36.8% (131), PacIslander *, African Am/Black *, Am Indian/Alaskan *, White 45.7% (21), MultiRace 55.9% (19), English Learners 27.8% (16), Students w/Disabilities 14.8% (18), Socioeconomically	Class of 2024: 57.3% (400 students) met "prepared". Asian: 93.5% (87), Filipino 74.5% (123), Hispanic/Latinx 39.9% (140), PacIslander *, African Am/Black 50.0% (6), Am Indian/Alaskan *, White 53.8% (21), MultiRace 68.8%	Class of 2025: 58% (375 students) met "prepared". Asian: 84% (63), Filipino 77.1% (111), Hispanic/Latinx 44.1% (154), PacIslander *, African Am/Black *, Am Indian/Alaskan *, White 63.4% (26), MultiRace 76.0%	60% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged,	All students: +2.4% Asian: +2.7% Filipino: +1.0% Hispanic or Latino: +7.3% Black or African American: * / * American Indian or Alaska Native: * / * White: +17.7% Native Hawaiian or Pacific Islander: * / * Two or more races: +20.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged 44.7% (161), Homeless 28.6% (4), Foster *	(22), English Learners 26.1% (29), Long-term English Learners** 27.4% (17), Students w/Disabilities 24.0% (25), Socioeconomically Disadvantaged 49.8% (220), Homeless 33.3% (8), Foster * * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.	(19), English Learners 27.5% (36), Long-term English Learners 25.0% (20), Students w/Disabilities 17.8% (16), Socio-economically Disadvantaged 52.8% (206), Homeless 42.1% (8), Foster *	Foster, Homeless) will meet "Prepared" status on Dashboard CCI."	English Learners: -0.3% Students w/ Disabilities: +3.0% Socioeconomically Disadvantaged: +8.1% Homeless: +13.5% Foster Youth: * / *
1.8	College/career readiness - Early Assessment Program: Students attaining "Ready for College" (Level 4) in ELA and Math	2023 EAP: All students 28.96% ELA / 10.7% Math; Asian: 46.69% ELA / 33.33% Math, Filipino 36.70% ELA / 13.46% Math, Hispanic/Latinx 12.28% ELA / 2.32% Math, PacIslander * ELA/ * Math, African Am/Black * ELA/ * Math, Am	2024 EAP: All students 29.61% ELA / 14.29% Math; Asian: 60.56% ELA / 43.66% Math, Filipino 36.72% ELA / 21.54% Math, Hispanic/Latinx 18.58% ELA /	2025 EAP: All students 32.36% ELA / 14.58% Math; Asian: 68.42% ELA / 50.00% Math, Filipino: 41.86% ELA / 18.46% Math, Hispanic or Latinx: 19.07% ELA / 3.98% Math,	60% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners,	All students: +3.40% ELA / +3.88% Math Asian: +21.73% ELA / +16.67% Math, Filipino: +5.16% ELA / +5.00% Math,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Indian/Alaskan * ELA/ * Math, White 29.88% ELA / 9.09% Math, MultiRace 31.20% ELA / 19.35% Math, English Learners 1.88% ELA / 0% Math, Students w/Disabilities 2.7% ELA / 2.63% Math, Socioeconomically Disadvantaged 19.09% ELA / 3.72% Math, Foster * ELA/ * Math, Homeless * ELA/ * Math	3.45% Math, PacIslander * ELA/ * Math, African Am/Black * ELA/ * Math, Am Indian/Alaskan * ELA/ * Math, White 41.18% ELA / 20.00% Math, MultiRace 36.36% ELA / 18.18% Math, English Learners 0% ELA / 0% Math, Long-term English Learners** 0% ELA / 0% Math, Students w/Disabilities 1.72% ELA / 0% Math, Socioeconomically Disadvantaged 17.33% ELA / 5.48% Math, Foster * ELA/ * Math, Homeless 20.00% ELA/ 6.67% Math * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English	White: 31.58% ELA / 10.26% Math, MultiRace 30.00% ELA / 10.34% Math, American Indian/Alaskan, Black/African American, Pacific Islander: * / * English Learners 0% ELA / 0% Math, Long-term English Learners 0% ELA / 0% Math, Students w/Disabilities 2.41% ELA / 0% Math, Socioeconomically Disadvantaged 19.16% ELA / 7.18% Math, Foster * ELA/ * Math, Homeless 6.67% ELA/ 6.67% Math	Students w/Disabilities, Socioeconomically Disadvantaged, Foster, Homeless) will meet "Ready for College" (Level 4) on CAASPP ELA and Math	Hispanic/Latinx: +6.79% ELA / +1.66% Math, Native Hawaiian or Pacific Islander: * / * Black or African American: * / * American Indian or Alaska Native: * / * White: +1.70% ELA / +1.17% Math, Two or more races: -1.20% ELA / -9.01% Math, English Learners: -1.88% ELA / 0.00% Math, Students w/ Disabilities: -0.29% ELA / -2.63% Math Socioeconomically Disadvantaged: +0.07% ELA / +3.46% Math Foster Youth: * / * Homeless: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Learners are reported as an additional student group.			
1.9	College/career readiness - AP enrollment (number of students) and achievement (pass rate = score of 3 or higher)	2022-23 AP enrollment for target student groups (count of students): African Am/Black: 5, Hispanic/Latinx: 200, English Learners: 13, Students w/Disabilities: 12, Socioeconomically Disadvantaged: 181 In 2022-23, 475 students took 823 exams, AP pass rate: 72.7% (599/823 exams)	2023-24 AP enrollment for target student groups (count of students): African Am/Black: 3, Hispanic/Latinx: 239, English Learners: 10, Students w/Disabilities: 30, Socioeconomically Disadvantaged: 165 In 2023-24, 482 students took 922 exams, AP pass rate: 70% (643/918 exams)	2024-25 AP enrollment for target student groups (count of students): African Am/Black: 1, Hispanic/Latinx: 142, English Learners: 5, Students w/Disabilities: 5, Socioeconomically Disadvantaged: 116 In 2024-25, 481 students took 830 exams, AP pass rate: 79% (656/830 exams)	10% increase each year in AP enrollment for target student groups while maintaining or increasing the AP exam pass rate	Pass rate: + 6.3% pts Enrollment: African Am/Black - 80%, Hispanic/Latinx - 29%, EL -62%, SWD -58%, SED - 36%
1.10	Career Technical Education (CTE) participation: students with disabilities	2023-2024 CTE participation - students with disabilities taking a CTE course (HS): 185 students	2024-2025 CTE participation - students with disabilities taking a CTE course (HS): 231	2025-2026 CTE participation - students with disabilities taking a CTE course (HS): 129	10% increase each year	-30% in SWD participating in CTE courses
1.11	Career Technical Education (CTE) pathway completion: students with disabilities	Class of 2023 CTE pathway completion - students with disabilities: 20	Class of 2024: CTE pathway completion - students with disabilities: 40	Class of 2025: CTE pathway completion - students with disabilities: 36	10% increase each year	+80% in SWD completing CTE pathway

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Seal of Biliteracy: % of graduates who earn a Seal of Biliteracy	Class of 2023: 36 students (9.9%) earned a Seal of Biliteracy	Class of 2024: 48 students (6.9%) earned a Seal of Biliteracy	Class of 2025: 61 students (9.4%) earned a Seal of Biliteracy	10% increase each year in students earning a Seal of Biliteracy	+25 students (+69% increase from baseline)
1.13	College/career readiness - post-secondary planning: Students reporting postsecondary education plans	Class of 2024: 92% self-report they will be continuing their education. 45% to a 4-yr college/university, 43% to a 2-yr community college, 4% to a trade school. Total responses=363 (55%)	Class of 2025: 93% self-report they will be continuing their education. 51% to a 4-yr college/university, 36% to a 2-yr community college, 5% to a trade school. Total responses=244 (36%)	Class of 2026: 92% self-report they will be continuing their education. 29% to a 4-yr college/university, 58% to a 2-yr community college, 5% to a trade school. Total responses=210 (39%)	100% of students report they have a post-secondary plan. Senior exit survey participation rate meets or exceeds 95%	0% change in students having a post-secondary plan -16% in participation rate Continuing education to 4 yr: -16% pts 2 yr: +15% pts Trade school: +1%
1.14	Highly qualified teaching staff	2021-22 Teacher Assignment Monitoring: 83.3% clear with appropriate credentials, 0.8% out of field, 1.9% intern	2022-23 Teacher Assignment Monitoring: 86.2% clear with appropriate credentials, 1.1% out of field, 2.4% intern	2023-24 Teacher Assignment Monitoring: 76.8% clear with appropriate credentials, 0.5% out of field, 2.2% intern	100% of teachers are fully credentialed for the courses they are assigned to teach	Clear with appropriate credentials: -6.5% Out of field: -0.3% Intern: +0.3%

Goal Analysis [2025-26]

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

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

In 2024-25, we laid the foundation for Exceptional Instruction and engaged educational partners to co-create our Instructional Vision. This vision was finalized in Spring 2025 and shared in the 25-26 school year (1.1A). From there, effective instructional strategies have been a major focus of professional development and collaboration, with an emphasis on increasing evidence of academic discourse in the classroom and ensuring that all learners are accessing grade-level tasks (1.1B). We also focused on the full adoption of our TK-12 Math curriculum, and

expect to mirror the same rigor in implementation with our literacy initiatives in 26-27 (1.2, 1.6, 1.7). Our actions for this goal complemented each other well in ensuring that adoption of high quality instructional materials (1.3) is supported by programming and policies that increased access for students across grade levels.

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.

Budgeted expenditures included figures that did not account for a smaller implementation and/or some sites not needing replacement materials. (1.3) Many professional learning actions were also embedded in our districtwide professional learning plan, if not modified, to ensure no additional cost is being incurred (1.2) Material differences for 25-26 are associated to vacancies and planned sunsetting of sub-actions.

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

A major focus for 25-26 was the full implementation of the new TK-12 Math curriculum following last year's pilot. This sustained investment expanded educator capacity to implement high-quality instructional materials, and changes in practice showed visible shifts in classroom instruction and student engagement (1.1E). We also continued to build inclusive structures through co-teaching training in department meetings, and shifting SLP services into Pre-K programs housed on district campuses. The hiring of an inclusion specialist also marked a step toward push-in models of support (1.4A, 1.4D).

At the elementary level, the transition from SIPPS to UFLI across all nine elementary sites in August 2025 reflected a deliberate refinement of our Tier 1 literacy approach based on what we learned about implementation fidelity and student response (1.3C). The instructional coaching program also made meaningful progress at three of four Title I elementary schools, where coaches were hired and foundation-building advanced as planned. (1.4L).

In secondary, the counseling team continued advancing the SSFUSD Comprehensive Counseling program, and CCGI implementation expanded districtwide. Intentional integration with Project Lead The Way and middle school counseling supports allowed students to begin exploring career pathways earlier and with greater continuity across grade levels (1.4K, 1.5B). A specific action that we modified based on data was the launch of the Strategic Plan Community Dashboard (1.4J), which was initially supported by our Qualtrics partnership. It did not launch as planned, but a new dashboard has been developed to share progress on LCAP and Strategic Plan priorities with the community.

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.

Several actions are adjusted for 26-27 based on direct reflection on what worked, what stalled, and where resources can match expected impact. Funding for structured literacy is being increased to support the literacy curriculum adoption which will strengthen Tier 1 literacy instruction (1.1C). In 25-26, structured literacy blocks were maintained but not expanded. The level of dedicated support did not fully match the intent of the five-year comprehensive literacy plan. In 2026-27, the adoption of an ELA curriculum is expected to reignite this work. Two grading-related actions tied to elementary report card revisions and Grading for Equity professional learning will not continue. This allows focused resources and capacity for continued Math curriculum adoption and literacy work, rather than spreading effort across deferred initiatives (1.6A, 1.6B, 1.2B).

In elementary, the instructional coaching program will shift from foundation-building to program stabilization at the three established sites while completing hiring at the fourth, ensuring coaching structures are coherent and embedded across all Title I elementary campuses (1.4L).

For secondary, the ASVAB action will be discontinued in favor of deepening CCGI as a more universally applicable college and career planning platform aligned to district goals for all students (1.5C). In regards to Math course placement, this action will not require additional funding, as placement is now embedded in our assessment infrastructure rather than treated as a standalone initiative (1.2A). A graduation requirements committee will also be formally established in 26-27 to update Board Policy in alignment with California AB101, addressing work that did not move forward in 25-26 (1.2C).

Several Special Education sub-actions such as building our continuum of services, expanding CTE access for students with disabilities, and Air Tutors partnership are being consolidated within broader Special Education initiatives. Actions will be implemented as designed but allocations for these actions were reduced or removed to match expected expenditures (1.1G, 1.4B, 1.4C, 1.4E).

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	Create and train educators to use highly-effective instructional strategies to support historically-underserved and marginalized students. Tailoring teaching methods to the specific needs of these students helps close achievement gaps, promotes inclusivity, and ensures that every learner has access to a high-quality education.	A. Collaboratively develop an instructional vision that aligns with a learner-centered approach model. B. Create and train educators to use highly - effective instructional strategies to support historically underserved and marginalized students. C. Implement a 5 year comprehensive literacy plan to strengthen Tier 1 literacy instruction through our Structured Literacy Blocks. D. Assist secondary teachers to plan and deliver standards based instruction to EL students using core and supplemental curriculum. E. Provide professional learning opportunities for staff to familiarize them with the instructional shifts required by the 2023 California mathematics framework. F. Provide additional supports (tutoring) for students with disabilities while enrolled in general education classes (homework centers; individualized or small group instruction/tutoring). G. Partner with Air Tutors to provide individualized or small group instruction/support for students with disabilities and at our promise students students. H. Provide additional supports (tutoring, AP prep) for SSFHS students in AP classes.	$8,008,333.00	Yes

Action #	Title	Description	Total Funds	Contributing
		I. Provide additional supports (tutoring, AP prep) for ECHS students in AP classes. J. Continue to provide educational technology to support teaching and learning. K. Partner with Legarza Sports to provide standards aligned PE instruction to students in grades K - 5 and to provide additional time for staff to meet in grade level teams (about 50 mins - K- (1-5) 100 minutes per week). I. Partner with Health Connected to provide evidence-based, comprehensive sexual health education instruction to our students in middle school.		
1.2	Create policies and define practices that are in alignment with our equity statement and support the implementation of our Strategic plan.	A. Develop and implement a math course placement policy and procedures that align with the California Mathematics Placement Act to increase all students' access and opportunities, ensuring equitable access to appropriate math courses based on their abilities and readiness. By aligning with this act, we seek to provide fair and accurate placement for students, enabling them to maximize their potential in mathematics education. B. Continue the implementation of redesigned elementary report cards, placing emphasis on providing intentional support to educators as they transition to standards-based learning and reporting, ensuring that educators are equipped with the necessary tools and resources to effectively and accurately report students' academic progress to families. C. Establish a graduation committee to review graduation requirements in response to changes in the third-year math requirement and ethnic studies requirements. D. [NEW 26-27] Implement a benchmark/interim assessment to inform instruction, provide information for MDMTSS, and approximate performance on state assessments (CAASPP). This is a Learning Recovery Emergency Block Grant (LREBG)-funded action in the amount of $384,070, designed to accelerate academic recovery for students. Research proves that a balanced assessment system with short-cycle, mid-cycle, and long-cycle assessments allow leaders and educators to identify gaps in student learning and adjust instruction in real time. Impact will be measured by participation rates for the first year of administration, and increased proficiency and growth rates in subsequent years of implementation.	$450,070.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Provide and purchase curriculum to meet the needs of our Students with disabilities, English Learners, and at promise students	A. Continue to build continuum of services in order to build internal capacity that is detached from outside agencies/schools to support our students with disabilities. B. Purchase curriculum for reading, writing, math, social/emotional/behavioral and communication for our students with disabilities: TouchMath, Spire, Unique,GoalBook, Teen Talk, Learning without Tears. C. Purchase SIPPS Trace & Write workbooks to replenish student materials and SIPPS curriculum for new classrooms for continued implementation of SIPPS with site Reading Specialists and staff at JS, Los Cerritos, Skyline, and Spruce and Sunshine Gardens. D. Purchase supplemental curriculum for our TK programs.	$158,000.00	No
1.4	1.4 Provide supplementary programs needed and increase access and opportunities for our all students	A. Continue to provide access and opportunities for Students with disabilities and English learners to take rigorous courses. B. Increase the number of students with disabilities completing a CTE course. C. Continue to build continuum of services in order to build internal capacity that is detached from outside agencies/schools to support our students with disabilities. D. Examine early education programs and create an implementation plan to provide more opportunities for inclusion in all early education programs. E. Create a Mod-Severe program at one of our high schools to start in the 2025 - 2026 school year. F. Renew IXL licenses for K - 12 students to be able to personalize learning and target skill deficiencies based on assessments aligned to CCSS (ELA and math). G. Provide 1 section for BARR Coordinator at SSFHS to oversee and monitor BARR program. H. Partner with Language Test International to provide Assessments of Performance toward Proficiency in Languages (AAPPL) and American Council on the Teaching of Foreign Languages (ACTFL) to assess students for placement in foreign language classes, Newcomer students and provide an opportunity for high school students to earn a Seal of Biliteracy	$247,843.00	Yes

Action #	Title	Description	Total Funds	Contributing
		I. Provide an allocation for schools in to use phone and video interpreting services for staff when meeting/talking with families that speak another languages besides English J. Partner with Qualtrics and purchase a district wide license in order to analyze all survey data in order to uncover insights that can impact student outcomes. K. Continue to develop the SSFUSD Comprehensive Counseling program. L. Create an implementation plan for the district instructional coaching program.		
1.5	Provide a broad course of study for students in order to increase college/career readiness	A. Continue to expand middle school elective offerings aligned to high school elective offerings. B. Continue implementation of CCGI, expanding to middle and all high school grade levels. C. [DISCONTINUED IN 24-25, 25-26, and 26-27] Administer ASVAB to all 10th grade students as part of the career interest and exploration curriculum.	$0.00	No
1.6	Continue to reform K-12 grading practices to ensure grades are accurate, bias resistant, an support growth mindsets.	A. [PAUSED in 25-26, DISCONTINUED in 26-27] Provide funds to continue to build awareness regarding the inequities with traditional grading practices and support identification and implementation of researched based grading practices grounded in the principles of Grading for Equity. B. Continue to provide funding to support the implementation and revision process of the elementary report cards.	$0.00	No
1.7	Provide students access to standards aligned instructional materials and highly qualified staff.	A. Provide students with access to standards aligned instructional materials. B. Continue to recruit and retain highly qualified staff. C. Continue to provide annual stipend for SPED teachers (2,000/teacher) and explore options to provide hiring bonuses for other hard to fill positions. D. Provide up to 3,000 for the completion of Tier II Administrative Service credential holders of a preliminary services credential. Administrators must stay and serve for at least 3 years after reimbursement.	$60,443,528.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	ENGAGING STUDENTS. Students must be present, emotionally-prepared, and eager to engage with exceptional instruction. Deep learning begins with students feeling seen, safe, and connected. Fostering student well-being, a positive school culture, growth mindset, and an unwavering belief that all students can learn at high levels are crucial for academic progress and future success. Our focus includes providing resources to ensure all students feel a sense of belonging and a desire to engage in learning every day. We are committed to preparing students to be self-directed learners, responsible citizens, and future leaders. Portrait of Graduate Aims - NAVIGATE, THRIVE	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We have formulated the goal of "Engaging Students" because we understand that for meaningful and relevant learning to occur, students need to not only be physically present but also emotionally prepared and enthusiastic about participating in exceptional instruction. The foundation of meaningful learning rests upon students feeling acknowledged, secure, and connected within their learning environment. Therefore, we prioritize fostering student well-being, cultivating a positive school culture, nurturing a growth mindset, and instilling an unwavering belief in every student's potential to achieve at high levels. These elements are crucial for academic advancement and future success.

