LCFF Budget Overview for Parents

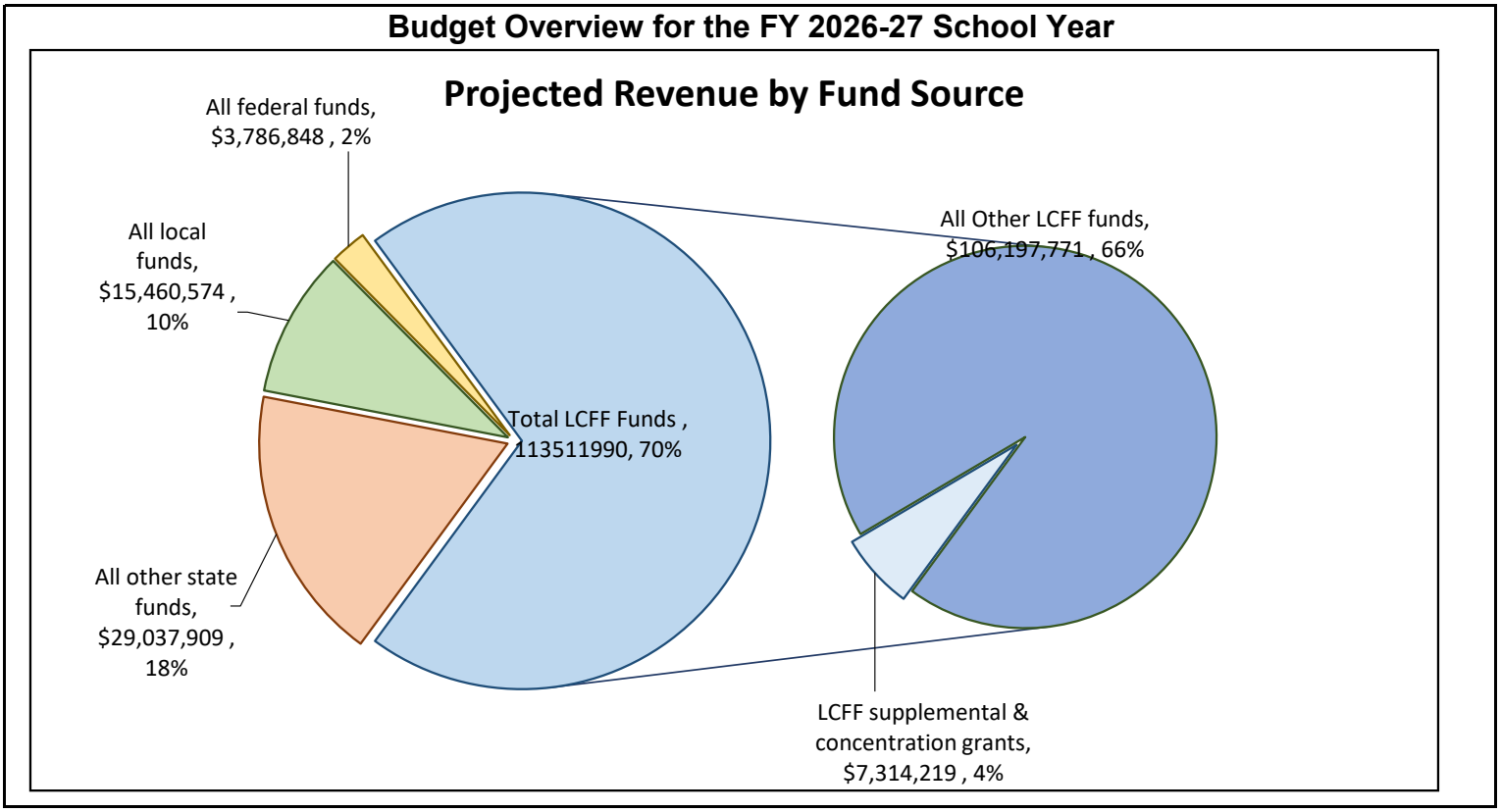
Local Educational Agency (LEA) Name: Saugus Union School District

CDS Code: 19-649980000000

School Year: FY 2026-27

LEA contact information: Edwin Clement

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).

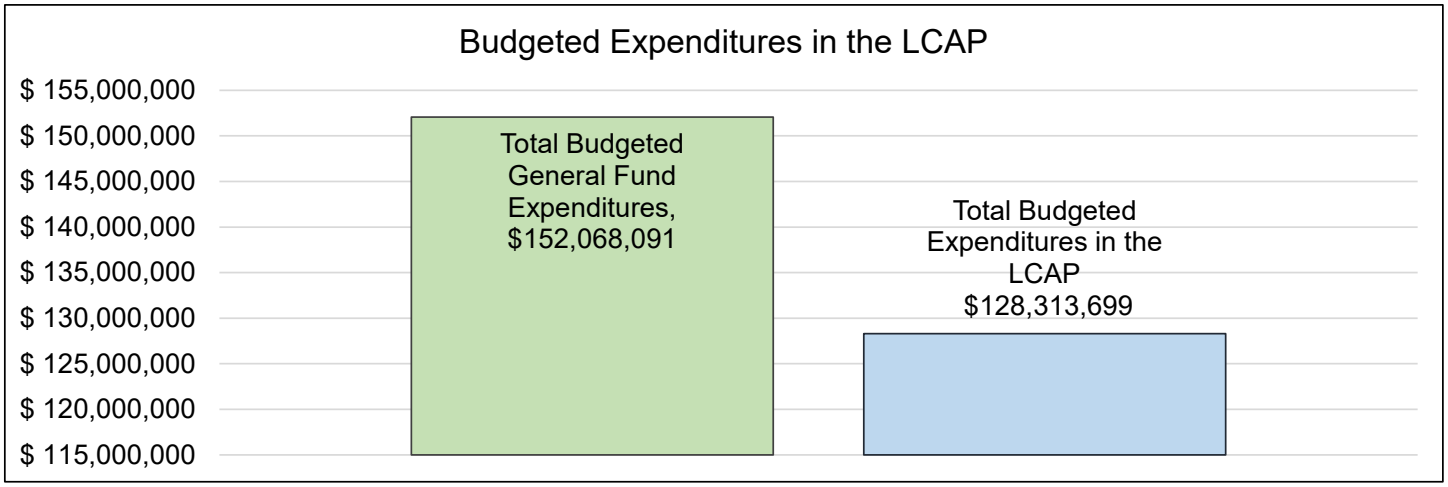


This chart shows the total general purpose revenue Saugus Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Saugus Union School District is $161,797,321.00, of which $113,511,990.00 is Local Control Funding Formula (LCFF), $29,037,909.00 is other state funds, $15,460,574.00 is local funds, and $3,786,848.00 is federal funds. Of the $113,511,990.00 in LCFF Funds, $7,314,219.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Saugus Union School District plans to spend for FY 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: Saugus Union School District plans to spend $152,068,091.00 for the FY 2026-27 school year. Of that amount, $128,313,699.00 is tied to actions/services in the LCAP and $23,754,392.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

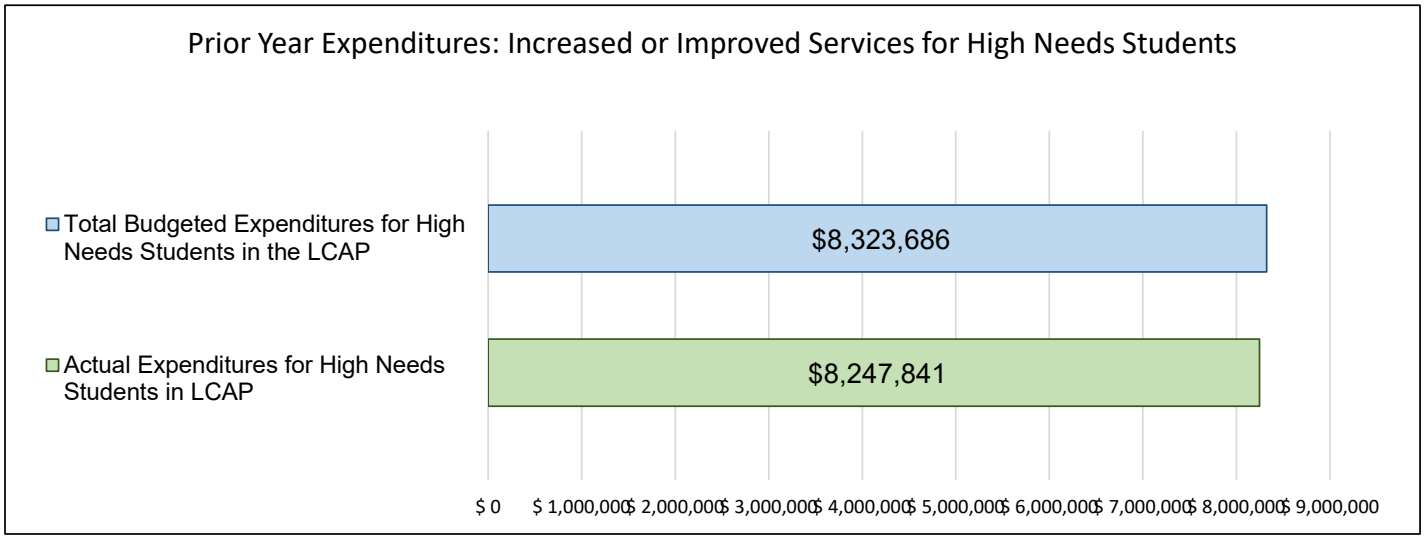
Expenditures not included in the LCAP include salaries and benefits for classified and non-teaching certificated positions at school sites, the district office, and maintenance and operations. It also includes custodial services, grounds maintenance, utilities, and various other facility expenses. Programs or services not included in the LCAP are Title 1 resources, Title 2 Professional Development and instructional practices, Title 3 programs supporting English Learners, Special Education including transportation, and After School Education and Safety (ASES) and Expanded Learning Opportunities programs.

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

In FY 2026-27, Saugus Union School District is projecting it will receive $7,314,219.00 based on the enrollment of foster youth, English learner, and low-income students. Saugus Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Saugus Union School District plans to spend $7,772,514.00 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 FY 2025-26



This chart compares what Saugus Union 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 Saugus Union 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 FY 2025-26, Saugus Union School District's LCAP budgeted $8,323,686.00 for planned actions to increase or improve services for high needs students. Saugus Union School District actually spent $8,247,841.00 for actions to increase or improve services for high needs students in FY 2025-26. The difference between the budgeted and actual expenditures of $75,845.00 had the following impact on Saugus Union School District's ability to increase or improve services for high needs students:

Actual costs of budgeted actions and services were less than anticipated due to staffing challenges and the use of other funding sources to support the actions. For any staffing challenges, SUSD adjusted processes and procedures to maintain services to high needs 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
Saugus Union	Edwin Clement Assistant Superintendent Educational Services	eclement@saugususd.org 6612945300

Plan Summary 2026-2027

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.

The Saugus Union School District (SUSD) is located in the Santa Clarita Valley (SCV) as part of Northern Los Angeles County. It is approximately 94 square miles on the west side of the valley and is one of four elementary school districts in the area. Our 14 school sites include Transitional Kindergarten through 6th grades classes and several specialized programs for students. SUSD provides the Regional Autism Program (RAP) for the Santa Clarita Valley (SCV) SELPA, provides the Special Education Preschool program for the SCV SELPA, provides the Early Start Program for the SCV SELPA and a full offering of special education classrooms and services to meet the individual education plans (IEP) of our elementary and early elementary students. SUSD also provides extensive expanded learning programs and an age three/four-year-old preschool program to support the unique needs of its families in the Valley.

SUSD is home to a diverse community with over 9,000 students and over 1,300 employees committed to serving and creating a school environment that helps students to thrive. Our school district student groups include 37.0% unduplicated students (i.e., Foster Youth (0.3%), English Learners (6.7%), and Socio-economically Disadvantaged students (35.4%)), 17.8% special education students, 1.2% Homeless students, 3.5% African American/Black students, 39.9% Hispanic/Latinx students, 9.6% Asian/Pacific Islander students, 0.3% Native American students, 8.0% Two or More Races, and 31.6% White students. The district has active parent organizations that include several PTA/PTO groups as well as 14 School Site Councils (SSC) and 14 English Learner Advisory Committees (ELAC). Parent advisory groups at the district level include the PAC (Parent Advisory Committee), DELAC (District English Learner Advisory Committee), Parent Leadership (presidents from each site-based PTA/PTO), and our Parent and Educators Advisory Council for Engagement (P.E.A.C.E.) that began in 2020. P.E.A.C.E. is designed to provide the district with assistance in creating equitable school environments that are inclusive and representative of the entire district community. SUSD strives to provide unique learning opportunities at each of its 14 school sites. This ensures that parents and students have choices that best meet their individual interests and needs. For example, Emblem Academy provides its ESTEEM program (Ethics, Science, Technology, Engineering, Entrepreneurship, and Mathematics), while Highlands Elementary School offers the districts Dual Language Immersion (DLI) program and Cedarcreek Elementary School hosts an edible schoolyard program that uses project-based learning to explore sustainable environments, food production and preparation, healthy eating habits, and business to make its core curriculum of reading, writing, math, and science come to life in the garden or kitchen. Each school is focused on providing a special learning opportunity that is relevant to 21st Century needs and to the interests of its students which allows families to make choices about their child(ren)'s education to fully engage them in learning from TK-6th grade. This approach also allows students to enter their secondary learning prepared with foundations that will allow them to explore and grow further in an area or switch to a different area of interest. Regardless of the special emphasis, each of the 14 schools in SUSD provide a rigorous, standards-based program aligned to the California Content Standards and Curriculum Frameworks ensuring that our students receive all the necessary tools for their elementary education.

The Saugus Union School District (SUSD) is committed to excellence in elementary education. Our vision, academic and personal success for every child is visible across our 14 individual school sites and each of our program offerings. We strive to ensure that all students receive a rigorous, grade-appropriate academic education and that each has the social emotional tools to ensure success in the world. Our entire district has been recognized with the distinction as a PLC @ Work Model PLC District (one of three in California) and we were also one of 11 school districts in California and one of 100 nationally to be recognized on the Academic Recovery Scorecard for closing the achievement gap post-pandemic. All of our schools have been recognized as California Distinguished Schools with West Creek Academy and Charles Helmers Elementary receiving recognition in 2023 and Mountainview Elementary, North Park Elementary, Cedarcreek Elementary, Plum Canyon Elementary, Rosedell Elementary, and West Creek Academy earning this distinction in 2025. Charles Helmers Elementary and West Creek Academy both received the prestigious PLC @ Work Model School title, Rio Vista and North Park received the PLC @ Work Promising Practices School title, and fourteen schools have been recognized as California Gold Ribbon Schools with five schools having been recognized as National Blue Ribbon Schools. Each of our two Title I schools have been awarded the Title I Academic Achievement Award. SUSD is also in the process of implementing many new facilities projects as part of the Measure EE Bond that was passed by the community in 2014. While there are many completed projects that are included in the Bond, SUSD is currently completing new classroom buildings projects and other school renovation projects occurring over the next year. Some of the finished projects include a new school building at several campuses, the completion of our Edible School Yard garden and kitchen at Cedarcreek, and solar and landscaping projects to create net zero environments for energy efficiency. The Saugus Union School District is fortunate to have a community that is committed to its school facilities by supporting Measure EE and the numerous Community Facilities District (CDF) funds that it uses to complete these projects.