Our objective is to provide the necessary resources to ensure that every student experiences a sense of belonging and a genuine desire to actively participate in learning each day. We are dedicated to equipping students with the skills to become self-directed learners, responsible members of society, and future leaders.

Goal 2 has actions and services to support decreasing our chronic absenteeism rate by implementing the Everyday Labs platform, providing resources for students and families to support basic needs and mental health (Resource Center, Peer Counseling programs), and continued work to implement restorative practices and the SCARF framework to reduce suspension rates and create a safe and inclusive learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School climate student survey	88% of students report that they have at least one trusted adult on campus they can turn to for help 75% of students indicate they feel all students are treated fairly with respect to school policies	66% of students report that they have at least one trusted adult on campus they can turn to for help. (CHKS Spring 2025) 67% of students indicate they feel all students are treated fairly with respect to school policies (CHKS Spring 2025) 49% of secondary students agree that their school is a supportive and inviting place for them to learn (CHKS Spring 2025).	As of 5/30, awaiting completion of CHKS Spring 2026	10% increase in positive school climate responses	Decrease of 22% points from baseline
2.2	Counseling and mental health supports student survey	90% of students report they feel supported when they go to their counselor for guidance 87% of students indicate they know how to access mental health resources and supports	87% of students report they feel supported when they go to their counselor for guidance 84% of students indicate they know how to access	92% of students report they feel supported when they go to their counselor for guidance 87% of students indicate they know how to access	100% of students know how to access mental health resources and supports	+2% Students feeling supported 0% change in students knowing how to access

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			mental health resources and supports	mental health resources and supports		
2.3	Seal of Biliteracy	Class of 2023: 36 students (9.9%) earned a Seal of Biliteracy	Class of 2024: 48 students (6.9%) earned a Seal of Biliteracy	Class of 2025: 61 students (9.4%) earned a Seal of Biliteracy	10% increase each year in students earning a Seal of Biliteracy	+25 students (+69% increase from baseline)
2.4	English Learner Progress	2023 CA Dashboard: 46.9% of English Learners made progress on ELPI	2024 CA School Dashboard: 47.2% of English Learners made progress on ELPI and 45.8% of Long-term English Learners made progress on ELPI	2025 CA School Dashboard: 43.5% of English Learners made progress on ELPI and 46.3% of Long-term English Learners made progress on ELPI	10% increase each year in students making progress on ELPI	English Learners: -3.4% Long-Term English Learners: +0.5 (using 2024 as baseline)
2.5	School attendance rate	2023-24 Average Daily Attendance (EveryDay Labs) Elementary: 94.1% Middle: 86.1% High: 93.6%	2024-25 Average Daily Attendance (EveryDay Labs) Elementary: 94.2% Middle: 93.9% High: 91.9%	2025-26 Average Daily Attendance (EveryDay Labs) Elementary: 94.8% Middle: 94.9% High: 92.8%	Attendance above 90% at all schools	Elementary: +0.67% Middle: +8.83% High: -0.83%
2.6	Chronic Absenteeism (grades K-8)	2023 Dashboard chronic absenteeism: All students 21.3%, Asian:8.1%, Filipino 14.8%, Hispanic/Latinx 28.3%, PacIslander 38.0%, African Am/Black 28.3%, White 15.4%, MultiRace 19.9%, English Learners 25.9% , Students w/Disabilities	2024 Dashboard chronic absenteeism: All students 14.6%, Asian: 4.7%, Filipino 10.4%, Hispanic/Latinx 28.3%, PacIslander 25.3%, African Am/Black 23.1%, White 15.4%,	2025 Dashboard chronic absenteeism: All students 13.4%, Asian 4.6%, Filipino 8.5%, Hispanic or Latino 17.5%, Native Hawaiian or Pacific Islander 31.7%, Black/African American 25.0%,	Reduce Chronic Absenteeism rate for all subgroups by 2%	All students: -7.9% Asian: -3.5%, Filipino: -6.3%; Hispanic or Latino: -10.8%, Native Hawaiian or Pacific Islander: -6.3%, Black or African American: -3.3%, American Indian or Alaska Native *, White: -2.5% , Two

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		28.3%, Socioeconomically Disadvantaged 28.4%, Homeless 29.7%, Foster Youth 18.2%	MultiRace 13.5%, English Learners 18.5% , Long-term English Learners** 26.8%, Students w/Disabilities 19.9%, Socioeconomically Disadvantaged 16.8%, Homeless 20.8%, Foster Youth * * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.	American Indian/Alaskan 27.1%, White 12.9%, Two or More Races 12.1%, English Learners 16.1%, Long-Term English Learners 19.9%, Students w/ Disabilities 19.7%, Socioeconomically Disadvantaged 18.9%, Homeless 18.3%, Foster Youth *		or more races: -7.8%, English Learners: -9.8%, Students w/ Disabilities: -8.6%, Socioeconomically Disadvantaged: -9.5%, Homeless: -11.4%, Foster Youth *
2.7	Suspension rate	2023 Dashboard suspension: All students 3.9%, Am Indian/Alaskan 0% Asian 1.0%, Filipino 2.3%, Hispanic/Latinx 5.1%, PacIslander 9.6%, African Am/Black 7.9%, White 4.7%, MultiRace 3.4%, English Learners 4.4%, Students w/Disabilities	2024 Dashboard suspension: All students 3.3%, Am Indian/Alaskan 6% Asian 0.9%, Filipino 2.6%, Hispanic/Latinx 3.9%, PacIslander 5.8%, African Am/Black 8.5%, White 4%, MultiRace 3.6%,	2025 Dashboard suspension: All students 2.6%, Asian 0.9%, Filipino 1.6%, Hispanic or Latino 3.4%, Native Hawaiian or Pacific Islander 4.4%, Black/African American 11.5%, American	Reduce Suspension rate for all subgroups by 2%	All students: -1.3% Asian: -0.1%, Filipino: -0.7%, Hispanic or Latino: -1.7%, Native Hawaiian or Pacific Islander: -5.2%, Black or African American: +3.6%, American Indian or Alaska Native: +1.8%, White: -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6.8%, Socioeconomically Disadvantaged 5.3%; Homeless 8.4%, Foster Youth 5.9%	English Learners 3.5%, Long-term English Learners** 8.1%, Students w/Disabilities 6.2%, Socioeconomically Disadvantaged 3.8%; Homeless 4.1%, Foster Youth * * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.	Indian/Alaskan 1.8%, White 2.6%, Two or More Races 2.6%, English Learners 2.8%, Long-Term English Learners 6.6%, Students w/ Disabilities 4.9%, Socioeconomically Disadvantaged 3.6%, Homeless 4.9%, Foster Youth *		2.1%, Two or more races: -0.8% English Learners: -1.6%, Students w/ Disabilities: -1.9%, Socioeconomically Disadvantaged: -1.7%, Homeless: -3.5% Foster Youth: *
2.8	Expulsion rate	2023 Expulsion rate: Elementary 0% (0), Middle 0% (0), High 0% (0)	2024 Expulsion rate: Elementary 0% (0), Middle 0% (0), High 0% (0)	2025 Expulsion rate: Elementary 0% (0), Middle 0% (0), High 0% (0)	Maintain 0 students expelled	Maintained at 0

Goal Analysis [2025-26]

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

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

Implementation of this goal in 2025-26 advanced student wellness, attendance, and expanded learning supports across multiple fronts. Peer support classes and student roundtables were implemented as designed at the secondary level (2.1A, B, C), and the new elementary Wellness Counselor program at Title I schools launched as planned with start-up materials and curriculum support (2.1H). With the

districtwide focus on belonging in 25-26, SSFUSD showed strong alignment between students and staff's sense of being known at school, and demonstrated improvement in students' feeling like the adults around them take the time to get to know them.

Our implementation of other actions in this goal were significantly impacted by scheduling conflicts and competing site demands. Restorative practices training for Assistant Principals resulted in lower than expected participation rates, and our ELOP after-school landscape had to adapt to a vendor exit. Development of plans for a District Wellness Center also remained paused while the Family Resource Centers were prioritized. Physical/environmental constraints also slowed down the Wellness Center development at ALMS and SSFHS (2.1D).

The Everyday Labs partnership was implemented as contracted to help address chronic absenteeism, and Daybreak teletherapy continued at the planned service level (2.1E, 2.2A). These platforms showed success in ensuring that attendance remains above 90% at all schools and students have access to a variety of supports in and out of school.

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.

Several differences emerged where actual spending fell below budgeted amounts. Restorative practices and implicit bias professional learning underspent significantly due to scheduling conflicts that limited participation in off-site trainings (2.1G). Substance use programming expenditures also ran below budget across both SBHIP and JUUL fund sources as services scaled to match actual referral volume (2.1F)

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

The actions that produced the clearest progress toward the goal were those that expanded direct student access to wellness and mental health supports. Our counseling supports and Alternative to Suspension program (2.1F, 2.2A) are major contributing factors to the outcomes and progress we are seeing in this goal. Wellness Centers at PHMS, WMS, and BHS continued to see increased student contacts with Wellness Counselors as students grew more comfortable engaging with counseling staff. The new elementary Wellness Counselor program at Title I schools also launched successfully, which reduces the District's reliance on external providers (2.1D, 2.1H). Peer support classes are also operational at three of six secondary sites and will continue in 26-27 (2.1C).

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.

Several actions are being adjusted for 26-27 to address what the 25-26 school year surfaced. Restorative practices PD will shift from primarily off-site AP training to a hybrid model that integrates restorative process training into regular school and work days, expands site-based ATS practices, and strengthens community partnerships. This is in direct response to the scheduling barriers of this year (2.1G). The Effective School Solutions contract will also be discontinued, but the program's most useful elements will be embedded into the Alternative to Suspension program rather than maintained as a standalone service (2.1F).

The peer support classes will also continue as grant-funded through SBHIP coverage (2.1C), while the ELOP aftercare allocation is being increased to maintain continuity of services through the vendor transition (2.2C). Co-curricular enrichment allocations are also being right-

sized to match actual programming capacity, and the District Wellness Center action will move from partial to full implementation focus (now that Family Resource Center planning has progressed) (2.1D).

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	Create a safe, healthy and inclusive learning environment for all students	A. Conduct focus group listening sessions and student interviews to elicit input on what a safe, healthy and inclusive learning environment will look like, sounds like and feels like in SSFUSD. B. Provide an allocation to support professional learning opportunities for the members Student Advisory Committee. C. Develop and launch peer support classes at each secondary school (0.2 FTE per school). D. Provide funds to support a Wellness Center in a central location within the district and support wellness centers at our secondary sites. E. Partner with EveryDay Labs to decrease the number of students that are chronically absent. F. Provide funds to supplement our existing substance use programs and continue to explore equitable approaches to intervention and restorative practices. G. Provide an allocation in order to provide professional learning opportunities on restorative justice practices, implicit bias, inclusion and mental health practices. H. [NEW in 25-26] Support start up and implementation of elementary wellness counselor program at Title I schools.	$256,879.00	Yes
2.2	Provide additional supports during and after school to assist students in academic, behavioral and socioemotional learning.	A.Continue to partner with Daybreak to provide online counseling and support to help with anxiety, motivation, academics, concentration, depression for youth. B. Continue to partner with Youth Services Bureau (YSB) to provide additional counseling at school sites (see goal 4.6 - c-f). C. SSFUSD will provide after care, enrichment for all eligible students/families that meet the Expanding Learning Opportunity Program requirements for students in grades K - 6.	$4,382,461.00	Yes

Action #	Title	Description	Total Funds	Contributing
		D. Hire a Coordinator of After School Programs to oversee, monitor and report all ELOP information to California Dept of Education. E. Provide co - curricular opportunities for our students at all grade levels - services include athletics, coaching stipends, elementary music, art and PE enrichment activities. F. Provide experiential learning opportunities (Outdoor Education) for students in our elementary schools. G. [DISCONTINUE for 25-26 and 26-27] Purchase PAX replacement items (instructional materials for the 9 elementary sites). H. Allocate $15,000 to each comprehensive high school to fund AVID field trips.		
2.3	Expand biliteracy recognition programs	A. Explore and implement pathway to biliteracy seal for all students to increase the number of students receiving the Seal of Biliteracy upon graduation.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	PURPOSEFUL PARTNERSHIPS. The power of our school system extends well beyond the school walls. Realizing our vision will require working hand-in-hand with families who are the utmost experts on their children. In the coming years, we will ensure that there are transparent systems that give families a rich understanding of their students' progress, as well as empower them to work alongside our schools to support their children. We will also leverage the broader community assets of South San Francisco and the Bay Area to provide catalytic experiences that leave students fired up and ready for the real world that awaits them. Portrait of a Graduate Aim - IMPACT	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We have established the goal of "Purposeful Partnerships" because we recognize that the success of our school system depends not only on what happens within the school walls, but also on collaborative efforts with families and the broader community. Families are experts on their children, and by working closely with them, we can better support student learning and development. In the coming years, we are committed to implementing transparent systems that provide families with comprehensive insights into their students' progress, enabling them to actively engage with schools in supporting their children's education.

Furthermore, we understand the value of leveraging the diverse assets and resources available within the South San Francisco and Bay Area communities. By forging strategic partnerships with community organizations, businesses, and institutions, we can provide students with enriching experiences that prepare them for success in the real world. These partnerships will serve as catalysts for inspiring and motivating students, equipping them with the skills and knowledge needed to thrive beyond the classroom.

Goal 3 focuses on the building purposeful partnerships and providing the resources (Resource and Wellness Centers) as requested by our families and students.We intended to strengthen our relationships in our community so we can leverage resources to assist our students/families to enhance their educational experience in SSFUSD.

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 at District Community Engagement meetings	DELAC: 40-52 attendees each meeting Community Learning Exchange: 130 participants SEPAC: 11-15 attendees each meeting Student Advisory Council: 6-15 attendees each meeting	DELAC: 30-45 attendees each meeting Community Exchange: 200 participants District Advisory Committee (students, parents, staff): 8-22 attendees each meeting	DELAC: 30-45 attendees each meeting Community Learning Exchange: 245 participants Guiding Coalition: 40 participants	5% increase each year of participants	-18.5% DELAC participation +88.5% Community Learning Exchange participation
3.2	Resource Center/Wellness Center	Number of families/students accessing resources: 200 families/students	Number of families/students accessing resources: 310 students/families	Number of families/students accessing resources: 685 students/families	Increase to 400 families/students	+485 student/family contacts from baseline

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.

Our districtwide focus on Belonging in 25-26 set the stage for a strong year of implementation for Goal 3. Implementation of actions advanced through partnerships and committee structures like the Guiding Coalition, District English Learner Advisory Council (DELAC), and Community Learning Exchange, as well as through school-based councils and booster groups (3.1A, D, F, G). Community partners like the Bay Ed Fund and Learner-Centered Collaborative also continued to help facilitate engagement with community groups.

The Family Resource Center and Wellness Center actions moved forward at partial implementation, with efforts continuing in 26-27 (3.1E). Dual-enrollment CTE pathway expansion and work-based internship development were both partially implemented without expenditures, as relationship-building and exploration outpaced the launch of a formal program (3.1B, C). The most substantive difference from planned actions were discrete initiatives that were absorbed into ongoing department operations, which kept the work moving with fewer resources required.

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

Material differences between budgeted expenditures and actuals had to do with similar work done within department operations and smaller scale implementations. District parent committee supports such as refreshments, child care, and outside presenters were implemented at a smaller scale as it shifted to a more site-based approach. Several other actions also carried less distinct expenditures because the work continued within Superintendent's Office and Student and Family Services department operations (3.1A, D, F, G). Conversely, the Family Resource Center and Wellness Center actions partially implemented through 25-26 will require increased allocations in 26-27 to match the expected expenditures for a full implementation (3.1E).

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

The most effective actions came through sustained engagement with established educational partners and school-based activities that helped families feel more connected and informed about academic and wellness programs. DELAC Cafes, Site Parent Cafes, and Promise Champions meetings all advanced both strategy work and direct support for students. Similar to the previous year, feedback from participants indicated that these efforts are appreciated, though more targeted effort is needed to reach a broader audience that spans all grade levels.

Similarly, progress remains stagnant for actions related to dual-enrollment CTE pathways and work-based internships, which advanced only partially due to the pace of community college coordination and employer outreach (3.1B, C).

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.

For 26-27, SSFUSD will maintain Belonging & Wellbeing as a districtwide priority. Shifts to actions in Goal 3 are all directed towards expanded or full implementation of effective strategies that are shaped directly by educational partners. In our parent focus groups, LCAP community input sessions, and the District's LCAP/Strategic Plan community survey, partners asked for more accessible and varied entry points to engagement. This includes weekend options, morning and afternoon meeting times, online options, more flyers and signage at school sites, and stronger one-on-one outreach.

SSFUSD continues to explore avenues for reaching a broader audience of families and sustaining the levers that support students' academic progress, mental health, and wellbeing. The Family Resource Centers will be positioned as a hub for the kinds of practical family-facing supports that surfaced in the feedback. Resources will be applied to workshops that support homework completion, help for students that need focused support, and connections to community partners who can extend that support beyond the school day (3.1E). The Parent Cafe model will also continue as the structure for two-way communication with DELAC, SEPAC, and other parent groups, with intentional attention to schedule flexibility, reminders, and family-to-family invitation strategies that families themselves identified as effective (3.1D).

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	SSFUSD will cultivate partnerships with families, organizations, and educational institutions to empower our students as they navigate their educational paths and ready themselves for the realities of the world beyond school.	A. Work with families and the community to define a vision for purposeful partnership aligned to our Portrait of a Graduate, then create and implement a cohesive community partnership strategy. B. Continue to collaborate with the community college system and increase the number of dual-enrolled CTE pathways students can access. C. Continue to explore and develop community partnerships for possible work-based internships. D.Use the Parent Cafe model of two-way communication with different parent groups (DELAC, SEPAC) to collect input on district plans. E. Leverage Purposeful Partnership Collaborative to pilot Family Resource Center and Wellness Center (see Goal 2.1D). F. Leverage Big Lift partnership and resources to support P3 alignment. G. Provide support to families by connecting them to SSF Community Resources, including partnering with SSF Library and SSF Ed Fund. H. Provide an allocation to support district parent committees - refreshments, food, child care - outside presenters).	$67,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	EMPOWERED EDUCATORS. We see every employee in SSFUSD as an educator. We believe our people are the fabric of our community; woven together by our diverse backgrounds, identities, and experiences. Our collective impact is bound by our shared commitment to ensure educational equity and excellence for each of our students. We cultivate and sustain an organizational culture that values our people and our profession. We support our people to be their best professional selves. We evolve through continuous improvement, and we embrace change through innovation. We ultimately understand that our students thrive when our educators thrive. Portrait of a Graduate Aims - LEARN, NAVIGATE	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We have established the goal of "Empowered Educators" because we recognize that every individual within SSFUSD plays a vital role as an educator, regardless of their specific job title or role. We view our employees as integral members of our community, each contributing unique perspectives, backgrounds, and experiences. Our collective impact is rooted in our shared dedication to achieving educational equity and excellence for all students.

Goal 4 invests in the conditions that allow our people to do their best work: professional development, wellbeing, and the tools to grow. We understand that the success of our students is intrinsically linked to the success and fulfillment of our educators. By empowering our staff to be their best selves and fostering a culture of continuous growth and learning, we create an environment where both educators and students can thrive.

Educator support for English Learners (newcomers and Long Term EL) continue to be an area that SSFUSD focuses on to improve the performance of English Learners on state metrics. SSFUSD has created a series of actions in Goal 4 to support strategic staffing and professional development to support our English Learners:

4.1 E and F. Continue to fund a EL Curriculum and Instruction Specialist and English Learner Teachers on Special Assignment to lead, facilitate support curriculum implementation and instructional strategies (GLAD), practice and programs that will enhance the experience for EL students
4.3 Additional staffing - bilingual aides, Newcomer aides and additional staff for flooding model
4.7 A and B. SSFUSD continues to train cohorts of teachers (goal is 40 per year) consisting of elementary and secondary teachers to learn about GLAD strategies and become GLAD certified and adopt the Academic Vocabulary Toolkit (AVT)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP Achievement: % of students meeting/exceeding standard in English Language Arts and Mathematics	2023 CAASPP met/exceeded: All students 50.57% ELA % / 39.60% Math; Am Indian/Alaskan* ELA/ * Math; Asian: 77.41% ELA / 74.71% Math, African Am/Black 42.85% ELA / 23.26% Math, Filipino 65.97% ELA / 52.39% Math, Hispanic/Latinx 34.78% ELA /21.75 % Math, PacIslander 31.75% ELA / 30.16% Math, White 57.54% ELA / 46.12% Math, MultiRace 56.07% ELA / 51.56% Math, English Learners 9.95% ELA / 9.69% Math, Students w/Disabilities 14.52% ELA / 12.48% Math, Socioeconomically Disadvantaged 33.22% ELA / 23.45% Math, Homeless 36.92% ELA / 28.77% Math	2024 CAASPP met/exceeded: All students 49.46% ELA / 38.44% Math; Am Indian/Alaskan* ELA/ * Math; Asian: 74.83% ELA / 73.78% Math, African Am/Black 28.57% ELA / 22.50% Math, Filipino 65.28% ELA / 52.15% Math, Hispanic/Latinx 34.46% ELA /20.29 % Math, PacIslander 32.20% ELA / 25.00% Math, White 51.69% ELA / 44.30% Math, MultiRace 54.72% ELA / 47.66% Math, English Learners 10.27% ELA / 9.12% Math,	2025 CAASPP met/exceeded: All students - 49.56% ELA / 39.85% Math; Am Indian/Alaskan * ELA/ * Math; Asian - 77.43% ELA / 72.95% Math Black or African American - 27.50% ELA / 10.26% Math; Filipino - 68.12% ELA / 55.45% Math; Hispanic or Latino - 31.42% ELA / 21.00% Math; Native Hawaiian or Pacific Islander - 32.35% ELA / 25.37% Math; White - 57.08% ELA / 43.62% Math; Two or more races - 56.45% ELA / 51.48% Math; English	80% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Homeless) will meet or exceed standard met in ELA and Math (Level 3).	All students: -1.01% ELA / +0.25% Math Asian: +0.02% ELA / -1.76% Math Black or African American: -15.35% ELA / -13.00% Math Filipino: +2.15% ELA / +3.06% Math Hispanic or Latino: -3.36% ELA / -0.75% Math Native Hawaiian or Pacific Islander: +0.60% ELA / -4.79% Math White: -0.46% ELA / -2.50% Math Two or more races: +0.38% ELA / -0.08% Math English Learners: -2.21% ELA / -0.47% Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CAA Level 3 (Understanding): 14.89% ELA / 6.38% Math * Indicates data not displayed to protect student privacy for small student groups.	Long-term English Learners** 3.5% ELA / 0.71% Math, Students w/Disabilities 12.63% ELA / 10.46% Math, Socioeconomically Disadvantaged 32.81% ELA / 23.07% Math, Homeless 31.96% ELA / 21.24% Math 2024 CAA Level 3 (Understanding): 14.89% ELA / 6.38% Math * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.	Learners - 7.74% ELA / 9.22% Math; Long-term English Learners** 3.05% ELA / 1.56% Math; Students w/ Disabilities - 12.97% ELA / 10.34% Math; Socioeconomically Disadvantaged - 32.80% ELA / 24.16% Math; Homeless - 35.25% ELA / 27.05% Math		Students w/ Disabilities: -1.55% ELA / -2.14% Math Socioeconomically Disadvantaged: -0.42% ELA / +0.71% Math Homeless: -1.67% ELA / -1.72% Math
4.2	CAST Achievement: % of students meeting/exceeding standard	2023 CAST met/exceeded: All students 31.93%, Am Indian/Alaskan*, Asian 60.49%, African Am/Black 31.25%,	2024 CAST met/exceeded: All students 33.03%, Am Indian/Alaskan*, Asian 65.46%,	2025 CAST met/exceeded: All students 34.66%, Asian 66.80%, Black/African	80% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino,	All students: +2.73% American Indian/Alaskan: * / *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino 42.32%, Hispanic/Latinx 16.34%, PacIslander 7.41%, White 44.05%, MultiRace 50% , English Learners 1.45% , Students w/Disabilities 6.8%, Socioeconomically Disadvantaged 17.37%, Homeless 13.05% 2023 CAA Science Level 3 (Understanding): 25.00%	African Am/Black 12.05%, Filipino 46.14%, Hispanic/Latinx 17.22%, PacIslander 7.69%, White 31.18%, MultiRace 47.92% , English Learners 3.32% , Students w/Disabilities 7.11% , Socioeconomically Disadvantaged 19.07% , Homeless 20.83% 2024 CAA Science Level 3 (Understanding): 54.55%	American 16.67%, Filipino 50.99%, Hispanic or Latino 17.30%, Native Hawaiian or Pacific Islander 18.75%, White 38.54%, Two or More Races 43.27%, American Indian/Alaskan *, English Learners 1.37%, Students w/ Disabilities 6.64%, Socioeconomically Disadvantaged 21.81%, Homeless 22.64%, Foster Youth * 2024 CAA Science Level 3 (Understanding): 20.00%	Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Homeless) will meet or exceed standard met (Level 3).	Asian: +6.31%, Black or African American: -14.58%, Filipino: +8.67%, Hispanic or Latino: +0.96%, Native Hawaiian or Pacific Islander: +11.34%, White: -5.51%, Two or more races: -6.73% English Learners: -0.08%, Students w/ Disabilities: -0.16% Socioeconomically Disadvantaged: +4.44% Homeless: +9.59%, Foster Youth *
4.3	ELPAC Achievement	2023 ELPAC Summative: Level 4 16.08%, Level 3 34.52%, Level 2 23.17%, Level 1 26.24%	2024 ELPAC Summative: Level 4 13.88%, Level 3 34.60%, Level 2 27.11%, Level 1 24.41%. 2024 Alternative Summative ELPAC Level 3 (Understanding): 21.43%	2025 ELPAC Summative: Level 4 13.3%, Level 3 32.6%, Level 2 24.5%, Level 1 29.2%. 2025 Alternative Summative ELPAC Level 3 (Understanding): 25.0%	10% increase each year of students at Levels 3 and 4	Level 4: -2.78% Level 3: -1.92% Level 2: +1.33% Level 1: +2.96%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	English Learner Reclassification:	English Learner students reclassified in 2023-24: 191	English Learner students reclassified in 2024-25: 177	English Learner students reclassified in 2025-26: 194	5% increase each year of students meeting reclassification	+1.6% from baseline
4.5	Chronic Absenteeism (grades K-8)	2023 Dashboard chronic absenteeism: All students 21.3%, Asian:8.1%, Filipino 14.8%, Hispanic/Latinx 28.3%, PacIslander 38.0%, African Am/Black 28.3%, White 15.4%, MultiRace 19.9%, English Learners 25.9%, Students w/Disabilities 28.3%, Socioeconomically Disadvantaged 28.4%, Homeless 29.7%, Foster Youth 18.2%	2024 Dashboard chronic absenteeism: All students 14.6%, Asian: 4.7%, Filipino 10.4%, Hispanic/Latinx 28.3%, PacIslander 25.3%, African Am/Black 23.1%, White 15.4%, MultiRace 13.5%, English Learners 18.5% , Long-term English Learners** 26.8%, Students w/Disabilities 19.9%, Socioeconomically Disadvantaged 16.8%, Homeless 20.8%, Foster Youth * * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English	2025 Dashboard chronic absenteeism: All students 13.4%, Asian 4.6%, Filipino 8.5%, Hispanic or Latino 17.5%, Native Hawaiian or Pacific Islander 31.7%, Black/African American 25.0%, American Indian/Alaskan 27.1%, White 12.9%, Two or More Races 12.1%, English Learners 16.1%, Long-Term English Learners 19.9%, Students w/ Disabilities 19.7%, Socioeconomically Disadvantaged 18.9%, Homeless 18.3%, Foster Youth *	Reduce Chronic Absenteeism rate for all subgroups by 2%	All students: -7.9% Asian: -3.5%, Filipino: -6.3%; Hispanic or Latino: -10.8%, Native Hawaiian or Pacific Islander: -6.3%, Black or African American: -3.3%, American Indian or Alaska Native *, White: -2.5% , Two or more races: -7.8%, English Learners: -9.8%, Students w/ Disabilities: -8.6%, Socioeconomically Disadvantaged: -9.5%, Homeless: -11.4%, Foster Youth *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Learners are reported as an additional student group.			
4.6	Suspension rate	2023 Dashboard suspension: All students 3.9%, Am Indian/Alaskan 0% Asian 1.0%, Filipino 2.3%, Hispanic/Latinx 5.1%, PacIslander 9.6%, African Am/Black 7.9%, White 4.7%, MultiRace 3.4%, English Learners 4.4%, Students w/Disabilities 6.8%, Socioeconomically Disadvantaged 5.3%; Homeless 8.4%, Foster Youth 5.9%	2024 Dashboard suspension: All students 3.3%, Am Indian/Alaskan 6% Asian 0.9%, Filipino 2.6%, Hispanic/Latinx 3.9%, PacIslander 5.8%, African Am/Black 8.5%, White 4%, MultiRace 3.6%, English Learners 3.5%, Long-term English Learners** 8.1%, Students w/Disabilities 6.2%, Socioeconomically Disadvantaged 3.8%; Homeless 4.1%, Foster Youth * * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are	2025 Dashboard suspension: All students 2.6%, Asian 0.9%, Filipino 1.6%, Hispanic or Latino 3.4%, Native Hawaiian or Pacific Islander 4.4%, Black/African American 11.5%, American Indian/Alaskan 1.8%, White 2.6%, Two or More Races 2.6%, English Learners 2.8%, Long-Term English Learners 6.6%, Students w/ Disabilities 4.9%, Socioeconomically Disadvantaged 3.6%, Homeless 4.9%, Foster Youth *"	Reduce Suspension rate for all subgroups by 2%	All students: -1.3% Asian: -0.1%, Filipino: -0.7%, Hispanic or Latino: -1.7%, Native Hawaiian or Pacific Islander: -5.2%, Black or African American: +3.6%, American Indian or Alaska Native: +1.8%, White: -2.1%, Two or more races: -0.8% English Learners: -1.6%, Students w/ Disabilities: -1.9%, Socioeconomically Disadvantaged: -1.7%, Homeless: -3.5% Foster Youth: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			reported as an additional student group.			
4.7	Highly qualified teaching staff	2021-22 Teacher Assignment Monitoring: 83.3% clear with appropriate credentials, 0.8% out of field, 1.9% intern	2022-23 Teacher Assignment Monitoring: 86.2% clear with appropriate credentials, 1.1% out of field, 2.4% intern	2023-24 Teacher Assignment Monitoring: 76.8% clear with appropriate credentials, 0.5% out of field, 2.2% intern	100% of classroom teachers are fully credentialed for the courses they are assigned	Clear with appropriate credentials: -6.5% Out of field: -0.3% Intern: +0.3%
4.8	Professional development	2023-24 Local Indicators self-rating for State Priority 2: Providing professional learning aligned to standards: 2.7 (initial implementation) Instructional materials aligned to academic standards: 3 (initial implementation) Implementing programs/policies to support instruction of academic standards: 2.6 (initial implementation) Implementation of state standards for non-core classes: 1.7 (beginning development) Support for professional learning: 3 (initial implementation)	2024-25 Local Indicators self-rating for State Priority 2: Providing professional learning aligned to standards: 3 (initial implementation) Instructional materials aligned to academic standards: 3 (initial implementation) Implementing programs/policies to support instruction of academic standards: 3 (initial implementation) Implementation of state standards for non-core classes: 1.7 (beginning development)	2025-26 Local Indicators self-rating for State Priority 2: Providing professional learning aligned to standards: 3 (initial implementation) Instructional materials aligned to academic standards: 3 (initial implementation) Implementing programs/policies to support instruction of academic standards: 3 (initial implementation) Implementation of state standards for non-core classes: 2 (beginning development)	Self-rating at level 3 or above for all areas	Current year results show improvement to level 3 for 4 of 5 areas

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Support for professional learning: 3 (initial implementation)	Support for professional learning: 3 (initial implementation)		

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.

Implementation in 25-26 was shaped by the Strategic Staffing initiative, which realigned LCFF- and grant-funded positions to better match district priorities.

Most TOSA, Reading Specialist, RTI Specialist, and Bilingual Paraprofessional positions were filled and are meeting their intended functions (4.1, 4.3). Math curriculum implementation continued through full adoption with TLT support, and the Elementary Science Innovator Cohort launched as planned (4.4, 4.5).

The Induction Program continued operating as designed with an Induction Coordinator, Induction Teacher, and mentor teacher cohort all supporting new and early career educators, though no formal new-teacher PD series was implemented. New teacher support was instead aligned to districtwide PD and 1:1 mentor coaching, which was a deliberate shift to avoid duplicative offerings (4.2).

A significant implementation challenge for this goal was external staffing for mental health initiatives, which were partially implemented due to funding reductions. (4.6).

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 across Goal 4 reflect the pace of implementation and contract and staffing changes. SSFUSD remains on track with meeting the goals of the Strategic Staffing initiative, now that previously vacant roles were successfully filled.

Notable reductions in spending had more to do with intentional efforts to minimize convening educators outside of the work day, so those additional expenditures were not as heavily relied upon as originally planned (4.10). GLAD training, EL TOSA summer planning, and EL coaching cycles were all partially implemented as well in 25-26 given the intentional move to embed multilingual learner supports into existing professional learning structures (4.7). No staff member required clinical supervision to meet licensure requirements during the year, so the coaching stipend (4.8) was not used.

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

Evidence of progress toward Goal 4 came from sustained investment in educator staffing and the expansion of services. In elementary, the Reading Specialists and RTI Specialist staffing model continued to deliver intervention support across all sites (4.1).

Across the district, TOSA-supported professional learning advanced math and science instruction, especially as the Math curriculum adoption moved from a pilot to full implementation (4.1, 4.4, 4.5). The Induction Program also continued to deliver consistent support to new and early career educators (4.2). Coordinator roles are also showing early signs of success within their distinct programming initiatives; the MTSS Coordinator role has specifically launched districtwide MTSS in 25-26, which will continue in 26-27 and beyond (4.2).

As mentioned in Goal 2 and 3, the Wellness Counselor expansion to elementary Title I sites is one of the most consequential actions of 25-26, as the district continues to build internal capacity for student mental health support (4.6). The District's Wellness program continues to show positive impacts on the school communities and students, including more students having access to mental health supports. It has resulted in increased referrals to community resources, increased participation in Alternative to Suspension program, and a decrease in suspension rates and chronic absenteeism. Less effective were actions dependent on external provider staffing and any vacancy that slowed curriculum leadership and adoption work in content areas like Social Science and World Language (4.4, 4.7).

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.

Several actions are being modified for 26-27 based on what 25-26 surfaced. Majority of positions added in 25-26 will be maintained to meet the needs of our 26-27 priorities: wellness and belonging, access to high-quality instructional materials, and the districtwide launch of professional learning communities (PLCs). Given that professional learning is supported throughout the district to support these priorities, additional PD for new and early career teachers will be reduced and replaced by job-embedded coaching and professional learning delivered through mentors and the Induction program. The mentor teacher allocation will increase to support a growing mentor cohort driven by higher numbers of induction and intern teachers, and J1 teacher PD will be reinitiated to support the teachers currently in the district (4.2).

Additional data support and expertise through an outside consultant was discontinued for the 25-26 school year given planned increases in data staffing capacity internally. However, for 26-27, it will be modified and redirected to fund site-level data stewards to support the implementation of a new benchmark assessment and other data quality improvement initiatives that depend heavily on school sites.

SSFUSD's effort to ensure that staffing and educator development initiatives are distributed based on school and student needs continue across 4.3, 4.6, 4.7, 4.8, 4.9 and 4.10. The flooding model at Spruce Elementary will expand to secondary to reinforce the District's commitment to D-ELD integrated within general education (4.3). In line with this, GLAD training, EL TOSA summer planning, and EL coaching cycles are being right-sized or embedded into existing PL structures rather than maintained as standalone allocations (4.7). Counselor training on data systems and Everyday Labs PD will also continue without separate allocations as they are now part of department operations. The clinical supervision stipend is being reduced to match actual expenditures, but will require a larger allocation in future years as supervision needs grow (4.8). In the meantime, the District will continue to explore alternative approaches for higher-tier mental health support in future years, to address the staffing volatility experienced this year (4.6). Finally, the Portrait of an Educator design work will continue to be sustained within the Guiding Coalition and existing professional learning structures rather than as a standalone initiative with separate funding (4.10).