Reflections: Annual Performance

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

SUSD continues to make progress based on our review of 2025 California School Dashboard and local data. Our 2025 English Language Arts and Math metrics indicate that we are in the "green" status. Our 3rd-6th graders gained percentages in meeting or exceeding English Language Arts and mathematics proficiency as compared to CAASPP scores from the prior school year. Our local reclassification data indicates that 30% of our English learner students are meeting the requirements for reclassification. Our Suspension rates dipped into the "yellow" however we met standard on all local indicators.

According to the 2025 Chronic Absenteeism Dashboard Indicator, our overall student group remained in the "green" status, declining 0.5% from the previous year. All student groups declined or maintained in their Chronic Absenteeism percentage (except for the African American student group). This was a big celebration because are schools have made a concerted effort to focus on attendance. In 2025, we had no student groups in the red districtwide. In 2023, Students with Disabilities at Cedarcreek Elementary, English Learners and Socioeconomically Disadvantaged students at Tesoro del Valle Elementary, and our Hispanic students at Skyblue Mesa Elementary fell within the "red" area on the Chronic Absenteeism Dashboard Indicator.

According to the 2025 English Language Arts Dashboard Indicator, our All student group fell within the "green" area, maintaining their progress in ELA. All student groups increased in their progress, with our Filipino, Asian, African American, White, and Two or More Races student groups placed at the very high status in "blue". In2025, we had no student groups in the "red" area. In 2023, Students with Disabilities at Highlands Elementary, Rosedell Elementary, and Skyblue Mesa Elementary and English Learners at Skyblue Mesa Elementary fell within the "red" area on the 2023 English Language Arts Dashboard Indicator.

According to the 2025 Mathematics Dashboard Indicator, our All student group fell within the "green" showing an increase in achievement, with all student groups showing an increase in DFS. Our African American, Asian, Filipino, and Two or More Races student groups increased achievement and fell within the highest "blue" area and our English Learner student group increased 5.8 DFS and fell within the "green" area. In 2025, we had no student groups in the "red" area districtwide. In 2023, we had no student groups fall within the "red" districtwide or at the school sites.

According to the 2025 English Learner Progress Dashboard Indicator, our English Learners increased their progress by 7.1%, placing them in the "green" area. Local data indicates that we were able to increase our reclassification percentage with 30% of our English Learners meeting reclassification criteria.

32.67% of our English learners achieved an overall score of 4 on the ELPAC in 2024-25 (an increase of 8.14%) and almost 60% of our English learners are making progress toward English language proficiency (an increase of 7.1% from the prior year).

According to the 2025 Suspension Dashboard Indicator, 5 student groups fell into "blue" status and 3 groups fell within the "green" status. African American, Socioeconomically Disadvantaged, and White student groups fell within the "orange" status. We had no student groups in the red districtwide or at the school sites.

The February 2026 Basic Phonics Skills Test (BPST) results indicate that 77% of Kindergarteners, 92% of first graders, and 88% of second graders are demonstrating proficiency with the foundational reading skills necessary for their grade level. Our first graders are showing a 10% increase from the previous year while our Kindergarten and second grade students are showing a decrease from the prior year.

Local Indicators have been met in all areas. These areas include the Basics: Teacher assignment, textbook availability, and facilities condition, Implementation of Academic Standards, Parent and Family Engagement, Climate Survey, and Access to Broad Course of Study. Each of these areas continues to be important to the success of our students despite our meeting the expectations for the Dashboard. SUSD will continue working to provide a quality school environment, implement a rigorous standards-aligned curriculum, and engage the parents and stakeholders to create a positive school setting.

Our local connectedness survey data for 2026 indicates that our mental health supports, behavior supports, and intentional actions to engage students in learning within their school community are proving effective. 69% of our students indicated they like school (4% increase), 77% indicated that they feel safe at school (4% increase), and 73% indicated that they feel a sense of belonging and important at school (4% increase).

SUSD plans to maintain our successes through continued professional development in the areas of early literacy for our K-2 teachers and reading comprehension for our 3rd-6th grade teachers, continued professional development around evidenced-based practices for our English learners including our Long Term English Learners, continued monitoring of our English learners academic achievement and language acquisition, and continued support from our Teachers on Special Assignment who will provide in-class coaching for teachers, provide resources and coaching support to our teacher teams, and support grade level teams through the Professional Learning Community processes and practices. We will also continue to support all teachers through professional development in the area of mathematics and writing instruction to support written expression across all content areas.

Learning Recovery and Emergency Block Grant
SUSD has unexpended Learning Recovery Education Block Grant (LREBG) funding and plans to expend the remaining LREBG funding within the 2026-2027 and 2027-2028 LCAP.

LREBG will be funding the following actions in the LCAP for 2026-2027: Goal 1, Actions 1, 2, and 4.

The SUSD needs assessment substantiated findings from the 2025 Dashboard and local data related to the academic performance of students in ELA and Math. A review of state and local data indicates that the ELA and Math academic performance of Students with Disabilities and English Learners is significantly behind other student groups at some of our schools. Based on this analysis, Goal 1, Actions 1, 2, and 4 directly address the need to close the achievement gap for these student groups as they focus on data-driven Professional Learning Communities (PLCs) for accelerated learning. Educators will utilize evidence-based PLC protocols to analyze real-time student assessment data, specifically identifying learning gaps among their students with a focus on English Learners and Students with Disabilities. Teams will collaboratively design, deploy, and monitor targeted, tier-1 and 2 academic interventions and extension strategies. LREBG funds will support this action by financing teacher release time, professional development in data-driven PLC frameworks, and evidence-based collaboration resources. Research supports that school systems who use a cycle of inquiry in addressing student needs and reducing student challenges see more positive progress than those that do not (DuFour, DuFour, Eaker, Many, & Mattos,2016).

The SUSD needs assessment did not identify significant needs in the area of Chronic Absenteeism.