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	Fund Staff on Special Assignment roles to support and lead in district goals, strategic priorities and the implementation of adopted curriculum, instructional practices, assessment and professional learning.	A. Maintain 1 reading specialist at each elementary site (9) to provide Tier II intervention support at elementary sites. B. Fund 1 additional RTI Specialist at the 4 elementary Title I schools to provide additional reading intervention support - (LC, Martin, Spruce, SSG). C. Maintain a 1.0 elementary science ToSA (LCAP), 1.0 middle school ToSA (GNE) , and .06 High School and Biotech ToSA (GNE) to implement the NGSS implementation plan, lead the implementation of district adopted science curriculum, facilitate professional learning opportunities and enhance tier I instruction. D. Maintain a 1.0 elementary Math ToSA (K - 5) and a 1.0 secondary Math ToSA to support the implementation of scope and sequence, lead the adoption process, facilitate professional learning opportunities and increase effectiveness of tier I instruction. E. Maintain a 1.0 FTE English Learner Curriculum and Instruction Specialist to aid in supporting the curriculum, instruction, assessments, and programs essential for serving our English learners. F. [REVISED in 25-26 to 5.0 FTE] Maintain 6.0 FTE ELD TOSA to facilitate, lead and support our curriculum, programs, practices and policies for our English learners. G. [REVISED in 25-26 to 1.0 FTE] Maintain 2.0 FTE Technology ToSA to lead an implement Digital Citizenship, educational technology curriculum and applications, and assessments. H. [REVISED in 25-26 to 1.0 FTE] Maintain 2.0 FTE Special Education ToSA to lead, implement and facilitate professional learning opportunities with curriculum to meet the needs of our special education students. I. [DISCONTINUED in 25-26] Maintain 1.0 FTE Social Science 9- 12 TOSA to facilitate the development and implementation of district's scope and sequence & support curriculum, including Ethnic Studies curriculum.	$4,595,472.00	Yes

Action #	Title	Description	Total Funds	Contributing
		J. Maintain 1.0 FTE Counselor on Special Assignment to facilitate, lead, implement and provide professional learning opportunities as we continue to build a comprehensive counseling program K. Maintain 1.0 FTE Psychologist on Special Assignment to assist with with special education assessment and case consulting.		
4.2	Fund additional positions to lead, facilitate and support our staff and various programs.	A. Maintain an Induction Coordinator to oversee the District Induction Program. B. Fund an Induction Teacher to assist in leading trainings, facilitating meetings, and providing district support to staff. C. Hire Induction mentor teachers to provide ongoing coaching and support to new certificated staff. D. Provide training opportunities for induction mentor teachers so they can assist new staff in meeting the requirements needed to clear their credential. E. Contract with SMCOE Induction Program for new SSFUSD Special Education teachers. F. Provide a series of professional learning opportunities to support best teaching practices. G. Provide a stipend for Induction Teachers to participate in Induction meetings and trainings. H. Provide additional professional learning opportunities for J1 teachers to support their transition in working in SSFUSD. I. Provide additional professional learning opportunities for interns to enhance their teaching practices. J. Maintain a full-time CTE Coordinator who is responsible for overseeing the implementation of the Career Technical Education (CTE) plan and managing all funding sources related to CTE. K. Fund a Multi Tiered Systems of Support Coordinator to develop the district's MTSS system of supports including the development of the following domains: Family & Student Engagement, Social-Emotional Learning & Relationships, Mental & Physical Health, Attendance & Intervention Monitoring, Positive Behavioral Supports & Restorative Justice, Academic Supports, and Basic Needs. L. Fund a Literacy Coordinator to implement a 5 year Literacy plan.	$1,518,038.00	Yes

Action #	Title	Description	Total Funds	Contributing
		M. [DISCONTINUE in 25-26 and 26-27] Continue to fund a data consultant to assist in Online Registration process and develop notifications mapping and put in place data quality control mechanisms and create html and SQL programming as needed.		
4.3	Provide additional supports during the instructional day for our low income students and English learners.	A. Maintain allocation to increase hours for Bilingual Aides at all schools. B. Continue to fund Newcomer aides at Parkway & SSFHS. C. Increase Bilingual paraprofessional FTE at specific sites to ensure sites have 1 FTE per 60 EL to support D -ELD (SSG, JS, MV and Martin). D. Fund 1.0 FTE at Spruce to support the flooding model. E. Fund an additional 0.5 FTE to provide math/literacy intervention at Buri, JS, Ponderosa, Skyline. F. Provide an allocation for training, sub coverage, and administration of ELPAC assessment (initial and summative).	$2,099,053.00	Yes
4.4	Fund Teacher Leadership Team (TLT) collaboration to support district goals and implementation of adopted curriculum.	A. Allocate funding to support elementary, middle and high school science Teacher Leadership Teams (TLTs) empowering them to provide input on the implementation of (K-5), (6-8), (9-12) science curriculum and professional learning plans. B. Allocate funding to support elementary, middle and high school math Teacher Leadership Teams (TLTs) empowering them to provide input and guidance on the implementation of the collaborative inquiry cycle, the district wide adoption process, and standards based learning. C. Allocate funds to support Technology TLT meetings aimed at discussing and implementing the K-12 technology scope and sequence, and to gather input and feedback on other pertinent educational technology needs. D. Allocate funding to support middle school and high school Social science Teacher Leadership Teams (TLTs), to create, implement and reflect on the scope & sequence and create end of unit assessments. E. Allocate funding to support high school Social science Teacher Leadership Teams (TLTs), to create, implement and reflect on the scope & sequence and create end of unit assessments (all Ethnic Studies courses). F. [NEW for 25-26] Allocate funds to support implementation of new World Language curriculum.	$77,000.00	No

Action #	Title	Description	Total Funds	Contributing
		G. [NEW for 25-26] Allocate funds to support Newcomer and ELD Lab Teacher Leadership Teams (TLTs) to implement and reflect on the scope & sequence and to support language acquisition and academic discourse.		
4.5	Support teacher leadership and development in science and math	A. Maintain $2,000 elementary science lead stipend for each elementary school. (GNE) B. Initiate elementary science instructional innovator cohort $750 stipend (GNE) C. Provide a 2,500 stipend for Middle School teachers with multi subject credentials who successfully complete the coursework and attain a single subject math or science credential D. Provide funding and support for high school science teachers to obtain additional science credentials, with a specific emphasis on chemistry and physics credentials. E. Provide funding to support the Imagine Learning pilot to purchase instructional materials, facilitate professional learning sessions for approximately 40 teachers in grades 3 - 12. F. Provide a stipend of approximately $3,000 per piloting teacher to participate in the math pilot, plan lessons/units, participate in professional learning sessions.	$173,800.00	No
4.6	Fund positions to support a safe, inclusive, welcoming environment for all students.	A.Fund 6 Wellness Counselor positions and 1 Academic Counselor position (at SSFHS to backfill Wellness Counselor). B. Fund an Alternative to Suspension certificated staff member to oversee, implement and monitor the ATS program. C. Mental Health trainees will be placed at the following elementary and middle school sites (Spruce 5 days/wk)(SG 3 days/wk)(LC 2 days/wk)(ALMS 1 day/wk)(WMS 1 day wk)(Parkway 1 day/wk) (The SSFPD pays for 1 counseling day each at SG and LC). D. Maintain Middle School Safety advocates placed at middle schools (ALMS, Parkway & WMS) to provide emotional and behavioral counseling, psycho-social groups, and intervention services focused on crises and violence prevention on campuses. E. Maintain school based counseling programs with Youth Service Bureau (YSB) in order to place clinicians at the following elementary sites (Buri - 2	$2,196,048.00	Yes

Action #	Title	Description	Total Funds	Contributing
		days) (Skyline - 2 days)(Ponderosa- 2 days)(JS-2 days)(Monte Verde - 2 days)(Martin-2 day). F. Maintain High School Advocates will coordinate school safety activities which include direct services, prevention services, crisis assessment and crisis intervention and response (Baden 2 days-17 hrs/wk and ECHS/SSFHS-4 days- 33 hrs/wk). G. [DISCONTINUE for 25-26] Provide 1 District Administrative Assistant to assist all schools with attendance duties and reports. H. Maintain 7 Community Liaisons positions to assist in parental outreach and to increase parental participation at site and district meeting.		
4.7	Fund professional development and staff training in alignment with district and school goals.	A. Provide an allocation for EL/Content TOSAs to lead and facilitate GLAD trainings and provide a stipend for GLAD participants to become GLAD certified. B. Provide an allocation for EL TOSA's for summer planning and to lead professional learning sessions and provide an allocation for participants that will attend curriculum implementation trainings for all supplemental curriculum. (Newcomer, Designated, Integrated, EL Lab curriculum) C. Provide an allocation for TOSA's and participants to implement EL coaching cycles D. Counselor training on district data systems (IC, ELLevation, Illuminate, CCGI) to support data-driven counseling practices E. Provide professional learning opportunities on the use of Everyday labs. F. Provide an allocation for the Literacy Coordinator and Reading Specialists to attend professional learning opportunities (DIBELS, Orton Gillingham, California Reading Association) G. Allocate monies to provide approved teachers up to 10 hours of paid time to develop a comprehensive course of study for elective and/or CTE courses for MS or a-g approved courses for HS H. Provide training for administrators and counselors on master scheduling tools and processes for developing a balanced, student-centered master schedule. I. Provide funds for training and curriculum to launch a Peer Counseling programs for all secondary schools. J. Provide a $2,000 stipend for AVID Site Coordinators. K. Allocate $5,000 to each comprehensive high school to support AVID professional learning.	$174,500.00	No

Action #	Title	Description	Total Funds	Contributing
		L. [DISCONTINUE for 25-26] Provide PAX training via online to be able to implement the PAX social learning principles and the Good Behavior game. M. Explore contracting with outside agencies/consultants to provide needed training to staff and parents to ensure that students and teachers have access to to standards aligned materials to support those practices and provide emotional supports for students. N. Provide an allocation to develop the Instructional Coaching Program; determine the organizational structure and coaching philosophy and start training staff for implementation. O. Provide professional learning opportunities for classified staff in order to support strategies and programs that support the our students academic and their socio - emotional well being. P. Provide an allocation for summer work/extra work for district liaison team to continue to support Family Resource Center and newcomer families year round. Q. Develop staff onboarding process to ensure access to programs and training.		
4.8	Provide additional support to assist educators who require coaching/mentoring/supervision in order to fulfill requirements	A. Provide a stipend to the supervisor for coaching a staff member in order to meet the clinical supervision requirements for LMFT/LCSW/LPCC.	$6,000.00	No
4.9	Implement the UPK plan to support our TK students and staff.	A. Provide professional learning opportunities for TK staff. B. Provide an allocation of 5,000 per TK classroom for supplies. C. Provide an allocation so TK staff can participate in TK learning activities outside contracted hours. D. Provide a stipend to TK teachers (1500) and TK paraprofessionals (1,000) to assist in recruiting and retaining staff. E. Reimburse staff that need to take ECE units in order to teach Transitional Kindergarten. F. Provide an additional paraprofessionals for TK classrooms.	$565,638.00	No

Action #	Title	Description	Total Funds	Contributing
4.10	Create a "Portrait of an Educator" that defines the knowledge, skills, abilities and the traits of our educators.	A. Design a plan to obtain input from all educational partners as we defines the skills, abilities and traits of educators in SSFUSD.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	EQUITY-CENTERED SYSTEMS. Transformational change will only happen if we are willing to move away from business as usual. This plan is rooted in our district's core values, including a deep commitment to advancing equity within and across our schools, as defined in our SSFUSD Board Equity Policy. To live these values, we must be willing to look critically at how we do things across the district, work with partners who have experience and expertise in this area, and make changes to keep equity at the center of our decision-making, including centering our efforts on the needs of students who have been historically marginalized or less successful. We will build a shared understanding of what equity looks like in practice, and allocate our resources (people, time, facilities, and money) equitably and sustainably to our students and schools in alignment with the priorities in this plan. That includes being transparent about our decision-making, our progress, and our outcomes. It means being clear about what success looks like, gathering data and reflecting regularly to check our progress, and adjusting course to ensure we achieve our shared goals.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal reflects our Strategic Plan priority around equity-centered systems, in particular regard to the allocation of resources. SSFUSD will allocate resources such as staffing and sections to address opportunity gaps and increase access in alignment with our District's equity definition and Board Policy.

Actions listed under 5.1 address the work associated with Differentiated Assistance as identified based on the 2023 CA School Dashboard (District - Pacific Islander student group, chronic absenteeism and suspension rate), Comprehensive School Improvement - CSI (Baden High School - graduation rate), and student groups at the red performance level for the California School Dashboard:

5.1A. Actions addressing Comprehensive School Improvement - CSI for Baden High School (low graduation rate)

5.1B. Actions addressing Differentiated Assistance for District - Pacific Islanders (Chronic Absenteeism and Suspension Rate)
5.1C. Actions addressing ATSI for South San Francisco HS - Students w/Disabilities (Suspension rate, ELA) and Skyline ES - MultiRace (Chronic Absenteeism)
5.1D. Implement monitoring and interventions to address chronic absenteeism for school and district groups in RED performance level (SSFUSD - Pacific Islander; LCES - All Students, EL, SED, SWD, Hispanic/Latinx; SGES - All Students, EL, SWD, Filipino, Hispanic/Latinx; MVES - Hispanic/Latinx; SkyES - MultiRace; WMS - SWD); SSFUSD uses the Everyday labs platform to provide communication about absences and to track data for student groups so schools can implement strategies (meetings, home visits, send messages, contracts etc) to decrease our Chronic absenteeism rates.
5.1E. Implement monitoring and interventions to address school climate and suspension rates for school and district groups in RED performance level (SSFUSD - Homeless, Pacific Islanders; ECHS - EL, SWD, SED, Hispanic/Latinx; BHS - All Students; ECHS - EL, SED, SWD, Hispanic/Latinx; SSFHS - EL, SWD, White, MultiRace; PHMS - EL; WMS - SED; LCES - All Students); SSFUSD will continue our work in providing training for administrators/staff on restorative practices and continue to develop our Alternative to Suspension programs to reduce suspension rates. In addition, staff will implement SCARF strategies within the classroom and school to create a warm and inclusive learning environment.
5.1F. Provide targeted interventions to increase achievement in mathematics for school and district groups in RED performance level (SSFHS - SWD, Hispanic/Latinx; ALMS - EL, SED, SWD; PHMS - EL, SWD; MES - SWD) and in English-Language Arts (SSFUSD - SWD; SSFHS - SWD; ALMS - SWD; PHMS - EL, SWD; LCES - EL; MES - SWD; PES - SWD; SkyES - SWD; SprES - EL); SSFUSD will continue to support funding additional staff to provide intervention and support via Reading Specialists, interventionists or teachers to improve ELA and math performance.
5.1G. Provide targeted interventions to increase graduation rate for school and district groups in RED performance level (SSFUSD - English Learners; BHS - All students, SED, Hispanic/Latinx; SSFHS - English Learners); SSFUSD will continue to provide summer school opportunities for students to make up graduation requirements, continue to have a 7 period day so students can take more classes and have a flex period to get extra assistance within the school day.
5.1H. Provide targeted interventions to increase English Learner Progress for schools in RED performance level (Ponderosa ES; Sunshine Gardens ES); SSFUSD will continue to provide opportunities to EL students to take summer classes to enhance their english proficiency, provide professional learning opportunities on GLAD strategies, and implement curriculum (AVT and Look/Get Ready and Grammar in Context) to support our EL students.
5.1I. Provide targeted interventions to increase the achievement of Long-term English Learners (LTELs). SSFUSD will continue to provide opportunities to EL students to take summer classes to enhance their english proficiency, provide professional learning opportunities on GLAD strategies, and implement curriculum (AVT, Grammar in Context) to support our LTEL students. SSFUSD has created classes such as a Controversial issues in our high schools that is designed for LTEL's as the teachers deliver (GLAD strategies thru their academic content and language while using an integrated, balanced literacy approach).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP Achievement	2023 CAASPP met/exceeded: All students 50.57% ELA / 39.60% Math; Am Indian/Alaskan* ELA/ * Math; Asian: 77.41% ELA / 74.71% Math, African Am/Black 42.85% ELA / 23.26% Math, Filipino 65.97% ELA / 52.39% Math, Hispanic/Latinx 34.78% ELA /21.75 % Math, PacIslander 31.75% ELA / 30.16% Math, White 57.54% ELA / 46.12% Math, MultiRace 56.07% ELA / 51.56% Math, English Learners 9.95% ELA / 9.69% Math, Students w/Disabilities 14.52% ELA / 12.48% Math, Socioeconomically Disadvantaged 33.22% ELA / 23.45% Math, Homeless 36.92% ELA / 28.77% Math 2023 CAA Level 3 (Understanding): 14.89% ELA / 6.38% Math	2024 CAASPP met/exceeded: All students 49.46% ELA / 38.44% Math; Am Indian/Alaskan* ELA/ * Math; Asian: 74.83% ELA / 73.78% Math, African Am/Black 28.57% ELA / 22.50% Math, Filipino 65.28% ELA / 52.15% Math, Hispanic/Latinx 34.46% ELA /20.29 % Math, PacIslander 32.20% ELA / 25.00% Math, White 51.69% ELA / 44.30% Math, MultiRace 54.72% ELA / 47.66% Math, English Learners 10.27% ELA / 9.12% Math, Long-term English Learners** 3.5% ELA / 0.71% Math, Students w/Disabilities 12.63% ELA / 10.46% Math, Socioeconomically Disadvantaged	2025 CAASPP met/exceeded: All students - 49.56% ELA / 39.85% Math; Am Indian/Alaskan * ELA/ * Math; Asian - 77.43% ELA / 72.95% Math Black or African American - 27.50% ELA / 10.26% Math; Filipino - 68.12% ELA / 55.45% Math; Hispanic or Latino - 31.42% ELA / 21.00% Math; Native Hawaiian or Pacific Islander - 32.35% ELA / 25.37% Math; White - 57.08% ELA / 43.62% Math; Two or more races - 56.45% ELA / 51.48% Math; English Learners - 7.74% ELA / 9.22% Math; Long-term English Learners** 3.05% ELA / 1.56% Math; Students w/ Disabilities - 12.97% ELA / 10.34% Math;	80% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Homeless) will meet or exceed standard met in ELA and Math (Level 3).	All students: -1.01% ELA / +0.25% Math Asian: +0.02% ELA / -1.76% Math Black or African American: -15.35% ELA / -13.00% Math Filipino: +2.15% ELA / +3.06% Math Hispanic or Latino: -3.36% ELA / -0.75% Math Native Hawaiian or Pacific Islander: +0.60% ELA / -4.79% Math White: -0.46% ELA / -2.50% Math Two or more races: +0.38% ELA / -0.08% Math English Learners: -2.21% ELA / -0.47% Math Students w/ Disabilities: -1.55% ELA / -2.14% Math Socioeconomically Disadvantaged: -0.42% ELA / +0.71% Math Homeless: -1.67% ELA / -1.72% Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			32.81% ELA / 23.07% Math, Homeless 31.96% ELA / 21.24% Math 2024 CAA Level 3 (Understanding): 26.00% ELA / 10.00% Math * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.	Socioeconomically Disadvantaged - 32.80% ELA / 24.16% Math; Homeless - 35.25% ELA / 27.05% Math 2025 CAA Level 3 (Understanding): 12.96% ELA / 3.77% Math		CAA -1.93% ELA / -2.61% Math
5.2	ELPAC Achievement	2023 ELPAC Summative: Level 4 16.08%, Level 3 34.52%, Level 2 23.17%, Level 1 26.24%. 2023 Alternative Summative ELPAC Level 3 (Understanding): 15.00%	2024 ELPAC Summative: Level 4 13.88%, Level 3 34.60%, Level 2 27.11%, Level 1 24.41%. 2024 Alternative Summative ELPAC Level 3 (Understanding): 21.43%	2025 ELPAC Summative: Level 4 13.3%, Level 3 32.6%, Level 2 24.5%, Level 1 29.2%. 2025 Alternative Summative ELPAC Level 3 (Understanding): 25.0%	10% increase each year in students meeting Levels 3 and 4	Level 4: -2.78% Level 3: -1.92% Alternative Summative Level 3 (Understanding): +3.57%
5.3	District Literacy assessment	2023-2024 DIBELS Composite End-of-Year	2024-2025 DIBELS	2025-2026 DIBELS	10% increase each year in students	All students: +0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- students scoring Performance Levels 3 or 4: All students 61.8% English Learners 27.6%; Students w/Disabilities 27.5%; Socioeconomically Disadvantaged 47.6%	Composite End-of-Year - students scoring Performance Levels 3 or 4: All students 63.9% English Learners 32.0%; Students w/Disabilities 34.2%; Socioeconomically Disadvantaged 49.3%	Composite End-of-Year - students scoring Performance Levels 3 or 4: All students 62.0% English Learners 35.2%; Students w/Disabilities 33.1%; Socioeconomically Disadvantaged 48.9%	meeting Levels 3 and 4	English Learners: +7.6% Students w/ Disabilities: +5.6% Socioeconomically Disadvantaged: +1.3%
5.4	Chronic Absenteeism rates	2023 Dashboard chronic absenteeism: All students 21.3%, Asian:8.1%, Filipino 14.8%, Hispanic/Latinx 28.3%, PacIslander 38.0%, African Am/Black 28.3%, White 15.4%, MultiRace 19.9%, English Learners 25.9% , Students w/Disabilities 28.3%, Socioeconomically Disadvantaged 28.4%, Homeless 29.7%, Foster Youth 18.2%	2024 Dashboard chronic absenteeism: All students 14.6%, Asian: 4.7%, Filipino 10.4%, Hispanic/Latinx 28.3%, PacIslander 25.3%, African Am/Black 23.1%, White 15.4%, MultiRace 13.5%, English Learners 18.5% , Long-term English Learners** 26.8%, Students w/Disabilities 19.9%, Socioeconomically Disadvantaged 16.8%, Homeless	2025 Dashboard chronic absenteeism: All students 13.4%, Asian 4.6%, Filipino 8.5%, Hispanic or Latino 17.5%, Native Hawaiian or Pacific Islander 31.7%, Black/African American 25.0%, American Indian/Alaskan 27.1%, White 12.9%, Two or More Races 12.1%, English Learners 16.1%, Long-Term English Learners 19.9%, Students w/ Disabilities 19.7%,	Reduce Chronic Absenteeism rate for all subgroups by 2% each year	All students: -7.9% Asian: -3.5%, Filipino: -6.3%; Hispanic or Latino: -10.8%, Native Hawaiian or Pacific Islander: -6.3%, Black or African American: -3.3%, American Indian or Alaska Native *, White: -2.5% , Two or more races: -7.8%, English Learners: -9.8%, Students w/ Disabilities: -8.6%, Socioeconomically Disadvantaged: -9.5%, Homeless: -11.4%, Foster Youth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			20.8%, Foster Youth * * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.	Socioeconomically Disadvantaged 18.9%, Homeless 18.3%, Foster Youth *		
5.5	Suspension rates	2023 Dashboard suspension: All students 3.9%, Am Indian/Alaskan 0% Asian 1.0%, Filipino 2.3%, Hispanic/Latinx 5.1%, PacIslander 9.6%, African Am/Black 7.9%, White 4.7%, MultiRace 3.4%, English Learners 4.4%, Students w/Disabilities 6.8%, Socioeconomically Disadvantaged 5.3%; Homeless 8.4%, Foster Youth	2024 Dashboard suspension: All students 3.3%, Am Indian/Alaskan 6% Asian 0.9%, Filipino 2.6%, Hispanic/Latinx 3.9%, PacIslander 5.8%, African Am/Black 8.5%, White 4%, MultiRace 3.6%, English Learners 3.5%, Long-term English Learners** 8.1%, Students w/Disabilities 6.2%, Socioeconomically Disadvantaged 3.8%; Homeless	2025 Dashboard suspension: All students 2.6%, Asian 0.9%, Filipino 1.6%, Hispanic or Latino 3.4%, Native Hawaiian or Pacific Islander 4.4%, Black/African American 11.5%, American Indian/Alaskan 1.8%, White 2.6%, Two or More Races 2.6%, English Learners 2.8%, Long-Term English Learners 6.6%, Students w/ Disabilities 4.9%, Socioeconomically	Reduce Suspension rate for all subgroups by 2% each year	All students: -1.3% Asian: -0.1%, Filipino: -0.7%, Hispanic or Latino: -1.7%, Native Hawaiian or Pacific Islander: -5.2%, Black or African American: +3.6%, American Indian or Alaska Native: +1.8%, White: -2.1%, Two or more races: -0.8% English Learners: -1.6%, Students w/ Disabilities: -1.9%, Socioeconomically Disadvantaged: -1.7%, Homeless: -3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			4.1%, Foster Youth * * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.	Disadvantaged 3.6%, Homeless 4.9%, Foster Youth *		Foster Youth: *
5.6	Graduation rate: % of students earning a high school diploma (4-year cohort rate)	Class of 2023: 88.6% (582 students) graduated w/high school diploma. Asian: 96.3% (77), Filipino 95.6% (152), Hispanic/Latinx 83.4% (266), African Am/Black * , Am Indian/Alaskan * , White 89.1% (41), Pacific Islander 81.8% (9) MultiRace 85.3% (29), English Learners 66.7% (54), Students w/Disabilities 81.8% (81), Socioeconomically Disadvantaged 85.6% (308), Foster *, Homeless 78.6% (11)	Class of 2024: 91.0% (636 students) graduated w/high school diploma. Asian: 96.8% (90), Filipino 96.4% (159), Hispanic/Latinx 87.4% (306), African Am/Black 75.0 % (9) , Am Indian/Alaskan * , White 84.6% (33), Pacific Islander *% (*) MultiRace 100% (32), English Learners 76.6% (85), Students w/Disabilities 81.7% (85), Socioeconomically	Class of 2025: 90.9% (592 students) graduated with a high school diploma. Asian: 97.3% (73), Filipino: 96.5% (139), Hispanic/Latino: 86.6% (305), Black/African American: * , American Indian/Alaskan: *, White: 90.5% (38), Pacific Islander: * , Two or More Races: 96.0% (24), English Learners: 80.2% (105), Long-Term	80% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Foster, Homeless) will meet or exceed state goal of 90% graduating.	All students: +2.3% Asian: +1.0%, Filipino: +0.9%, Hispanic or Latino: +3.2%, Black or African American: * / * American Indian or Alaska Native: * / *, White: +1.4%, Native Hawaiian or Pacific Islander: *, Two or more races: +10.7% English Learners: +13.5%, Students w/ Disabilities: -4.6%, Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Disadvantaged 88.7% (391), Foster *, Homeless 83.3% (20)	English Learners: 87.5% (70), Students w/ Disabilities: 77.2% (71), Socioeconomically Disadvantaged: 89.1% (351), Foster Youth: *, Homeless: 73.7% (14)		Disadvantaged: +3.5% Foster Youth: * / * Homeless: -4.9%
5.7	Dropout rates (1-year)	2022-23 1-year dropout rates (by grade level span): Middle School: All Students 0 High School: All Students 13, Hispanic/Latinx 8, English Learners 7, Students w/Disabilities 2, Socioeconomically Disadvantaged 5, Homeless 1	2023-2024 Middle School: All Students: 0 High School: All Students: 14, Hispanic/Latinx: 12 EL 5, IEP: 3 SED: 8	2024-2025 Middle School: All Students: 6 High School: All Students: 26, Hispanic/Latinx: 26 EL 16, IEP: 7 SED: 21	10% decrease each year in student dropouts per grade level span	Difference (in number of students from baseline): Middle School: +6 High School: +13 (100% increase from baseline)
5.8	UC/CSU requirements met rate: % of graduates meeting minimum a-g eligibility requirements	Class of 2023: 54.3 % (316 students) met UC/CSU requirements. Asian: 79.2% (61), Filipino 76.3% (116), Hispanic/Latinx 41.1% (98), PacIslander *, African Am/Black *, Am Indian/Alaskan *, White 34.1% (14), MultiRace 72.4% (21), English Learners 19.8% (15),	Class of 2024: 55.5% (353 students) met UC/CSU requirements. Asian: 90.0% (81), Filipino 73.0% (116), Hispanic/Latinx 34.6% (106), PacIslander *, African Am/Black	Class of 2025: 45.6% (297 students) met UC/CSU requirements. Asian: 76.0% (57), Filipino: 70.1% (101), Hispanic/Latino: 29.5% (104), Black/African American: *,	10% increase or 60% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners,	All students: -8.7% Asian: -3.2% Filipino: -6.2% Hispanic or Latino: -11.6% Black or African American: * / * American Indian or Alaska Native: * / * White: +11.1% Native Hawaiian or Pacific Islander: * /

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students w/Disabilities 18.2% (12), Socioeconomically Disadvantaged 43.5% (134), Homeless *, Foster *	55.6% (5), Am Indian/Alaskan *, White 66.7% (22), MultiRace 68.8% (22), English Learners 25.9% (22), Students w/Disabilities 14.1% (12), Socioeconomically Disadvantaged 47.8% (187), Homeless 40.0% (8), Foster *	American Indian/Alaskan: *, White: 45.2% (19), Pacific Islander: *, Two or More Races: 56.0% (14), English Learners: 15.3% (20), Long-Term English Learners: 12.5% (10), Students w/ Disabilities: 10.9% (10), Socioeconomically Disadvantaged: 38.1% (150), Foster Youth: *, Homeless: 42.1% (8)"	Students w/Disabilities, Socioeconomically Disadvantaged, Foster, Homeless) will meet UC/CSU a-g minimum requirements	* Two or more races: -16.4% English Learners: -4.5% Students w/ Disabilities: -7.3% Socioeconomically Disadvantaged: -5.4% Foster Youth: * / * Homeless: *
5.9	College Career Indicator (CCI)	Class of 2023: 55.6% (365 students) met "prepared". Asian: 81.3% (65), Filipino 76.1% (121), Hispanic/Latinx 36.8% (131), PacIslander *, African Am/Black *, Am Indian/Alaskan *, White 45.7% (21), MultiRace 55.9% (19), English Learners 27.8% (16), Students w/Disabilities 14.8% (18), Socioeconomically Disadvantaged 44.7%	Class of 2024: 57.3% (400 students) met "prepared". Asian: 93.5% (87), Filipino 74.5% (123), Hispanic/Latinx 39.9% (140), PacIslander *, African Am/Black 50.0% (6), Am Indian/Alaskan *, White 53.8% (21), MultiRace 68.8% (22), English Learners 26.1%	Class of 2025: 58% (375 students) met "prepared". Asian: 84% (63), Filipino 77.1% (111), Hispanic/Latinx 44.1% (154), PacIslander *, African Am/Black *, Am Indian/Alaskan *, White 63.4% (26), MultiRace 76.0% (19), English Learners 27.5%	Class of 2025: 58% (375 students) met "prepared". Asian: 84% (63), Filipino 77.1% (111), Hispanic/Latinx 44.1% (154), PacIslander *, African Am/Black *, Am Indian/Alaskan *, White 63.4% (26), MultiRace 76.0% (19), English Learners 27.5%	All students: +2.4% Asian: +2.7% Filipino: +1.0% Hispanic or Latino: +7.3% Black or African American: * / * American Indian or Alaska Native: * / * White: +17.7% Native Hawaiian or Pacific Islander: * / * Two or more races: +20.1% English Learners: -0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(161), Homeless 28.6% (4), Foster *	(29), Long-term English Learners** 27.4% (17), Students w/Disabilities 24.0% (25), Socioeconomically Disadvantaged 49.8% (220), Homeless 33.3% (8), Foster * * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.	(36), Long-term English Learners 25.0% (20), Students w/Disabilities 17.8% (16), Socio-economically Disadvantaged 52.8% (206), Homeless 42.1% (8), Foster *	(36), Long-term English Learners 25.0% (20), Students w/Disabilities 17.8% (16), Socio-economically Disadvantaged 52.8% (206), Homeless 42.1% (8), Foster *	Students w/ Disabilities: +3.0% Socioeconomically Disadvantaged: +8.1% Homeless: +13.5% Foster Youth: * / *
5.10	Career Technical Education (CTE) participation: all student groups	2023-2024 CTE participation: Middle school - All students 442 (25%) High school - All students 1257 (51%)	2024-2025 CTE participation: Middle school - All students 434 (24%) High school - All students 1381 (55%)	2025-2026 CTE participation: Middle school - All students 340 (19%) High school - All students 1167 (48%)	10% increase each year in student participation in CTE programs	Middle school: -6% High school: -3%
5.11	Career Technical Education (CTE)	Class of 2023 CTE pathway completion:	Class of 2024 CTE pathway completion: 203	Class of 2025 CTE pathway completion:	10% increase each year in pathway completion	+30.8% (+52 students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	pathway completion: all student groups	169 students completed a CTE pathway	students completed a CTE pathway	221 students completed a CTE pathway: 221		
5.12	English Learner Progress	2023 CA Dashboard: 46.9% of English Learners made progress on ELPI	2024 CA Dashboard: 47.2% of English Learners made progress on ELPI and 45.8% of Long-term English Learners made progress on ELPI	2025 CA Dashboard: 43.5% of English Learners made progress on ELPI and 46.3% of Long-term English Learners made progress on ELPI	10% increase each year in students making progress on ELPI	English Learners: -3.4% Long-Term English Learners: +0.5% (using 2024 as baseline)
5.13	Long-term English Learners (LTELs) Achievement	2023 CAASPP ELA met/exceeded standard: 2.46% 2023 CAASPP Math met/exceeded standard: 0% 2023 ELPAC Summative: Level 4 20.87%, Level 3 43.69%, Level 2 28.64%, Level 1 6.80%	2024 CAASPP ELA met/exceeded standard: 3.5% 2024 CAASPP Math met/exceeded standard: 0.71% 2024 ELPAC Summative: Level 4 18.25%, Level 3 32.29%, Level 2 43.75%, Level 1 8.33%	2025 CAASPP ELA met/exceeded standard: 3.1% 2025 CAASPP Math met/exceeded standard: 1.6% 2025 ELPAC Summative: Level 4 21.41%, Level 3 32.56%, Level 2 29.22%, Level 1 24.91%	10% increase each year in students meeting standard	CAASPP ELA met/exceeded: +0.64% Math met/exceeded: +1.60% ELPAC Summative: Level 4: +0.54% Level 3: -11.13% Level 2: +0.58% Level 1: +18.11%
5.14	Transportation assistance for eligible students	2023-24 Students accessing transportation assistance (#): 13	2024-25 Students accessing transportation assistance (#): 10	2025-26 Students accessing transportation assistance (#): 5	100% of students eligible for transportation assistance are accessing	-8 students from baseline

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.

Improving student academic achievement across all subgroups continues to be high priority areas for SSFUSD. School sites each addressed their respective RED and ORANGE student groups as identified on the CA School Dashboard through their SPSA goals, developed in partnership with staff and School Site Councils. Goals and actions included focused support for literacy skill development, math interventions, and job-embedded professional learning (5.1A, F, G, H, I). Within the District's full adoption of the Math curriculum this year, concerted efforts were made to engage Special Education and EL teachers to ensure explicit consideration and monitoring of how our students with disabilities and multilingual learners will access the content and instructional shifts.

Baden HS remains identified as a CSI school for low graduation rate. They receive grant funding to support professional learning to impact instruction and student academic outcomes (5.1A).

All schools continue to closely monitor chronic absenteeism especially for our historically marginalized populations. This is in alignment with practices developed in response to Differentiated Assistance, to address absenteeism across Students with Disabilities, English Learners, Pacific Islanders, and African American/Black students (5.1B, C, D, E, I).

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

The District has been focused on examining and re-designing our annual processes to align with our equity-centered strategic plan. Staffing and section allocation processes have been realigned to enrollment projections (5.2) and the technology refresh plan is also reduced to match our three-year churn rate. 5.1 and 5.5 have had reduced expenditures due to the lower number of identified homeless/foster youth students and the actions in LCAP Goal 2 that are also designed to fund and address similar student needs.

Proposed positions that were eliminated in 24-25 will remain unfunded (5.7A). Much of the work of setting up systems to support equity-centered decision making, such as the annual planning process and progress monitoring dashboard, was carried out by internal staff and did not require additional hours or staff as initially planned (5.10)

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

CSI, ATSI Schools and DA: Baden HS (identified for CSI in 2023) has implemented a focus on writing across the curriculum with support and professional learning embedded throughout the school year; teachers are reporting higher levels of student engagement and completion of work leading to increased academic progress (5.1A). South San Francisco HS (identified for ATSI in 2023) along with other secondary schools has engaged in restorative practices training supported by the District Office and Alternatives to Suspension Program (5.1B, C, E). All schools and district have participated in a series of training sessions for administrators and office staff which have led to increased use of monitoring tools within the EveryDay Labs platform for monitoring and engaging with families around chronic absenteeism (5.1B,D; 5.7B).

Supporting students with special needs access to least restrictive early education has been a challenge due to staffing; the Special Education and Early Childhood learning teams continue to collaborate to develop positive solutions that support all students in accessing important early childhood learning and literacy development (5.4A-E).

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.

District Attendance Liaison position was unfilled for the 24-25 school year and for the 25-26 school year will be eliminated as part of the Strategic Plan Staffing initiative. Sections and staffing allocation are aligned with enrollment and program needs and determined based on data and program needs. For 25-26, sections and staffing supporting literacy, math, English Learners, students with disabilities, and low income students and their academic progress have been allocated as part of our Strategic Staffing initiative (5.2, 5.3, 5.4, 5.8, 5.9). Based on an analysis of who received supports and services listed, 5.5 was moved to a limited action.