Reflections: Technical Assistance

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

N/A

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
Teachers	All teachers were provided opportunities for LCAP input through the 2026 LCAP Connectedness Survey as well as were a survey specific to LCAP input. They also had access to attend the LCAP Community Meeting to provide input on the following date: March 31, 2026 at 5:30 PM. We also had over 45 teacher representatives from our Pacing Guide Committee (teachers from all school sites and grade levels) have the opportunity to provide input on the LCAP.
Principals and Administrators	All principals and administrators were provided opportunities for LCAP input through the 2026 LCAP Connectedness Survey as well as the LCAP Input Survey. They had access to attend the LCAP Community Meetings and provide input on the following dates: March 24, 2026 at 9:00 AM and on March 31, 2026 at 5:30.
Other School Personnel	Other school personnel, including our classified staff were provided opportunities for LCAP input through the 2026 LCAP Connectedness Survey as well as the LCAP Input Survey. They also had access to attend the LCAP Community Meetings and provide input on the following date: March 31, 2026 at 5:30 PM.
Local Bargaining Units (CSEA and STA)	Saugus Teachers Association (STA) and the local California School Employees Association (CSEA) were provided opportunities for inpu with our 2026 LCAP Connectedness Survey as well as the LCAP Input Survey. They also had access to attend the LCAP Community Meetings and provide input on the following dates: March 31, 2026 at 5:30 PM. A special session focused on LCAP input from the STA Executive Board was held on April 14, 2026 at 3:00 PM. CSEA was also provided an opportunity for their Executive Board to provide LCAP input on March 11, 2026 at 2:30 PM.
Parents/Caregivers	All parents and caregivers were provided opportunities for LCAP input through the 2026 LCAP Connectedness Survey and our LCAP Input Survey. They had access to attend the LCAP Community Meetings and provide input on the following date: March 24, 2026 at 9:00 AM and March 31, 2026 at 5:30 PM.
Students	All students in grades 3-6 were provided opportunities for LCAP input through the 2026 LCAP Connectedness Survey
Members of the Parent Advisory Council (PAC)	All members of the district's Parent Advisory Council were provided opportunities for LCAP input through the 2026 LCAP Connectedness Survey and LCAP Input Survey. They had access to attend the LCAP Community Meetings and provide input on the following dates: March 24, 2026 at 9:00 AM and March 31, 2026 5:30 PM and at the PAC meeting on March 4, 2026 at 3:30 PM. On May 14, 2026, the PAC members had access to provide additional input after reviewing the draft goals, actions, and budget of the 2026-2027 LCAP.
Members of the District English Language Advisory Council (DELAC)	All members of the district's District English Language Advisory Council (DELAC) were provided opportunities for LCAP input through the 2026 LCAP Connectedness Survey and LCAP Input Survey. They had access to attend the LCAP Community Meetings and provide input on the following dates: March 24, 2026 at 9:00 AM and March 31, 2026 5:30 PM and at the PAC meeting on March 4, 2026 at 6:00 PM. On May 14, 2026 at 6:00 PM the PAC members had access to provide additional input after reviewing the draft goals, actions, and budget of the 2026-2027 LCAP.
SUSD Governing Board	SUSD Governing Board was provided information on the process for the 2026-2027 LCAP development at the following school board meetings: January 20, 2026 and April 21, 2026. There was a Public Hearing held on June 2, 2026 and the LCAP went for board approval on June 30, 2026.
SELPA	The SELPA was provided opportunities for LCAP input through the LCAP Community Meetings on the following dates: March 24, 2026 at 9:00 AM and March 31, 2026 at 5:30 PM. There was also a specific LCAP input meeting with the SELPA on May 20 at 1:00 PM.

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

Educational Partners were notified through Parent Square and other media platforms that the 2026-2027 LCAP document, along with the input from PAC and DELAC including written responses from the superintendent's designee, was available for review on the district website with information about sharing their input regarding the LCAP actions and

expenditures if they could not attend the public hearing.

Survey data from students, families, and employees, along with academic achievement assessment data, and anecdotal data from staff/parents indicated that the goals for the 2024-2027 LCAP should remain the same as well as most actions in the LCAP to ensure that the goals listed will meet the intended outcomes as the data and evidence demonstrates that the actions are proving effective.

The following is the feedback and input that influenced the actions within the 2026-2027 LCAP:

Goal 1: Closing the Achievement Gap
Feedback from educational partners influenced the LCAP by reiterating the important impact that the Teachers on Special Assignment have on instructional pedagogy in the areas of math and reading and meeting the unique needs of our EL, FY, and LI students (Goal 1, Actions 1-2). There was a plethora of feedback that discussed the need to continue support for the implementation of evidenced-based foundational literacy skills instruction, support for providing reading intervention for upper grade students, as well as continued support with implementation of high-leverage writing strategies. There was also multiple mentions of specific support for staff on implementation of the new math curriculum and support for the instructional shifts that will be required with the new curriculum that also align to the updated math framework. Additionally, feedback also indicated the positive impact that the PLC process has had on student learning and professional learning teams (PLTs) and that the support for PLCs should continue (Goal 1, Action 4). Providing specific funding to the school sites to meet the unique needs of their student groups was also lauded as an important action to maintain (Goal 1, Actions 5-6).

Goal 2: Supporting Academic and Language Needs of English Learners
Feedback from educational partners influenced the LCAP for this goal by stating the importance of maintaining the specific action around the needs of our Long Term English Learners (LTEL), knowing how important it is to support their progress toward reclassification, given their performance data on the 2025 Dashboard. While we saw an increase in achievement for this student group and our English learners as a whole, we want to keep the support to prevent English Learners from becoming identified as an LTEL. Student goal setting was seen as a valuable action and continues to be written within the LCAP (Goal 2, Action 6). Families also indicated that they appreciated the varied workshops available for them (ELPAC, i-Ready, Math Nights, Literacy Nights, Bilingual Storytime, etc) and would like these to continue.

Goal 3: Increasing Student Engagement
Feedback from all educational partners that influenced the LCAP included maintaining a social worker at every school site as their support has been valuable for both students and their families. Families also shared that they would like more opportunities to learn how to best support their own children with challenging behaviors and strengthening executive functioning skills from the social workers and BCBAs (Actions 2 & 5). The input from staff and families also indicated a need for increasing engagement and connectedness to school for some of our students who are exhibiting a skills-deficit in the area of executive functioning, social emotional learning, or self-regulation which impacts their ability to appropriately engage or connect to learning and school (Action 3). While no LCFF funding is being added to this action, additional implementation of current strategies and resources is being explored in relation to this action in order to support students who are struggling to connect and engage in school, academically and/or behaviorally. Input from all educational partners indicated that the new Social Emotional Curriculum that was adopted in 2025 is very effective and both parents and staff would like to continue with its implementation (Action 1) as these resources best meet the unique needs of our current students, with a focus on our EL, LI, and FY students.

Goal 4: Family Engagement and Basic Core Services
Feedback from educational partners resoundingly indicated that our Family and Community Liaisons are a tremendous support and should continue their outreach with our unduplicated count families. They appreciated all of the workshops offered to families this year as well as the parent education institutes (PIQE) and would appreciate even more opportunities to learn strategies to help support their own students at home. Many families and staff also indicated the need for more outreach so that more families can attend the workshops and know about the resources and supports available to them (Goal 4, Action 5). As a result of this input, we are maintaining our 6 members of the Family and Community Liaison team who will be able to help our district increase our outreach and connectedness with more families with a focus on our EL, LI, and FY families.

Goal 5: Equity and Inclusivity for All Students and Families
Feedback from educational partners indicated that we should continue with multicultural events and cultural proficiency training for staff and families and continue to provide additional opportunities throughout students' experiences at school that support students in feeling proud from where they come as well as opportunities for families, staff, and students to share about their own family cultures, experiences, and celebrations (Goal 5, Actions 1-5).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Achievement Gap - Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas – English Language Arts (ELA), Mathematics, Science, Social Science.	Broad Goal

State priorities addressed by this goal.

4, 2, 7, 8

An explanation of why the LEA has developed this goal.

This goal allows us to focus on the programs, practices and activities that will address the individual learning needs of unduplicated pupils (UDP) and address learning gaps we see within our data. We are still seeing a gap between the academic achievement of our unduplicated count pupils and the "All" student groups. Feedback from educational partners indicated that a goal that focused on increasing supports and resources in order for all student groups to achieve at high levels with a focus on our English learners, Foster Youth, and Low Income students was important.