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	SSFUSD will implement all actions for English Learners, Foster Youth, and Low income students as required by state/federal plans as required (ATSI, CSI, CCEIS).	A. Baden High School will develop and implement a Comprehensive Support and Improvement plan to increase the low graduation rate (CSI). B. Implement monitoring and culturally responsive student and family engagement strategies to address chronic absenteeism and suspension rate of Pacific Islander students (DA). C. Implement actions to address ATSI metrics for South San Francisco HS - SWD (Suspension rate, ELA) and Skyline ES - MultiRace (Chronic Absenteeism). D. Implement monitoring and interventions to address chronic absenteeism for school and district groups in RED performance level (SSFUSD - Pacific Islander; LCES - All Students, EL, SED, SWD, Hispanic/Latinx; SGES - All Students, EL, SWD, Filipino, Hispanic/Latinx; MVES - Hispanic/Latinx; SkyES - MultiRace; WMS - SWD) E. Implement monitoring and interventions to address school climate and suspension rates for school and district groups in RED performance level (SSFUSD - Homeless, Pacific Islanders; ECHS - EL, SWD, SED, Hispanic/Latinx; BHS - All Students; ECHS - EL, SED, SWD, Hispanic/Latinx; SSFHS - EL, SWD, White, MultiRace; PHMS - EL; WMS - SED; LCES - All Students)	$653,541.00	Yes

Action #	Title	Description	Total Funds	Contributing
		F. Provide targeted interventions to increase achievement in mathematics for school and district groups in RED performance level (SSFHS - SWD, Hispanic/Latinx; ALMS - EL, SED, SWD; PHMS - EL, SWD; MES - SWD) and in English-Language Arts (SSFUSD - SWD; SSFHS - SWD; ALMS - SWD; PHMS - EL, SWD; LCES - EL; MES - SWD; PES - SWD; SkyES - SWD; SprES - EL) G. Provide targeted interventions to increase graduation rate for school and district groups in RED performance level (SSFUSD - English Learners; BHS - All students, SED, Hispanic/Latinx; SSFHS - English Learners) H. Provide targeted interventions to increase English Learner Progress for schools in RED performance level (Ponderosa ES; Sunshine Gardens ES) I. Provide targeted interventions to increase the achievement of Long-term English Learners (LTELs).		
5.2	Fund additional sections to support school and district goals by increasing student access to courses, programs.	A. Fund additional sections for credit recovery, a-g recovery (ECHS & SSFHS - up to 3 sections each). B. Fund additional sections to provide a broad course of study for middle school students (CTE/Electives - up to 3 sections (ALMS, PKWY, WMS). C.Fund additional sections to provide a broad course of study for high school students (CTE/electives - up to 3 Sections - ECHS & SSFHS). D.Provide opportunities for up to 70 high school students to attend Middle College Program at Skyline College. E. Fund additional sections to support our English learners (Newcomers & LTEL) (Baden - 0.6; ECHS - 1.6; SSFHS - 4.0; ALMS - 2.0; PKWY - 4.0; WMS - 0.6). F. Provide additional support (sections/funding) to start Peer Counseling programs at all secondary schools.	$2,243,989.00	No
5.3	Continue to provide students additional learning opportunities and instructional learning time in order to provide intervention support, enrichment and/or to	A. Summer School - Big Lift (K - 3): focus on reading/writing skills B. Summer School - STEAM (3 -8): enrichment C. Summer School - High School - Credit recovery & enrichment (9 -12): make up graduation requirements; meet a - g reqs D. Summer School - Elevate math program - (3-8, 9): math ntervention E. Summer School - Extended School Year for students withdisabilities (TK - Adult)	$997,714.00	No

Action #	Title	Description	Total Funds	Contributing
	meet other student learning needs.			
5.4	Ensure the continuation of essential services, programs, and relevant support personnel to assist students with disabilities.	A. Examine our early education programs and look to increase access and opportunities for SWD students to participate in early education programs (Pre school, TK, K). B. Look to secure 10 spots in state pre - school program for eligible SWD students (2,000 per student) C. Hire a special education teacher to provide academic, SEL, and behavioral support for SWD students in our early education programs. D. Hire a Preschool - 3 TOSA to lead and implement the Literacy program at our early education programs. E. Continue to expand and provide a continuum of services for SWD students and look at add 2 moderate/severe classrooms for the 25 - 26 school year.	$160,000.00	No
5.5	Provide assistance to homeless, foster, English Learners, Low income; students, and their families, including support with transportation and provisions for basic supplies and needs.	A. Provide funds to support the basic needs (school supplies, transportation, clothing etc) of our foster youth & homeless students.	$100,814.00	Yes
5.6	5.6 Provide technology to empower families to support their students' learning and engage with the school.	A. Purchase tech devices (IPADS, Chromebooks) so all students have access to tech programs/devices in order to enhance their learning in SSFUSD.	$0.00	No
5.7	5.7 Provide additional support to decrease the number of	A. [DISCONTINUE for 25-26] Fund a District Administrative Assistant to assist all schools with attendance duties and reports (see 4.6 G)	$304,392.00	Yes

Action #	Title	Description	Total Funds	Contributing
	students that are chronically absent.	B. Provide additional hours at elementary sites (JS, LC, Martin, MV, Pondo, Sky, SSG) to assist with with attendance/chronic absenteeism duties (phone calls, setting up meetings, running reports).		
5.8	Provide additional allocation via LCFF Supplemental allocation to school sites to support English Learners, Foster youth, and low income students in order to meet their academic, behavioral and socio- emotional needs.	Provide additional allocation via LCFF Supplemental allocation to school sites to support low income students in order to meet their academic, behavioral and socio-emotional needs.	$584,154.00	Yes
5.9	Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio-emotional needs.	Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio-emotional needs.	$199,000.00	Yes
5.10	Equity is our guiding principle, directing our decisions, actions, and resource allocation to enhance student outcomes.	A. Building on our district's equity statement, develop a shared understanding of what equity means and looks like in our classrooms, schools, and work district-wide (implemented through Exceptional Instruction & Empowered Educators initiatives). B. Implement a focused, transparent annual planning process that allocates resources (people, time, money) equitably, sustainably, and in support of our strategic priorities. C. Implement an equity-centered school facilities plan to meet the needs of all students and staff.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		D. Define what our Portrait of a Graduate looks like at all grade levels, with an equity lens, and align our resources to realize this promise for all students. E. Make data-driven decisions based on a variety of types of data, and develop a progress monitoring system to support this.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	(NEW GOAL in 2025-2026) By June 2027, Baden High School and Community Day School will increase pupil engagement and student academic outcomes as measured by an increase in students reporting a sense of belonging and credits earned toward meeting graduation requirements. 2022-23 4 Year Graduation Rate Student Group Graduation Rate All Students 51.6% Socioeconomically Disadvantaged 46% Hispanic 48% 2023-24 5 Year Graduation Rate Student Group Graduation Rate All Students 61.3% Socioeconomically Disadvantaged 58% Hispanic 61% 2023-24 College and Career Readiness Student Group College & Career Preparedness All Students 1.5% Socioeconomically Disadvantaged 1.9% Hispanic 1.9%	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Baden HS as a continuation school strives to support all students in recovering credits toward graduation and a high school diploma. Most students who transfer to Baden are behind in credits and have not traditionally been successful in the classroom. Based on feedback from students collected during student focus groups and discussions with staff, Baden staff have identified student sense of belonging as one of their key pillars to supporting student success in the classroom. The theory of action is that students who feel a sense of belonging and community are more likely to attend school, ask for help, and make progress in their classes toward graduation. Teachers and staff play an instrumental role in creating a safe, welcoming environment for students through their interactions with students as well as through their

instructional strategies and lessons. Through ongoing professional learning and an instructional focus on writing across the curriculum, Baden instructors have been able to engage students in meaningful collaboration, learning, and self-reflection that has positively impacted their academic sense of self and credit earning. This Equity Multiplier focus goal builds on the momentum of these efforts by creating opportunities for staff collaboration and instructional programs that are relevant to Baden students and help them develop skills while earning credits.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Students reporting a strong sense of belonging as measured by the CA Healthy Kids Survey or local survey instrument: % of students who agree/strongly agree they have caring adults on campus % of students who agree/strongly agree they feel connected to the school	January 2025 CA Healthy Kids Survey (baseline): 70% of students agree/strongly agree they have caring adults on campus 57% of students agree/strongly agree they feel connected to the school	January 2025 CA Healthy Kids Survey (baseline for new goal adopted in 2025): 70% of students agree/strongly agree they have caring adults on campus 57% of students agree/strongly agree they feel connected to the school	May 2026 CA Healthy Kids Survey 63% of students agree/strongly agree they have caring adults on campus 57% of students agree/strongly agree they feel connected to the school	85% of students affirm they have caring adults on campus 70% of students affirm they feel connected to school	-7% students affirming having caring adults on campus 0% difference in students affirming they feel connected to school
6.2	Students affirming academic motivation as measured by the CA Healthy Kids Survey or local survey instrument: % of students who agree/strongly agree they try hard to do their schoolwork	January 2025 CA Healthy Kids Survey (baseline): 63% of students who agree/strongly agree they try hard to do their schoolwork	January 2025 CA Healthy Kids Survey (baseline for new goal adopted in 2025): 63% of students who agree/strongly agree they try hard to do their schoolwork	May 2026 CA Healthy Kids Survey 58% of students agree/strongly agree they try hard to do their schoolwork	75% affirm academic motivation as measured by CA Healthy Kids Survey	-5% in academic motivation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.3	Students earning credits toward graduation: average credits per student	2024-25 baseline Average 14 credits per student	2024-25 (baseline for new goal adopted in 2025): Average 14 credits per student	2025-26: Average 14 credits per student	Increase by 5% the average number of credits earned per student	0% difference from baseline
6.4	Chronic absenteeism	May 2025 (EveryDay Labs) Students by attendance risk category: 25.5% (25 students) satisfactory (<5% absent) 18.2% (18 students) at risk (5-9% absent) 18.2% (18 students) moderate chronic (10-19% absent) 26.3% (26 students) chronic (20-49% absent) 12.1% (12 students) extreme chronic (>50% absent)	May 2025 (EveryDay Labs) Students by attendance risk category (baseline for new goal adopted in 2025): 25.5% (25 students) satisfactory (<5% absent) 18.2% (18 students) at risk (5-9% absent) 18.2% (18 students) moderate chronic (10-19% absent) 26.3% (26 students) chronic (20-49% absent) 12.1% (12 students) extreme chronic (>50% absent)	May 2026 (EveryDay Labs) Students by attendance risk category: 19.6% (28 students) satisfactory (<5% absent) 7.0% (10 students) at risk (5-9% absent) 6.3% (9 students) moderate chronic (10-19% absent) 4.9% (7 students) chronic (20-49% absent) 62.2% (89 students) extreme chronic (>50% absent)	55% of students are "satisfactory" or "at risk" for absenteeism as measured by EveryDay Labs	-5.9% (+3 students) satisfactory (<5% absent) -11.2% (-8 students) at risk (5-9% absent) -11.9% (-9 students) moderate chronic (10-19% absent) -21.4% (-19 students) chronic (20-49% absent) +50.1% (+77 students) extreme chronic (>50% absent)
6.5	Graduation Rate	2023-24 5 Year Graduation Rate Student Group Graduation Rate All Students 61.3%		2024-25 5 Year Graduation Rate Student Group Graduation Rate All Students 56.9%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 58% Hispanic 61%		Socioeconomically Disadvantaged 58% Hispanic 61.5%		
6.6	College Career Readiness	2023-24 College and Career Readiness Student Group College & Career Preparedness All Students 1.5% Socioeconomically Disadvantaged 1.9% Hispanic 1.9%		2024-25 College and Career Readiness Student Group College & Career Preparedness All Students 1.5% Socioeconomically Disadvantaged 1.9% Hispanic 2.0%		

Goal Analysis [2025-26]

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

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

The implementation of the actions related to opportunities for staff collaboration and instructional programs that are relevant to Baden students were implemented as planned. The mural projects, academic support blocks, term-based recognition, after-school enrichment, summer learning opportunities, and counselor professional learning opportunities are ongoing and will continue in 2026-27. A challenge that we are still monitoring closely is the way these actions and strategies show up in our student outcome data. Three of the four belonging/motivation metrics slightly dipped and chronic absenteeism deteriorated sharply due to technical changes in attendance reporting.

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

The differences between budgeted expenditures and estimated actual expenditures for Goal 6 have to do with actions that were implemented simultaneously (from Goal 2) that are aimed at supporting students with basic needs and resources (6.1). In addition, actual expenditures were less than projected due to other funding sources that also supported experiential learning opportunities. Expenditures for 6.2 were also reduced due to a smaller student pool, with more students who are earning credits beyond the summer.

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

Since 2025-26 was the Year 1 for implementation, we are still considering other leading indicators that show the effectiveness of specific actions in making progress towards the goal. Professional learning and PLC structures across departments, plus SVMI Math coaching, are supporting curriculum adoption at Baden as measured by integrity walks conducted by the Teaching and Learning team. Academic skill-building supports, collaborative learning spaces, library expansion, and after-school homework club/tutoring are still not showing up as CAASPP gains, but is worth continuing and monitoring for another year.

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

There are no specific changes to make on the planned goal, metrics, and outcomes. However, targeting writing instruction will be of higher focus as a strategy given the results of the ELA data. In addition, volatility in the tested population at Baden makes year-over-year score comparisons less reliable. In 2026-27, the educator teams at Baden are considering different outcome measures that can serve as leading indicators around the effectiveness of actions. The same changes in student population applies on the attendance side: Baden's standard daily-attendance capture may not be reflecting actual instructional engagement and will be revisited as a measure for this goal's 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
6.1	School climate and community building programming to support student belonging	A. Provide student leadership opportunities both on and off campus. B. Support students with basic needs (food, clothing, community resources). C. Provide field trips and experiential learning opportunities in support of students' postsecondary goals and career development (Graduate Aim: NAVIGATE). D. Support family engagement activities.	$68,765.00	No
6.2	Academic support and skill building	A. Provide summer learning opportunities for students to develop skills and earn credits toward graduation. B. Develop work-based learning and CTE opportunities for students to develop career-based knowledge and skills. C. Provide funds for professional learning and staff time to support schoolwide academic goals. D. Provide funds for staff time, instructional materials, and resources to support student academic skill building and credit earning.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
6.3	[NEW for 26-27] Preventative program for at-risk youth	A. Maintain a standing preventative program at Baden Continuation High School that offers wraparound support for any/all students that are placed in Community Day School	$51,697.00	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
$8,274,140	$0.00

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
9.144%	0.000%	$0.00	9.144%

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:** Create and train educators to use highly-effective instructional strategies to support historically-underserved and marginalized students. Tailoring teaching methods to the specific needs of these students helps close achievement gaps, promotes inclusivity, and ensures that every learner has access to a high-quality education.	English learners, foster youth, and low income students need access to effective, engaging first time instruction and high quality instructional materials aligned to content standards and grade level expectations in order to improve outcomes. In addition to English learners, foster youth, and low income students, this action is offered on an LEA-wide basis rather than on a limited basis to ensure that all schools and students across the	CAASPP ELA and Math (1.1)

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: 2025 CAASPP results show significant ELA and Math proficiency gaps between unduplicated pupil groups and the all students rate: All students 49.56% ELA / 39.85% Math English Learners 7.74% ELA / 9.22% Math Long-term English Learners 3.05% ELA / 1.56% Math Socioeconomically Disadvantaged 32.80% ELA / 24.16% Math **Scope:** LEA-wide	district benefit from consistent, high-quality support in meeting district goals, strategic priorities, and the implementation of adopted curriculum and instructional practices. Offering this action on an LEA-wide basis ensures equity and coherence across the district. It guarantees English learners, foster youth, and those from low income backgrounds, receive the same level of instructional quality and access to resources as all students. When instruction is aligned to rigorous content standards and delivered with high-quality materials, it ensures consistency, clarity, and fairness in what students are expected to learn and how they are taught. This approach supports the implementation of the district's goals and strategic priorities by fostering inclusive, high-impact teaching practices and a shared instructional vision. Consistent, system-wide access also enables better professional development for teachers, improved data use, and more coordinated support, all of which are essential for lifting student outcomes across the board.	
1.4	**Action:** 1.4 Provide supplementary programs needed and increase access and opportunities for our all students **Need:** 2025 CAASPP results continue to show significant ELA and Math proficiency gaps between unduplicated pupil groups and the all students rate: All students 49.56% ELA / 39.85% Math	Multilingual learners, low-income students, and homeless and foster youth need access to rigorous coursework and supplemental support that build both content knowledge and language proficiency. SSFUSD's actions are principally directed toward these needs through several connected efforts: expanding access for English learners, building an internal continuum of services, and strengthening inclusive opportunities across early education and secondary programs.	CAASPP ELA and Math (1.1)

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
	English Learners 7.74% ELA / 9.22% Math Long-term English Learners 3.05% ELA / 1.56% Math Socioeconomically Disadvantaged 32.80% ELA / 24.16% Math **Scope:** LEA-wide	Promoting Biliteracy and implementing targeted intervention structures alongside standards-aligned digital tools (i.e. IXL) improves the quality of instruction students receive. These actions are provided LEA-wide because the underlying needs exist at every school site, while access, referrals, translation support, and assessments are prioritized for unduplicated pupils to ensure services are principally directed toward their identified needs.	
2.1	**Action:** Create a safe, healthy and inclusive learning environment for all students **Need:** English learners, foster youth, and low-income students need a safe and inclusive learning environment that they can consistently go to and stay engaged in so that they can thrive. 2025 CA Dashboard indicators show that these student groups experience chronic absenteeism and suspension at rates above the district average. 2025 Dashboard chronic absenteeism: All students 13.4% English Learners 16.1% Long-term English Learners 19.9% Socioeconomically Disadvantaged 18.9% 2025 Dashboard suspension: All students 2.6% English Learners 2.8% Long-term English Learners 6.6% Socioeconomically Disadvantaged 3.6%	These actions increase services to English learners, foster youth, and low-income students by directly targeting the absenteeism, discipline, and engagement gaps in our data. SSFUSD has seen success in the Family Resource Center, which provides basic necessities for our families and students. Peer support classes at every secondary site and Wellness Centers - central and site-based - also increase services by creating staffed, accessible points of connection where students disproportionately affected by absenteeism and exclusion can get relational support before issues escalate into absences or discipline-related courses of action. These are not just programs - they change and adapt to the conditions and supports that students experience day to day. The new elementary wellness counselor program at Title I schools extends this support earlier and concentrates it where unduplicated pupils are most densely enrolled, addressing absenteeism where we see trends. The EveryDay Labs partnership has directly targeted the chronic absenteeism gap through data-informed family outreach, and a	Chronic absenteeism rates (2.6), Suspension rates (2.7), CAASPP ELA & Math (1.1)