Measuring and Reporting Results

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

1	CA School Dashboard English Language Arts (ELA) Academic Indicator (Priority 4) Distance from Standard (DFS) Includes results from both Smarter Balanced ELA Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-6 Source: caschooldashboard.org	2023 CA School Dashboard All Students = 28.1 above DFS English learners = 7.2 below DFS Foster Youth = 90.1 below DFS Homeless = 27.7 below DFS Long-term English Learner = TBD Socioeconomically Disadvantaged = 1.8 below DFS Students with Disabilities = 48.4 below DFS African American = 16.1 above DFS American Indian = N/A Asian = 88.9 above DFS Filipino = 59 above DFS Hispanic/Latino = 0.8 below DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = 47.1 above DFS White = 32.7 above DFS GAP = difference between "ALL" and each student group	2024 CA School Dashboard All Students = 33.7 above DFS English learners = 4.2 below DFS Foster Youth = 61.1 below DFS Homeless = 12.9 below DFS Long-term English Learner = 80.5 below DFS Socioeconomically Disadvantaged = 5.2 above DFS Students with Disabilities = 42.4 below DFS African American = 1.7 above DFS American Indian = N/A Asian = 94.9 above DFS Filipino = 66 above DFS Hispanic/Latino = 6.9 above DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = 50.9 above DFS White = 37.8 above DFS	2025 CA School Dashboard All Students = 41.3 above DFS English learners = 9.4 above DFS Foster Youth = 51.5 below DFS Homeless = 8.4 below DFS Long-term English Learner = 64.7 below DFS Socioeconomically Disadvantaged = 13.3 above DFS Students with Disabilities = 31.5 below DFS African American = 28.3 above DFS American Indian = 60.5 above DFS Asian = 101 above DFS Filipino = 68 above DFS Hispanic/Latino = 15.5 above DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = 65 above DFS White = 46 above DFS	2026 CA School Dashboard All Students = 37.1 above DFS English learners = 1.8 above DFS Foster Youth = 81.1 below DFS Homeless = 18.7 below DFS Long-term English Learner = TBD Socioeconomically Disadvantaged = 7.2 above DFS Students with Disabilities = 39.4 below DFS African American = 25.1 above DFS American Indian = N/A Asian = 97.9 above DFS Filipino = 68 above DFS Hispanic/Latino = 8.2 above DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = 56.1 above DFS White = 41.7 above DFS GAP = Close gap for each student group by 20% or more.	Current Difference: All Students = increased 13.2 DFS English learners = increased 16.6 DFS Foster Youth = increased 38.6 DFS Homeless = increased 19.3 DFS Long-term English Learner = increased 15.8 DFS Socioeconomically Disadvantaged = increased 15.1 DFS Students with Disabilities = increased 16.9 DFS African American = increased 12.2 DFS American Indian = N/A Asian = increased 12.1 DFS Filipino = increased 9 DFS Hispanic/Latino = increased 16.3 DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = increased 17.9 DFS White = increased 13.3 DFS

2	CA School Dashboard Mathematics Indicator (Priority 4) Distance from Standard (DFS) Includes results from both Smarter Balanced Math Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-6 Source: caschooldashboard.org	2023 CA School Dashboard All Students = 15.1 above DFS English learners = 9.8 below DFS Foster Youth = 104.2 below DFS Homeless = 35.4 below DFS Long-term English Learner = TBD Socioeconomically Disadvantaged = 14.6 below DFS Students with Disabilities = 54.2 below DFS African American = 6 below DFS American Indian = N/A Asian = 81.1 above DFS Filipino = 49 above DFS Hispanic/Latino = 14.8 below DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = 35.8 above DFS White = 18.9 above DFS GAP = difference between "ALL" and each student group	2024 CA School Dashboard All Students = 20 above DFS English learners = 6.7 below DFS Foster Youth = 51.6 below DFS Homeless = 18.4 below DFS Long-term English Learner = 103.3 below DFS Socioeconomically Disadvantaged = 7.7 below DFS Students with Disabilities = 49.8 below DFS African American = 14.8 below DFS American Indian = N/A Asian = 84.9 above DFS Filipino = 49.3 above DFS Hispanic/Latino = 8.4 below DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = 38.4 above DFS White = 24.6 above DFS	2025 CA School Dashboard All Students = 27.2 above DFS English learners = 0.9 below DFS Foster Youth = 73.1 below DFS Homeless = 8.6 below DFS Long-term English Learner = 113.9 below DFS Socioeconomically Disadvantaged = 0.2 above DFS Students with Disabilities = 39.2 below DFS African American = 4.6 above DFS American Indian = 69 above DFS Asian = 94.9 above DFS Filipino = 59.1 above DFS Hispanic/Latino = 1.0 below DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = 41.9 above DFS White = 34.4 above DFS	2026 CA School Dashboard All Students =37.1 above DFS English learners = 0.8 above DFS Foster Youth = 95.2 below DFS Homeless = 26.4 below DFS Long-term English Learner = TBD Socioeconomically Disadvantaged = 5.6 below DFS Students with Disabilities = 45.2 below DFS African American = 3 above DFS American Indian = N/A Asian = 90.1 above DFS Filipino = 58 above DFS Hispanic/Latino = 5.8 below DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = 44.8 above DFS White = 27.9 above DFS GAP = Close gap for each student group by 20% or more.	Current Difference: All Students = increased 12.1 DFS English learners = increased 8.9 DFS Foster Youth = increased 31.1 DFS Homeless = increased 26.8 DFS Long-term English Learner = decreased 10.3 DFS Socioeconomically Disadvantaged = increased 14.8 DFS Students with Disabilities = increased 15 DFS African American = increased 10.6 DFS American Indian = N/A Asian = increased 13.8 DFS Filipino = increased 10.1 DFS Hispanic/Latino = increased 13.8 DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = increased 6.1 DFS White = increased 15.5 DFS

3	CA Science Test - Grade 5 Only (CAST) (Priority 4) CAASPP-ELPAC Reporting Site (CAST) Source: caaspp-elpac.cde.org	2023 CA Science Test All Students - 53.85% Special Education - 24.49% EL - 9.89% Female - 53.42% Male - 54.24% Socioeconomically Disadvantaged - 43.47% Black or African American - 27.91% Hispanic/Latino - 40.17% Asian - 74.34% Filipino - 60.64% White - 59.42% GAP = difference between "All student group" and identified group	2024 CA Science Test All Students - 56.28% Special Education - 29.80% EL - 4.23% Female - 55.51% Male - 57.03% Socioeconomically Disadvantaged - 44.89% Black or African American - 52.18% Hispanic/Latino - 44.42% Asian - 80.42% Filipino - 64.64% White - 59.60%	2025 CA Science Test All Students - 56.35% Special Education - 24.870% EL - 3.08% Female - 57.28% Male - 55.45% Socioeconomically Disadvantaged - 43.51% Black or African American - 47.37% Hispanic/Latino - 40.93% Asian - 80.51% Filipino - 66.30% White - 63.81%	2026 CA Science Test Close Gap for all groups by 20% or more over the LCAP period	Current Difference: All Students - increased 2.5% Special Education - increased 0.38% EL - decreased 6.81% Female - increased 3.86% Male - increased 1.21% Socioeconomically Disadvantaged - increased 0.04% Black or African American - increased 19.46% Hispanic/Latino - increased 0.76% Asian - increased 6.17% Filipino - increased 5.66% White - increased 4.39%
4	Early Literacy - Basic Phonics Skills Test III (BPST III) (Priority 8)	K - 96% 1 - 81.4% 2 - 95.1%	K - 77% 1 - 92% 2 - 88%	K -84% 1 - 96% 2 - 92%	K - 100% 1 - 100% 2 - 100%	Current Difference K: decreased 12% 1: increased 15% 2: decreased 3%
5	Least Restrictive Environment (LRE) State Indicator 5: Education Environments (Priority 7)	2022-2023 5b Target: Percentage of students in a regular classroom less than 40% of their day - 21.67%	2023-2024 5b Target: Percentage of students in a regular classroom less than 40% of their day - 22.28%	2024-2025 5b Target: Percentage of students in a regular classroom less than 40% of their day - 17.1%	2025-2026 5b Target: Percentage of students in a regular classroom less than 40% of their day - 18.67%	Current Difference: Decrease of 4.57%

6	Multi-tiered Systems of Supports (MTSS) Data from District Referrals (Priority 8)	District Wide School Social Worker Data (as of April 23, 2024): Tier 1 - Classroom Lessons Provided: 576 (6% of enrollment) Tier 2 - Small Group Support Sessions Provided: 423 (5% of enrollment) Tier 3 - Individual Support Sessions Provided: 1,065 (13% of enrollment)	District Wide School Social Worker Data (as of April 20, 2025): Tier 1 - Classroom Lessons Provided: 143 (2% of enrollment) Tier 2 - Small Group Support Sessions Provided: 84 (1% of enrollment) Tier 3 - Individual Support Sessions Provided: 473 (5% of enrollment)	District Wide School Social Worker Data (as of April 24, 2026): Tier 1: 100% of enrollment Tier 2: 769 students (8% of enrollment) Tier 3: 326 students (4% of enrollment) Students received 6562 Tier 2 & 3 services.	District Wide School Social Worker Data: Tier 1 - Classroom Lessons Provided: 100% of enrollment Tier 2 - Small Group Support Sessions Provided: 15% of enrollment Tier 3 - Individual Support Sessions Provided: 5% of enrollment	Current Difference: Tier 1 : Increase of 94% Tier 2: Increase of 4% Tier 3: Decrease of 9%
7	Standards-Aligned Professional Development Offerings (focused in ELA, Math, Science, Social Studies, ELD)(Priority 2)	2023-2024 School Year 183 Professional Development workshops offered (focused in ELA, Math, Science, Social Studies, ELD)	2024-2025 School Year 189 Professional Development workshops offered (focused in ELA, Math, Science, Social Studies, ELD)	2025-2026 School Year 255 Professional Development workshops offered (focused in ELA, Math, Science, Social Studies, ELD)	2026-2027 School Year Maintain at least 180 Professional Development workshops offered (focused in ELA, Math, Science, Social Studies, ELD)	Current Difference: increased 72 workshops

Goal Analysis for 2025-2026

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.

Saugus Union continued to provide services from the 2025-2026 LCAP using supplemental funds identified for implementing instructional programs and services for all students to achieve while also closing the achievement gap.

We were able to implement the actions set forth in the plan, supporting our growth toward our year 2 metric data for Goal 1 and making improvements toward our goal through the actions laid out.
1) The overall implementation of these actions for:
Goal # 1 was fully implemented.
8 of 8 actions were implemented fully
2) The most successful aspects of our implementation of these actions have been:
• Actions 1-3: Our TOSAs provided workshops for teachers in areas of early literacy, number talks, the new math framework, NGSS lesson design, educational technology, writing, and 21st century through after school workshops, summer professional development opportunities, Professional Learning Communities (PLC) team collaboration time, and in-classroom coaching sessions.
• Action 4: The assessment systems supported grade level teams in having actionable, current, and relevant data they can utilize in order to make specific decisions on how to best support our students overall as well as focus on the academic needs of our unduplicated count students and student groups that displayed an achievement gap in the data.
• Action 5: As part of our PLC process, Saugus Union committed to create weekly grade level collaboration time during the school day for grade level teams to analyze common formative assessment data, create action plans for students requiring additional support and time to meet grade level promise standards, and allow for grade level colleagues to share best practices with one another based on their formative grade level data.
• Actions 6 & 7: Unduplicated Count students also benefited from the resources available to them at the site level such as increased opportunities for small group instruction, increased opportunities for teacher teams to analyze data and create action plans for specific students, and an increase in specific professional development based on site specific student needs.
•Action 8: All K-6 students were provided access to technology and having Chromebooks available for UDP students to check out for homework use.
3) The most challenging aspects of our implementation of these actions have been:
We were able to implement all of the actions. While Action 1 identified an additional focus on certain student groups at specific sites, there were times where we supplemented that support through different evidenced-based strategies outside of LCAP actions.
4) There were no planned actions that differed 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.

There were some material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. We spent more than planned on our ELA TOSA action (Goal 1, Action 1) due to an increase in professional development that we held for foundational literacy skills based on employee response and demand which means more teachers were trained and implementing causing this to be an effective action. We spent more than planned on our Math TOSA action (Goal 1, Action 2) due to an increase in professional development for all teachers to receive training on the updated Math Framework and the professional development that aligned with our math pilot curriculum. We spent less on the 21st Century TOSA action (Goal 1, Action 3) because we had a third position that we did not fill as this person moved to a coordinator role in our district. The two current TOSAs supported the action. The Assessment Coordinator position (Goal 1, Action 4) was vacant for some of the time so we spent a little less than anticipated. There was more funding expended on the Professional Learning Community (PLC) action (Goal 1, Action 5) as we utilized additional one time funds to provide an increase in professional development in PLC practices and effective instructional practices. Also, the cost for guest teachers to help monitor PE instruction that allowed for grade level teams to focus on PLC actions and processes together on a weekly basis was higher than originally anticipated. Our Goal 1, Actions 6-7 was effective, but the challenge of funding did not align with the original budget in that some of the staff resources were more costly than originally planned for which then reduced how much sites could spend on their supplies.

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

According to various metrics within Goal 1, many of our student groups made significant growth demonstrating effectiveness of the actions. According to the 2025 California Dashboard English Language Arts Indicator, all student groups saw an increase in their Distance from Standard (DFS), including all of our unduplicated count student groups (EL, Low Income, and Foster Youth). All students increased by 7.6 DFS, English learners increased by 13.6 DFS, low income students increased by 8.1 DFS, and Foster Youth students increased by 9.6 DFS. This growth indicates that we are on our way to closing the achievement gap.

According to the 2025 California Dashboard Mathematic Indicator, almost all student groups saw an increase in their Distance from Standard (DFS), including most of our unduplicated count student groups. All students increased by 7.2 DFS, English learners increased by 5.8 DFS, low income students increased by 7.9 DFS, while Foster Youth students decreased by 21.5 DFS. This overall growth indicates that we are on our way to closing the achievement gap in Math and we are already working with our Foster Youth students to provide a wraparound, more comprehensive approach to meet their academic needs in Math.

The actions within Goal 1 contributed to academic growth at the local level as explained below. The Teachers on Special Assignment (TOSAs) continue to be effective in supporting teachers to implement evidence-based practices within the classroom to enhance student learning. The English Language Arts (ELA) TOSAs (Action 1) were effective as they continued to engage teachers in The Science of Reading strategies, including Phonological Awareness instruction and writing strategies instruction across content areas. They provided Orton-Gillingham (OG) training to over 80 General Education, Resource, and Special Education teachers (90 hours of certified training in all). Training occurred both in the summer and throughout the school year. Training also included supporting our TK teachers in OG strategies as part of their work day has them providing small group intervention in reading for grades 1 and 2. As of Spring 2026, all TK-6 teachers are officially certified OG teachers. Our current 1st and 2nd-grade students demonstrated mastery of mid-year grade level foundational skills with 96% and 92% accuracy, respectively. 84% of our Kindergarten students are demonstrating mastery in mid-year grade level foundational skills. While our percentages dipped slightly in Kindergarten from this time in the previous year, our K-2 teams continue to gain clarity around the skills students must master by the end of the year and teachers have deepened their analysis of data and intensified their response to the data by developing small group instruction for students designed to target specific needs.