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
	2025 CAASPP met/exceeded: All students 49.56% ELA / 39.85% Math English Learners 7.74% ELA / 9.22% Math Long-term English Learners 3.05% ELA / 1.56% Math Socioeconomically Disadvantaged 32.80% ELA / 24.16% Math **Scope:** LEA-wide	focus on restorative practices shifts the District's response to behavior away from exclusionary discipline practices. These actions are provided LEA-wide because the absenteeism, discipline, and climate needs documented in the data exist at every school site; however, FTE, wellness staffing, and the new counselor program are concentrated at secondary and Title I sites where unduplicated pupils are most heavily enrolled. This ensure direct services towards their identified needs.	
2.2	**Action:** Provide additional supports during and after school to assist students in academic, behavioral and socioemotional learning. **Need:** Student and parent survey data (CA Healthy Kids, LCAP community survey) indicate a desire for more mental health and wellness supports. Students need support for their mental health and wellbeing in order to thrive as learners and feel a sense of belonging at school. 2025 Dashboard chronic absenteeism: All students 13.4% English Learners 16.1% Long-term English Learners 19.9% Socioeconomically Disadvantaged 18.9% 2025 Dashboard suspension: All students 2.6% English Learners 2.8% Long-term English Learners 6.6%	Students need to have their basic needs met in order to thrive as learners. Mental health supports and access to co- and extra-curricular opportunities benefit all students. This action supports English learners, foster youth, and low income students by expanding mental health and enrichment access to them outside of the school day, with language supports when needed, and without previously identified barriers to accessing support. Counseling, ELOP after-care and enrichment, co-curricular opportunities, and AVID field trips further increase services by building the sense of belonging and connection to school that research links to attendance and engagement for students most at risk of disengaging. This action is provided LEA-wide because the underlying wellness and belonging needs exist at every school site, while ELOP eligibility and site-based supports concentrate resources where unduplicated pupils are most heavily enrolled, ensuring services are principally directed toward their identified needs.	Chronic absenteeism rates (2.6), Suspension rates (2.7), CA Healthy Kids/local survey data (2.1), Counseling survey (2.2), and contact logs

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
	Socioeconomically Disadvantaged 3.6% **Scope:** LEA-wide		
3.1	**Action:** SSFUSD will cultivate partnerships with families, organizations, and educational institutions to empower our students as they navigate their educational paths and ready themselves for the realities of the world beyond school. **Need:** English learners, foster youth, and socioeconomically disadvantaged students have a higher rate of unmet basic needs than their peers, which could limit their readiness to attend and engage in school. This need is documented in SSFUSD's Family Resource Center utilization data, which shows that over 85% of families and students who visited the Family Resource Center were English Learners, socioeconomically disadvantaged, or both. It is corroborated by input gathered through DELAC and SEPAC Parent Cafe sessions, in which EL and SED families have directly requested expanded basic-needs support from the District. The District's 2025 Dashboard data further indicate that these same groups underperform on academic assessments, consistent with the established link between unmet basic needs and reduced academic engagement.	These actions increase services to English learners, foster youth, and socioeconomically disadvantaged students by removing the barriers to accessing support. The Family Resource Center and Wellness Center initiatives provide low-barrier points of access to basic needs and wellness resources, and are designed so families do not have to disclose EL or SED status to receive help. Our intent to establish multiple Family Resource Centers across attendance boundaries will soon remove transportation as a barrier as well, so that it can be more accessible to where unduplicated pupils live. Connecting families to SSF community resources through partners such as the SSF Library and SSF Education Fund, and using the Parent Cafe model with DELAC, also ensures that programming is developed in response to families. This action is provided LEA-wide because the basic needs and family engagement gaps documented in our data exist at every school site and can surface at any point in a student's life. Family Resource Center placement is still concentrated within attendance boundaries where unduplicated pupils are most heavily enrolled, so that services are principally directed toward meeting their needs.	Attendance numbers at events/committees (3.1), families served by Family Resource Center (3.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.1	**Action:** Fund Staff on Special Assignment roles to support and lead in district goals, strategic priorities and the implementation of adopted curriculum, instructional practices, assessment and professional learning. **Need:** CA Dashboard indicators show an achievement gap between all students and the EL, FY and socio-economically disadvantaged student groups. 2025 CAASPP met/exceeded: All students 49.56% ELA / 39.85% Math English Learners 7.74% ELA / 9.22% Math Long-term English Learners** 3.05% ELA / 1.56% Math Socioeconomically Disadvantaged 32.80% ELA / 24.16% Math Homeless 35.25% ELA / 27.05% Math 2025 CAST met/exceeded: All students 34.66% English Learners 1.37% Socioeconomically Disadvantaged 21.81% Homeless 22.64%, Foster Youth *(data not available) Moreover, the combined "proficient" rate (Level 3 + Level 4) fell from 64.56% to 53.97% - about 10.6 points, and the lowest band	These positions collectively support English learners, foster youth, and low income students by ensuring they receive targeted interventions, access to high-quality instruction, and the necessary resources to overcome barriers and achieve academic success in ELA, Math, and Science. Each role contributes to a comprehensive support system (language acquisition, math intervention, literacy blocks, academic language, scaffolds to standard, and other pertinent needs that arise as part of a data review of the targeted academic areas) that addresses the diverse needs of English learners, foster youth, and low income students, helping them learn, thrive, and excel in their educational journey. This action is offered on an LEA-wide basis rather than on a limited basis to ensure that all schools and students across the district benefit from consistent, high-quality support in meeting district goals, strategic priorities, and the implementation of adopted curriculum and instructional practices. This is the best use of funds due to research naming intentional supports during grade level Tier 1 instruction aligned with high quality curriculum implementation improves student outcomes.	CAASPP ELA and Math (4.1); CAST (4.2); ELPAC (4.3); Reclassification rates (4.4)

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
	(Level 1) more than tripled compared to the 2023 baseline. This signals a large shift in the distribution and progress that ELs are making compared to their peers. 2025 ELPAC Summative: Level 4 13.3%, Level 3 32.6%, Level 2 24.5%, Level 1 29.2%. 2025 Alternative Summative ELPAC Level 3 (Understanding): 25.0% **Scope:** LEA-wide		
4.2	**Action:** Fund additional positions to lead, facilitate and support our staff and various programs. **Need:** English learners, foster youth, and low-income students need consistent access to fully credentialed, appropriately assigned teachers that can facilitate high-quality and well-supported Tier I instruction and interventions. The District's 2024 Teacher Assignment Monitoring data shows increased credentialing and preparedness gaps: 2022-23 Teacher Assignment Monitoring: 86.2% clear with appropriate credentials, 1.1% out of field, 2.4% intern 2023-24 Teacher Assignment Monitoring: 76.8% clear with appropriate credentials, 0.5% out of field, 2.2% intern	English learners, foster youth, and socio-economically disadvantaged (SED) students require highly qualified staff to support their academic and socio-emotional development. These positions address their needs by building the capacity of the teachers and staff who work with these student groups every day. Each role strengthens the quality and consistency of the general/Tier 1 instruction and support that these students receive. The Induction Coordinator, Induction Teacher, and Induction mentor teachers develop the capacity of new and early-career certificated staff who are typically assigned to high-need classrooms due to higher turnover. Because newer teachers are more likely to serve EL, FY, and low-income students, investing in their instructional practice directly supports those students. Targeted professional learning, including support for J1 and intern teachers, extends this capacity-building so	Teacher Assignment Monitoring (4.7); Staff (CA Healthy Kids/local) surveys, and administrator/teacher focus 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
	This indicates a continued need to strengthen the instruction that students receive through strong systems of educator support. **Scope:** LEA-wide	that every teacher entering an SSFUSD classroom is better prepared to deliver high-quality Tier 1 instruction with the scaffolds, academic-language supports, and differentiation that unduplicated pupils require. The MTSS Coordinator role builds the District's tiered system of support which spans attendance and intervention monitoring, academic supports, social-emotional learning, behavior, and basic needs. The Literacy Coordinator is charged with building staff capacity to deliver evidence-based literacy instruction, which we've identified to be a foundational need for English learners in particular. The CTE Coordinator expands access to and the quality of career pathways, increasing post-secondary opportunity for unduplicated pupils. This action is provided LEA-wide because the need for effective, well-supported teachers exists in every classroom and at every site. Research consistently shows that students underserved by public education benefit most from highly qualified, well-coached teachers. Building this capacity district-wide ensures EL, FY, and low-income students receive consistent, high-quality instruction regardless of which school or classroom they are in.	
4.3	**Action:** Provide additional supports during the instructional day for our low income students and English learners. **Need:**	These positions address the needs of English learners, foster youth, and low-income students through two reinforcing strategies: direct intervention with identified students, and the development of teacher capacity to deliver high-quality Tier I instruction.	CAASPP ELA and Math (4.1); ELPAC (4.3); Reclassification rates (4.4)

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
	CA Dashboard indicators show an achievement gap between all students and the EL, FY and socio-economically disadvantaged student groups. 2025 CAASPP met/exceeded: All students 49.56% ELA / 39.85% Math English Learners 7.74% ELA / 9.22% Math Long-term English Learners** 3.05% ELA / 1.56% Math Socioeconomically Disadvantaged 32.80% ELA / 24.16% Math Homeless 35.25% ELA / 27.05% Math **Scope:** LEA-wide	Several positions provide intervention directly to identified unduplicated pupils. Reading specialists at every elementary site deliver Tier II reading intervention to students reading below grade level, and additional RTI specialists at the four Title I elementary schools concentrate further reading intervention where EL and low-income students are most densely enrolled. The English Learner Curriculum and Instruction Specialist and the ELD ToSAs directly support English learners by developing and strengthening the curriculum, instructional practices, ELD programs, and assessments specific to language acquisition. They also coach and model lessons for teachers who deliver daily instruction to English learners. Together, they work collaboratively with the Math, Science, Special Education, and Technology ToSAs to build teacher capacity, lead adoption of high-quality instructional materials, and deliver professional learning that will increase the quality of Tier 1 instruction. The Counselor on Special Assignment and Psychologist on Special Assignment extend this support to the assessment, counseling, and special education systems that identify and serve these students. This action is provided LEA-wide because EL and low-income students are enrolled at every school site and the need for both direct intervention and high-quality Tier I instruction exists 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
4.6	**Action:** Fund positions to support a safe, inclusive, welcoming environment for all students. **Need:** English learners, foster youth, low-income, and homeless students experience chronic absenteeism and suspension at rates above the district average. 2025 Dashboard chronic absenteeism: All students 13.4%, English Learners 16.1% , Long-term English Learners 19.9%, Socioeconomically Disadvantaged 18.9%, Homeless 18.3%, Foster Youth * 2025 Dashboard suspension: All students 2.6%, English Learners 2.8%, Long-term English Learners 6.6%, Socioeconomically Disadvantaged 3.6%; Homeless 4.9%, Foster Youth * **Scope:** LEA-wide	These actions address academic belonging needs by placing direct mental health, behavioral, and family-engagement support in front of the students experiencing those gaps. These positions and partnerships provide direct, ongoing mental health and counseling support to students at elementary, middle, and high school sites. It also extends the capacity of schools in crisis response, violence prevention, and psycho-social group work, directly addressing the behavioral incidents and disengagement that drive elevated suspension and absenteeism rates for these students. This action is provided LEA-wide because the absenteeism, discipline, and mental health needs documented in the data exist at every school site; it ensures a consistent and comprehensive approach to addressing critical student needs across all schools while protecting student privacy. However, positions and clinician days are concentrated where unduplicated pupils are most heavily enrolled. This site-based approach to the distribution of services ensure that the district responds directly to where the data reflects higher needs.	Chronic Absenteeism rates (5.6); Suspension rates; CA Healthy Kids/local surveys
5.1	**Action:** SSFUSD will implement all actions for English Learners, Foster Youth, and Low income students as required by state/federal plans as required (ATSI, CSI, CCEIS). **Need:** EL, Hispanic/Latinx, Foster Youth, Pacific islander, SED, SWD need targeted support to	The sub-actions implement SSFUSD's state and federally required improvement work alongside targeted interventions at every site and student group in the Red performance level (according to the CA Dashboard). These interventions are directed toward the unduplicated student groups with the largest identified gaps, such as: • Graduation barriers tied to reclassification timelines and credit deficiency	CAASPP ELA and Math (5.1); Graduation rates (5.6); Chronic absenteeism rates (5.4)

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
	meet their academic, social emotional, and behavioral needs, as evidenced by metrics related to academic achievement and student engagement: 2025 CAASPP met/exceeded: All students 49.56% ELA / 39.85% Math; English Learners 7.74% ELA / 9.22% Math, Long-term English Learners** 3.05% ELA / 1.56% Math, Students w/Disabilities 3.05% ELA / 1.56% Math, Socioeconomically Disadvantaged 32.80% ELA / 24.16% Math, Homeless 35.25% ELA / 27.05% Math 2025 Dashboard chronic absenteeism: All students 13.4%, English Learners 16.1% , Long-term English Learners 19.9%, Students w/ Disabilities 19.7%, Socioeconomically Disadvantaged 18.9%, Homeless 18.3%, Foster Youth * 2025 Dashboard suspension: All students 2.6%, English Learners 2.8%, Long-term English Learners 6.6%, Students w/Disabilities 4.9%, Socioeconomically Disadvantaged 3.6%; Homeless 4.9%, Foster Youth * Class of 2025: 90.9% (592 students) graduated with a high school diploma. English Learners: 80.2% (105), Long-Term English Learners: 87.5% (70), Socioeconomically Disadvantaged: 89.1% (351), Foster Youth: *, Homeless: 73.7% (14) Baden HS 2025 Dashboard graduation rate: 58.8%	• Attendance barriers for • Slower progress towards English language proficiency in some schools and persistent academic language gaps for LTELs This action is provided LEA-wide but are principally directed towards unduplicated students because of longstanding inequities across sites and multiple goal areas. Every site embeds their targeted academic and belonging goals and actions in its SPSA based on district priorities, but additional resources, monitoring, and interventions are concentrated at the specific schools and student groups identified. LEA-wide provisions ensure the district can direct monitoring, resources, and interventions to newly identified sites and groups as data shifts.	

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		
5.7	**Action:** 5.7 Provide additional support to decrease the number of students that are chronically absent. **Need:** Chronic absenteeism for English learners, foster youth, low-income, and homeless students remains above the district average. 2025 Dashboard chronic absenteeism: All students 13.4%, English Learners 16.1% , Long-term English Learners 19.9%, Socioeconomically Disadvantaged 18.9%, Homeless 18.3%, Foster Youth * **Scope:** Schoolwide	This action addresses that need by funding additional staff hours at seven elementary sites to carry out the direct outreach work that recovers attendance: phone calls home, scheduling SART/SARB and attendance meetings, and running and acting on absence reports. This outreach is the practical mechanism through which schools re-engage students who are missing school, and the families most often contacted are those of EL, FY, and low-income students who experience the highest absenteeism rates. This action is provided on a schoolwide basis, concentrated at the seven elementary sites where unduplicated pupils are most heavily enrolled rather than allocated districtwide. This site-based concentration ensures the additional hours are principally directed toward the student groups whose data established the need.	Chronic absenteeism rates (5.4)
5.8	**Action:** Provide additional allocation via LCFF Supplemental allocation to school sites to support English Learners, Foster youth, and low income students in order to meet their academic, behavioral and socio- emotional needs. **Need:** EL, FY, low income students need targeted support to meet their academic, socio-emotional, and behavioral needs, as	This action directly addresses students' academic, behavioral, and socio-emotional needs of unduplicated students by providing funds directly to the local efforts of schools in addressing their needs. Schools complement districtwide strategies with their own programming that is co-developed with educational partners (parents, guardians, educators, and staff) and could be unique to the population of the school. This particular allocation will fund school-level initiatives that reinforce that comprehensive	CAASPP ELA and Math (5.1); Graduation rates (5.6); Chronic absenteeism rates (5.4)

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
	evidenced by metrics related to academic achievement and student engagement: 2025 CAASPP met/exceeded: All students 49.56% ELA / 39.85% Math; English Learners 7.74% ELA / 9.22% Math, Long-term English Learners** 3.05% ELA / 1.56% Math, Socioeconomically Disadvantaged 32.80% ELA / 24.16% Math, Homeless 35.25% ELA / 27.05% Math 2025 Dashboard chronic absenteeism: All students 13.4%, English Learners 16.1% , Long-term English Learners 19.9%, Socioeconomically Disadvantaged 18.9%, Homeless 18.3%, Foster Youth * Class of 2025: 90.9% (592 students) graduated with a high school diploma. English Learners: 80.2% (105), Long-Term English Learners: 87.5% (70), Socioeconomically Disadvantaged: 89.1% (351), Foster Youth: *, Homeless: 73.7% (14) **Scope:** LEA-wide	supports offered by the district. This targeted approach ensures that site-based programming and progress monitoring have the resources to address needs that are otherwise not as evident at the district level.	

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
5.5	**Action:** Provide assistance to homeless, foster, English Learners, Low income; students, and their families, including support with transportation and provisions for basic supplies and needs. **Need:** EL, FY, low income, and homeless students need access to basic needs (supplies and transportation) in order to thrive. Student engagement metrics as well as attendance rates confirm that students need additional support with getting to school and maintaining attendance. 2025 Dashboard chronic absenteeism: All students 13.4%, English Learners 16.1% , Long-term English Learners 19.9%, Socioeconomically Disadvantaged 18.9%, Homeless 18.3%, Foster Youth * 2025-26 Students accessing transportation assistance (#): 5 **Scope:** Limited to Unduplicated Student Group(s)	SSFUSD continues to use resources on transportation assistance, supplies, and provisions for EL, Foster Youth and Low income students. This removes identified obstacles for some EL, FY and Low income students, one of which is covering the transportation costs of getting to and from school daily. SSFUSD seeks to support with basic necessities that will allow students and families to access our schools to the fullest.	Numbers of students accessing transportation, chronic absenteeism numbers for student groups - FY, EL and low income)
5.9	**Action:** Provide additional allocation via LCFF Supplemental allocation to school sites to	This action and allocation is for English Learners only.	CAASPP ELA and Math (5.1); Graduation rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	support our EL students in order to meet their academic, behavioral and socio-emotional needs. **Need:** EL students need targeted support to meet their academic, socio-emotional, and behavioral needs, as evidenced by metrics related to academic achievement and student engagement: 2025 CAASPP met/exceeded: All students 49.56% ELA / 39.85% Math; English Learners 7.74% ELA / 9.22% Math, Long-term English Learners** 3.05% ELA / 1.56% Math, Socioeconomically Disadvantaged 32.80% ELA / 24.16% Math, Homeless 35.25% ELA / 27.05% Math 2025 Dashboard chronic absenteeism: All students 13.4%, English Learners 16.1% , Long-term English Learners 19.9%, Socioeconomically Disadvantaged 18.9%, Homeless 18.3%, Foster Youth * Class of 2025: 90.9% (592 students) graduated with a high school diploma. English Learners: 80.2% (105), Long-Term English Learners: 87.5% (70), Socioeconomically Disadvantaged: 89.1% (351), Foster Youth: *, Homeless: 73.7% (14) **Scope:** Limited to Unduplicated Student Group(s)	Allocating additional funds via the LCFF Supplemental Allocation to support English Learners is a strategic investment in addressing their unique needs. This approach ensures that EL students receive targeted academic intervention (small groups), behavioral and socio-emotional support (counseling), fostering a more equitable and supportive learning environment. It enhances school capacity and promotes better educational outcomes for EL students across the district. Offering the additional allocation via LCFF Supplemental Allocation ensures equitable distribution of resources, consistency in support services, and efficient management. This approach enables a comprehensive and coordinated effort to address the academic, behavioral, and socio-emotional needs of EL students, leading to more effective support and improved outcomes for all EL students.	(5.6); Chronic absenteeism rates (5.4)

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.