The ELA TOSAs also provided professional development and support for teachers in utilizing our state-adopted core materials aligned to the ELA/ELD framework and in using assessments as both formative and summative tools to gauge students' level of understanding and mastery related to key ELA standards. The TOSAs visited almost 200 classrooms for modeling lessons and coaching teachers. They also met with grade-level teams to help analyze data and create intervention plans. ELA TOSAs created weekly lessons for grades TK-3 that are available on our ELA Literacy Hub and focused on phonological awareness, phonics, grammar, sight words, writing, vocabulary, syllabication, and reading comprehension. They also provided professional development for over 70 teachers in grades K-6 focused on Writing for Student Achievement to build the skill set of all teachers in utilizing strategies to support our students in writing across all content areas. In total, the TOSAs provided 49 professional development sessions. The ELA TOSAs also work closely with site administrators and their site-level Student Study Teams. They trained all K-2 teachers in administering the one-on-one universal reading for difficulties screener (Multitudes) with all K-2 students in order to identify students who may struggle with reading to help target which specific skills students may require prevention and/or intervention support.

The Math TOSAs (Action 2) were effective as they visited over 320 classrooms within all 14 schools and provided professional development on a variety of topics such as math routines to support the math practices, problem solving strategies, writing in math, as well as providing additional professional learning on the shifts in mathematics instruction outlined in the newly adopted California Math Framework during summer and after school workshops as well as grade level specific workshops for ALL teachers (K-6) focused on effective Tier 1 instruction of our Math Promise Standards. These workshops focused on the shifts in math instruction embedded within the updated Math Framework, specific instructional moves to effectively teach our identified Promise Standards, and specific resources for providing intervention and support in these areas. After each grade level workshop, they followed-up using a co-teaching/modeling format to support implementation in the classroom. They also supported upper grade teachers in implementing and practicing writing in mathematics to support performance tasks. They provided on-going professional learning for teachers through staff meetings, collaborative planning time, and grade level team time in the areas of Professional Learning Communities, assessments, performance tasks, Number Talks, and Structuring Numbers, to name a few. The Math TOSAs presented at multiple Parent Engagement events. Their supportive approach focused on many angles such as classroom coaching, just-in-time intervention support, after school professional development, in-classroom demonstrations, as well as investigative work into student engagement has increased teacher awareness and confidence in

teaching mathematics through the lens of Big Ideas. Lastly, the Math TOSAs facilitated the entire math curriculum adoption process, taking a group of 56 pilot teachers from start to finish through the rigorous process of reviewing materials, selecting two curricula to pilot, and then recommending one program to the Governing Board for approval.

The 21st Century Learning TOSAs (Action 3) played a pivotal role in advancing the academic achievement and engagement of students across the Saugus Union School District. This year, TOSAs continued to support implementation of the adopted ELA, Math, and Science curriculum through coaching cycles, lesson modeling, and professional development, including over 100 classroom visits and more than 30 hours of direct teacher support. TOSAs facilitated districtwide professional learning on the Next Generation Science Standards (NGSS), supporting hands-on, inquiry-based learning using district-adopted materials. Based on 2025 CAST data, they supported specific grade level teams across 8 schools with more in-depth in-classroom coaching, modeling, and lesson design for grade level science instruction. Furthermore, they designed and modeled lessons around our cultural celebrations that are grade level, standards-aligned for all grades K-6. They organized and led over 10 different parent engagement events linking curriculum and cultural awareness, fostering stronger home-school connections as well as linking science curriculum to at-home engaging activities. These events were some of the most well-attended events we held this school year.

These collective efforts supported progress toward LCAP Goals 2 and 5 by narrowing achievement gaps, particularly for English Learners, students from low income households, and Students with Disabilities, and promoting inclusive, culturally relevant learning experiences for all students.

The Professional Learning Communities activities (Action 5) continued to be effective as it provided opportunities for grade level teams and school sites to review and analyze current student data and use that data to plan lessons and instruction in response to student needs. Part of our assessment system (Action 4) also included resources such as i-Ready which allowed for our students to have an individual pathway with lessons that are targeted specifically to their needs based on the results of each diagnostic assessment. All students in SUSD have access to Chromebooks (Action 8) to work on their individual pathway each week, providing them additional opportunities to receive targeted instruction and skills practice. As of April 2026, our students have an average of an 85% passage rate on their individual pathway lessons in Reading and an average of 97% passage rate in Math. i-Ready diagnostic results were analyzed by grade level teams to create groups for small group instruction on targeted skills. Students who were identified as working below two or more grade levels and students working one grade level below participated in small group instruction that focused on specific skills. School sites were also able to utilize the specific site allocated funding they received for staff and resources in order to meet the unique needs of their unduplicated student groups (Actions 6 and 7) and many schools saw increases in these student groups' attendance and academic performance based on local data.

In 2024-2025, the final i-Ready Reading diagnostic indicated that 8% of our students were two or more grade levels below in reading, closing the gap from the beginning of the year where 19% of students were reading at two or more grade levels below their current grade. During this current school year, the percentage of students who were identified as below two or more grade levels in reading decreased from 18% in August to 11% in February. This indicates we should see fewer students two or more grade levels below in reading at the end of 2025-2026 when compared to 2024-2025.

In 2024-2025, the final i-Ready Math diagnostic indicated that 6% of our students were two or more grade levels below in math as compared to the 18% that were two or more grade levels below at the start of that school year. During this school year the percentage of students who were identified as below two or more grade levels in Math decreased from 19% in August to 9% in January. Similar to reading, this indicates we should expect to see fewer students two or more grade levels below at the end of 2025-2026 when compared to 2024-2025.

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 changes to the goal, metrics, and desired other than we are removing Goal 1, Action 3 (21st Century TOSAs) due to an anticipated reduction in supplemental funds and will support this action through other current staff.

Actions 1, 2, and 4 have been revised to include LREBG funding. Metrics 1.1 and 1.2 already included data for Students with Disabilities and English Learners and will continue to be included.

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	English Language Arts TOSA	LREBG ACTION SUSD will provide certificated (Teacher-on-Special-Assignment/TOSA) staff to support unduplicated students and student groups at the school level with an added focus to support English Learners at Skyblue Mesa and Students with Disabilities at Highlands, Rosedell, and Skyblue Mesa in appropriately developing early literacy skills, reading proficiency skills, writing skills, and vocabulary development by providing teachers with in-class coaching, professional development aligned to needs of unduplicated students, providing research-based assessments protocols, lesson design strategies, etc. aligned to the CA English Language Arts Content Standards. Research shows that when we deploy TOSAs to provide job-embedded, in-class coaching, it creates a direct bridge between professional learning and student achievement. According to foundational research (such as Kraft, Blazar, and Hogan), individualized instructional coaching is one of the most effective interventions available for improving teacher practice and accelerating student learning. Furthermore, by focusing our TOSAs on student-centered coaching, they will use real-time assessment data to help teachers implement structured literacy, writing integration, and scaffolded language strategies. This targeted, data-driven approach is heavily backed by the Institute of Education Sciences (IES) as the gold standard for closing reading proficiency gaps for English Learners and Students with Disabilities. Metrics being using to monitor this action: 1.1, 1.4 LREBG funds supporting this action: $115,330 annually through 2027-2028	$413,775.00	Yes
2	Mathematics TOSA	LREBG ACTION SUSD will provide certificated (Teacher-on-Special-Assignment/TOSA) staff to support unduplicated students and student groups at the school level in appropriately developing number sense, foundational arithmetic skills, problem-solving skills, measurement & geometry skills, and algebraic thinking by providing teachers with in-class coaching, professional development aligned to needs of unduplicated students, providing research-based assessments protocols, lesson design strategies, etc. aligned to the CA Mathematics Content Standards.	$672,538.00	Yes