N/A - SSFUSD's limited actions contributing to the increased or improved services requirement are associated with LCFF expenditures in the Contributing Summary Table rather than a Planned Percentage of Improved Services.

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.

SSFUSD does not receive any additional concentration grant funding so this is not applicable.

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	Not applicable	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	Not applicable

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	90,489,525	8,274,140	9.144%	0.000%	9.144%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$74,648,098.00	$7,080,176.00	$8,119,256.00	$986,699.00	$90,834,229.00	$73,803,230.00	$17,030,999.00

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	Create and train educators to use highly-effective instructional strategies to support historically-underserved and marginalized students. Tailoring teaching methods to the specific needs of these students helps close achievement gaps, promotes inclusivity, and ensures that every learner has access to a high-quality education.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$35,000.00	$7,973,333.00	$43,000.00	$937,648.00	$6,966,500.00	$61,185.00	$8,008,333.00	
1	1.2	Create policies and define practices that are in alignment with our equity statement and support the implementation of our Strategic plan.	All Students with Disabilities	No			All Schools	26-27	$66,000.00	$384,070.00	$56,000.00	$384,070.00	$0.00	$10,000.00	$450,070.00	
1	1.3	Provide and purchase curriculum to meet the needs of our Students with disabilities, English Learners, and at promise students	All Students with Disabilities	No			All Schools	26-27	$0.00	$158,000.00	$0.00	$158,000.00	$0.00	$0.00	$158,000.00	
1	1.4	1.4 Provide supplementary programs needed and increase access and opportunities for our all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: BARR - SSFHS only	26-27	$34,093.00	$213,750.00	$36,093.00	$211,750.00	$0.00	$0.00	$247,843.00	
1	1.5	Provide a broad course of study for students in order to increase college/career readiness	All	No			Secondary 6 - 12	26-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.6	Continue to reform K-12 grading practices to ensure grades are accurate, bias resistant, an support growth mindsets.	All	No			All Schools	26-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.7	Provide students access to standards aligned instructional materials and highly qualified staff.	All	No			All Schools	26-27	$58,768,528.00	$1,675,000.00	$59,468,528.00	$975,000.00	$0.00	$0.00	$60,443,528.00	
2	2.1	Create a safe, healthy and inclusive learning environment for all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$0.00	$256,879.00	$91,879.00	$15,000.00	$150,000.00	$0.00	$256,879.00	
2	2.2	Provide additional supports during and after school to assist students in academic, behavioral and socioemotional learning.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$237,413.00	$4,145,048.00	$1,305,000.00	$3,077,461.00	$0.00	$0.00	$4,382,461.00	
2	2.3	Expand biliteracy recognition programs	All	No				26-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	SSFUSD will cultivate partnerships with families, organizations, and educational institutions to empower our students as they navigate their educational paths and ready themselves for the realities of the world beyond school.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Pre K - 12	26-27	$5,000.00	$62,500.00	$7,500.00	$40,000.00	$20,000.00	$0.00	$67,500.00	
4	4.1	Fund Staff on Special Assignment roles to support and lead in district goals, strategic priorities and the implementation of adopted curriculum, instructional practices, assessment and professional learning.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K - 12	26-27	$4,595,472.00	$0.00	$4,189,523.00	$134,037.00	$271,912.00	$0.00	$4,595,472.00	
4	4.2	Fund additional positions to lead, facilitate and support our staff and various programs.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$1,340,518.00	$177,520.00	$805,171.00	$316,997.00	$222,044.00	$173,826.00	$1,518,038.00	
4	4.3	Provide additional supports during the instructional day for our low income students and English learners.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools K - 12	26-27	$2,099,053.00	$0.00	$2,099,053.00	$0.00	$0.00	$0.00	$2,099,053.00	

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
4	4.4	Fund Teacher Leadership Team (TLT) collaboration to support district goals and implementation of adopted curriculum.	All	No			All Schools	26-27	$77,000.00	$0.00	$77,000.00	$0.00	$0.00	$0.00	$77,000.00	
4	4.5	Support teacher leadership and development in science and math	All	No			All Schools	26-27	$113,800.00	$60,000.00	$0.00	$60,000.00	$113,800.00	$0.00	$173,800.00	
4	4.6	Fund positions to support a safe, inclusive, welcoming environment for all students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$2,165,247.00	$30,801.00	$2,090,600.00	$30,801.00	$0.00	$74,647.00	$2,196,048.00	
4	4.7	Fund professional development and staff training in alignment with district and school goals.	All	No			All Schools	26-27	$144,000.00	$30,500.00	$80,000.00	$6,500.00	$74,000.00	$14,000.00	$174,500.00	
4	4.8	Provide additional support to assist educators who require coaching/mentoring/supervision in order to fulfill requirements	All	No			Specific Schools: ALMS, WBMS, PKWY, ECHS, Spruce ES, Martin ES TK - 12	26-27	$6,000.00	$0.00	$0.00	$0.00	$6,000.00	$0.00	$6,000.00	
4	4.9	Implement the UPK plan to support our TK students and staff.	All	No			Specific Schools: Buri, LC, Pondo, Skyline, Spruce, SSG TK Students	26-27	$563,188.00	$2,450.00	$563,188.00	$2,450.00	$0.00	$0.00	$565,638.00	
4	4.10	Create a "Portrait of an Educator" that defines the knowledge, skills, abilities and the traits of our educators.	All	No			All Schools	25-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.1	SSFUSD will implement all actions for English Learners, Foster Youth, and Low income students as required by state/federal plans as required (ATSI, CSI, CCEIS).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Baden - CSI; SSFHS, Skyline, LC	26-27	$420,443.00	$233,098.00	$500.00	$0.00	$0.00	$653,041.00	$653,541.00	

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
							K - 12									
5	**5.2**	Fund additional sections to support school and district goals by increasing student access to courses, programs.	All	No			All Schools Specific Schools: ALMS, PKWY, WMS, Baden, ECHS, SSFHS 6 - 12 only	26-27	$1,721,369.00	$522,620.00	$2,243,989.00	$0.00	$0.00	$0.00	$2,243,989.00	
5	**5.3**	Continue to provide students additional learning opportunities and instructional learning time in order to provide intervention support, enrichment and/or to meet other student learning needs.	All	No			All Schools	26-27	$597,714.00	$400,000.00	$302,714.00	$400,000.00	$295,000.00	$0.00	$997,714.00	
5	**5.4**	Ensure the continuation of essential services, programs, and relevant support personnel to assist students with disabilities.	All Students with Disabilities SWD	No			All Schools Early Education - P - 3; Preschool - 12	26-27	$150,000.00	$10,000.00		$160,000.00	$0.00	$0.00	$160,000.00	
5	**5.5**	Provide assistance to homeless, foster, English Learners, Low income; students, and their families, including support with transportation and provisions for basic supplies and needs.	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	26-27	$0.00	$100,814.00	$100,814.00	$0.00	$0.00	$0.00	$100,814.00	
5	**5.6**	5.6 Provide technology to empower families to support their students' learning and engage with the school.	All	No				26-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	**5.7**	5.7 Provide additional support to decrease the number of students that are chronically absent.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Junipero Serra, Los Cerritos, Martin, Monte Verde, Ponderosa,	26-27	$304,392.00	$0.00	$304,392.00	$0.00	$0.00	$0.00	$304,392.00	

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
							Skyline, and Sunshine Gardens									
5	**5.8**	Provide additional allocation via LCFF Supplemental allocation to school sites to support English Learners, Foster youth, and low income students in order to meet their academic, behavioral and socio-emotional needs.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$200,000.00	$384,154.00	$584,154.00	$0.00	$0.00	$0.00	$584,154.00	
5	**5.9**	Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio-emotional needs.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	26-27	$99,000.00	$100,000.00	$199,000.00	$0.00	$0.00	$0.00	$199,000.00	
5	**5.10**	Equity is our guiding principle, directing our decisions, actions, and resource allocation to enhance student outcomes.	All	No			All Schools	26-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	**6.1**	School climate and community building programming to support student belonging	All	No			Specific Schools: Baden HS	25-26	$20,000.00	$48,765.00		$68,765.00			$68,765.00	
6	**6.2**	Academic support and skill building	All	No			Specific Schools: Baden HS	25-26	$40,000.00	$10,000.00		$50,000.00			$50,000.00	
6	**6.3**	[NEW for 26-27] Preventative program for at-risk youth	All	No			Specific Schools: Community Day School		$0.00	$51,697.00		$51,697.00			$51,697.00	

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
90,489,525	8,274,140	9.144%	0.000%	9.144%	$11,856,679.00	0.000%	13.103 %	**Total:**	$11,856,679.00
								LEA-wide Total:	$11,252,473.00
								Limited Total:	$299,814.00
								Schoolwide Total:	$304,392.00

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**	Create and train educators to use highly-effective instructional strategies to support historically-underserved and marginalized students. Tailoring teaching methods to the specific needs of these students helps close achievement gaps, promotes inclusivity, and ensures that every learner has access to a high-quality education.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,000.00	
1	**1.4**	1.4 Provide supplementary programs needed and increase access and opportunities for our all students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: BARR - SSFHS only	$36,093.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Create a safe, healthy and inclusive learning environment for all students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$91,879.00	
2	2.2	Provide additional supports during and after school to assist students in academic, behavioral and socioemotional learning.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,305,000.00	
3	3.1	SSFUSD will cultivate partnerships with families, organizations, and educational institutions to empower our students as they navigate their educational paths and ready themselves for the realities of the world beyond school.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Pre K - 12	$7,500.00	
4	4.1	Fund Staff on Special Assignment roles to support and lead in district goals, strategic priorities and the implementation of adopted curriculum, instructional practices, assessment and professional learning.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K - 12	$4,189,523.00	
4	4.2	Fund additional positions to lead, facilitate and support our staff and various programs.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$805,171.00	
4	4.3	Provide additional supports during the instructional day for our low income students and English learners.	Yes	LEA-wide	English Learners Low Income	All Schools K - 12	$2,099,053.00	
4	4.6	Fund positions to support a safe, inclusive, welcoming environment for all students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,090,600.00	
5	5.1	SSFUSD will implement all actions for English Learners, Foster Youth, and Low income students as required by state/federal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Baden - CSI; SSFHS, Skyline, LC	$500.00	

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 (%)
		plans as required (ATSI, CSI, CCEIS).				K - 12		
5	**5.5**	Provide assistance to homeless, foster, English Learners, Low income; students, and their families, including support with transportation and provisions for basic supplies and needs.	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$100,814.00	
5	**5.7**	5.7 Provide additional support to decrease the number of students that are chronically absent.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Junipero Serra, Los Cerritos, Martin, Monte Verde, Ponderosa, Skyline, and Sunshine Gardens	$304,392.00	
5	**5.8**	Provide additional allocation via LCFF Supplemental allocation to school sites to support English Learners, Foster youth, and low income students in order to meet their academic, behavioral and socio-emotional needs.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$584,154.00	
5	**5.9**	Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio-emotional needs.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$199,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$83,395,489.56	$83,793,676.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Create and train educators to use highly-effective instructional strategies to support historically-underserved and marginalized students. Tailoring teaching methods to the specific needs of these students helps close achievement gaps, promotes inclusivity, and ensures that every learner has access to a high-quality education.	Yes	$1,228,858.00	$1,155,011
1	**1.2**	Create policies and define practices that in alignment with our equity statement and support the implementation of our Strategic plan.	Yes	$10,000.00	$7,000
1	**1.3**	Provide and purchase curriculum to meet the needs of our Students with disabilities, English Learners, and at promise students	No	$373,236.00	$169,247
1	**1.4**	1.4 Provide supplementary programs needed and increase access and opportunities for our all students	Yes	$239,398.48	$282,362
1	**1.5**	Provide a broad course of study for students in order to increase college/career readiness	No	$4,000.00	$2,498
1	**1.6**	Continue to reform K-12 grading practices to ensure grades are accurate, bias resistant, an support growth mindsets.	No	$0.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.7	Provide students access to standards aligned instructional materials and highly qualified staff.	No	$56,952,024.00	$58,628,316
2	2.1	Create a safe, healthy and inclusive learning environment for all students	Yes	$381,005.00	$385,854
2	2.2	Provide additional supports during and after school to assist students in academic, behavioral and socioemotional learning.	Yes	$5,711,512.00	$5,550,221
2	2.3	Expand biliteracy recognition programs	No	$10,000.00	$5,170
3	3.1	SSFUSD will cultivate partnerships with families, organizations, and educational institutions to empower our students as they navigate their educational paths and ready themselves for the realities of the world beyond school.	Yes	$135,120.00	$117,447
4	4.1	Fund Staff on Special Assignment roles to support and lead in district goals, strategic priorities and the implementation of adopted curriculum, instructional practices, assessment and professional learning.	Yes	$4,306,878.00	$4,177,020
4	4.2	Fund additional positions to lead, facilitate and support our staff and various programs.	Yes	$1,270,929.00	$1,267,305
4	4.3	Provide additional supports during the instructional day for our low income students and English learners.	Yes	$1,731,772.38	$1,727,184
4	4.4	Fund Teacher Leadership Team (TLT) collaboration to support district goals and implementation of adopted curriculum.	No	$61,000.00	$108,758
4	4.5	Support teacher leadership and development in science and math	No	$245,050.00	$306,442

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.6	Fund positions to support a safe, inclusive, welcoming environment for all students.	Yes	$2,372,846.00	$2,406,124
4	4.7	Fund professional development and staff training in alignment with district and school goals.	No	$437,219.00	$101,398
4	4.8	Provide additional support to assist educators who require coaching/mentoring/supervision in order to fulfill requirements	No	$60,000.00	$18,583
4	4.9	Implement the UPK plan to support our TK students and staff.	No	$344,746.70	$449,621
4	4.10	Create a "Portrait of an Educator" that defines the knowledge, skills, abilities and the traits of our educators.	No	$5,000.00	$4,288
5	5.1	SSFUSD will implement all actions for English Learners, Foster Youth, and Low income students as required by state/federal plans as required (ATSI, CSI, CCEIS).	Yes	$163,944.00	$326,101
5	5.2	Fund additional sections to support school and district goals by increasing student access to courses, programs.	No	$2,889,397.00	$2,225,734
5	5.3	Continue to provide students additional learning opportunities and instructional learning time in order to provide intervention support, enrichment and/or to meet other student learning needs.	No	$1,558,498.00	$1,729,915
5	5.4	Ensure the continuation of essential services, programs, and relevant support personnel to assist students with disabilities.	No	$1,175,000.00	$1,194,431
5	5.5	Provide assistance to homeless, foster, English Learners, Low income; students, and their families, including support with transportation and provisions for basic supplies and needs.	Yes	$200,000.00	$110,519

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	**5.6**	5.6 Provide technology to empower families to support their students' learning and engage with the school.	No	$300,000.00	$235,574
5	**5.7**	5.7 Provide additional support to decrease the number of students that are chronically absent.	No	$283,900.00	$262,768
5	**5.8**	Provide additional allocation via LCFF Supplemental allocation to school sites to support English Learners, Foster youth, and low income students in order to meet their academic, behavioral and socio - emotional needs.	Yes	$584,156.00	$584,156
5	**5.9**	Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio - emotional needs.	Yes	$200,000.00	$200,000
5	**5.10**	Equity is our guiding principle, directing our decisions, actions, and resource allocation to enhance student outcomes.	No	$20,000.00	$10,000
6	**6.1**	School climate and community building programming to support student belonging	No	$50,000.00	$30,620
6	**6.2**	Academic support and skill building	No	$90,000.00	$14,009

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)
8,048,964	$11,724,859.86	$11,592,124.00	$132,735.86	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	Create and train educators to use highly-effective instructional strategies to support historically-underserved and marginalized students. Tailoring teaching methods to the specific needs of these students helps close achievement gaps, promotes inclusivity, and ensures that every learner has access to a high-quality education.	Yes	$77,615.00	$33,473		
1	1.2	Create policies and define practices that in alignment with our equity statement and support the implementation of our Strategic plan.	Yes	$6,000.00	$7,000		
1	1.4	1.4 Provide supplementary programs needed and increase access and opportunities for our all students	Yes	$31,648.48	$32,270		
2	2.1	Create a safe, healthy and inclusive learning environment for all students	Yes	$91,879.00	$86,986		
2	2.2	Provide additional supports during and after school to assist students in academic,	Yes	$2,276,000.00	$2,260,513		

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)
		behavioral and socioemotional learning.					
3	**3.1**	SSFUSD will cultivate partnerships with families, organizations, and educational institutions to empower our students as they navigate their educational paths and ready themselves for the realities of the world beyond school.	Yes	$19,000.00	$2,558		
4	**4.1**	Fund Staff on Special Assignment roles to support and lead in district goals, strategic priorities and the implementation of adopted curriculum, instructional practices, assessment and professional learning.	Yes	$3,968,728.00	$3,955,757		
4	**4.2**	Fund additional positions to lead, facilitate and support our staff and various programs.	Yes	$748,904.00	$760,071		
4	**4.3**	Provide additional supports during the instructional day for our low income students and English learners.	Yes	$1,731,772.38	$1,727,184		
4	**4.6**	Fund positions to support a safe, inclusive, welcoming environment for all students.	Yes	$1,788,657.00	$1,831,137		
5	**5.1**	SSFUSD will implement all actions for English Learners, Foster Youth, and Low income students as required by state/federal plans as required (ATSI, CSI, CCEIS).	Yes	$500.00	$500		
5	**5.5**	Provide assistance to homeless, foster, English Learners, Low income; students, and their families, including support with transportation and provisions for basic supplies and needs.	Yes	$200,000.00	$110,519		

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)
5	**5.8**	Provide additional allocation via LCFF Supplemental allocation to school sites to support English Learners, Foster youth, and low income students in order to meet their academic, behavioral and socio - emotional needs.	Yes	$584,156.00	$584,156		
5	**5.9**	Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio - emotional needs.	Yes	$200,000.00	$200,000		

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)
88,511,888	8,048,964	0.00%	9.094%	$11,592,124.00	0.000%	13.097%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(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 32627(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 32627(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 32627(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 32627(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 32627(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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