		Research emphasizes that improving student outcomes in mathematics requires a shift from rote memorization to deep conceptual understanding, a transition that is best supported through job-embedded professional development. Kraft, Blazar, and Hogan (2018) demonstrate that individualized, instructional coaching significantly transforms teacher practice and accelerates student achievement far more effectively than traditional, standalone workshops. By deploying TOSAs and other experts to provide side-by-side coaching, lesson co-design, and data analysis, SUSD aligns its practices with the National Council of Teachers of Mathematics (NCTM) Principles to Actions. Furthermore, this action aligns directly with the 2023 California Mathematics Framework, which advocates for structured, data-driven coaching to help teachers scaffold foundational arithmetic, number sense, and algebraic thinking for unduplicated student groups, ensuring equitable access to rigorous math standards. Metric being used to monitor this action: 1.2 LREBG funds supporting this action: $220,050 annually through 2027-2028		
3	Assessment System	SUSD provides a district-wide data and assessment system that provides teachers and administrators of unduplicated pupils with regular progress information and provides district level progress information to ensure that programs and resource are allocated appropriately to address the learning needs of our unduplicated students.	$261,391.00	Yes
4	Professional Learning Communities (PLC)	LREBG ACTION SUSD provides certificated and classified instructional staff with professional development, collaboration time, and resources to ensure that staff are able to effectively and appropriately meet the needs of unduplicated pupils and student groups at the school level by being equipped to implement a cycle of continuous improvement that regularly monitors and adjusts to the needs of these students. Research consistently demonstrates that student achievement—particularly for unduplicated student groups—is driven by a school's capacity to engage in data-informed, collaborative inquiry. According to Darling-Hammond, Hyler, and Gardner (2017), effective professional development is not a one-time event; it must be sustained, collaborative, and job-embedded, incorporating models of effective practice and active learning. By providing dedicated collaboration time and resources, SUSD is fostering Professional Learning Communities (PLCs). Grounded in the foundational research of DuFour, DuFour, and Eaker, highly effective PLCs utilize a structured cycle of continuous improvement to ask critical questions about student learning, analyze real-time data, and immediately adjust instructional practices to meet student needs. Metrics being used to monitor this action: 1.1, 1.2 LREBG funds supporting this action: $320,561 annually through 2027-2028	$2,448,556.00	Yes
5	Site Resources to Enhance Unduplicated Pupil Learning	SUSD provides funds for sites to purchase supplemental resources to support the needs of their unduplicated pupils and student groups at the school level (i.e., supplemental computer programs to improve student learning, additional classroom library books, student incentives, etc.). Sites must use this funding to support activities that are connected to District LCAP Goals 1-5, but are unique to their student population needs.	$123,736.00	Yes
6	Site Staff Supports for Unduplicated Pupils	SUSD provides funds for sites to use to engaging in activities designed to support the needs of their unduplicated pupils and student groups at the school level (i.e., additional PLC collaboration time, extended tutoring time, additional instructional assistants, etc.). Sites must use this funding	$276,264.00	Yes

		to support activities that are connected to District LCAP Goals 1-5, but are unique to their student population needs.		
7	Technology Access	SUSD provides technology resources (i.e., Chromebooks at a higher ratio, upgraded Internet, etc.) to ensure unduplicated pupils have sufficient access to digital learning activities to fully engage in all school learning and other activities.	$1,040,200.00	Yes

Goal

Goal #	Description	Type of Goal
2	English Learner Academic Needs - Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.	Broad Goal

State priorities addressed by this goal.

4, 2

An explanation of why the LEA has developed this goal.

This goal allows us to place a direct emphasis on the needs of English Learners and their families in order to ensure their general academic success as well as their success in fully developing English as a second language. The Dashboard data indicates that our English Learners are still not achieving at the same level as their English Only peers in both Math and English Language Arts and that only 56.6% of them are making appropriate progress in their language development. Feedback from Educational Partners indicate that having a specific goal focused on our English Learners is important because it keeps their unique language needs at the forefront.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Standards-Aligned Professional Development Offerings (focused in ELA, Math, Science, Social Studies, ELD) (Priority 2)	2023-2024 School Year 183 Professional Development workshops offered (focused in ELA, Math, Science, Social Studies, ELD)	2024-2025 School Year 189 Professional Development workshops offered (focused in ELA, Math, Science, Social Studies, ELD)	2025-2026 School Year 255 Professional Development workshops offered (focused in ELA, Math, Science, Social Studies, ELD)	2026-2027 School Year Maintain at least 180 Professional Development workshops offered (focused in ELA, Math, Science, Social Studies, ELD)	Current Difference: increased 72 workshops

2	CA School English Language Arts (ELA) Academic Indicator (Priority 4) Distance from Standard (DFS) Includes results from both Smarter Balanced ELA Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-6 Source: caschooldashboard.org	2023 CA School Dashboard English learners = 7.2 below DFS	2024 CA School Dashboard English learners = 4.2 below DFS	2025 CA School Dashboard English learners = 9.4 above DFS	2026 CA School Dashboard English learners = 1.8 above DFS	Current Difference: English learners= increased 16.6 DFS

3	CA School Mathematics Indicator (Priority 4) Distance from Standard (DFS) Includes results from both Smarter Balanced Math Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-6 Source: caschooldashboard.org	2023 CA School Dashboard English learners = 9.8 below DFS	2024 CA School Dashboard English learners = 6.7 below DFS	2025 CA School Dashboard English learners = 0.9 below DFS	2026 CA School Dashboard English learners = 0.8 above DFS	Current Difference: English learners = increased 8.9 DFS
4	English Language Acquisition Academic Indicator (Priority 4) Source: caschooldashboard.org	2023 CA School Dashboard English Language Progress Indicator (ELPI) - 56.6% making adequate progress	2024 CA School Dashboard English Language Progress Indicator (ELPI) - 52.6% making adequate progress	2025 CA School Dashboard English Language Progress Indicator (ELPI) - 59.7% making adequate progress	2026 CA School Dashboard English Language Progress Indicator (ELPI) - 86.6% making adequate progress	Current Difference: English Language Progress Indicator (ELPI): increased 3.1%
5	English Language Proficiency Assessment of California (ELPAC) (Priority 4) https://dq.cde.ca.gov/dataquest/	2023 - 28.71% scoring Level 4 - Well Developed	2024 - 24.53% scoring Level 4 - Well Developed	2025 - 32.67% scoring Level 4 - Well Developed	2026 - at least 35% scoring Level 4 - Well Developed	Current Difference: Level 4- Well Developed: increased 3.96%

6	EL Annual Reclassification Rate (CALPADS) (Priority 4)	2023 CALPADS Reclassification Rate: 23%	2024 CALPADS Reclassification Rate: 23%	2025 CALPADS Reclassification Rate: 30%	2026 CALPADS Reclassification Rate: 25% or higher	Current Difference: Reclassification Rate - increased 7%

Goal Analysis for 2025-2026

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.

Saugus Union continued to provide services from the 2025-2026 LCAP using supplemental funds identified for ensuring our English learners increase their academic achievement and make appropriate progress toward their acquisition of English.

We were able to implement the actions set forth in the plan, supporting our growth toward our year 3 metric data for Goal 2 and making improvements toward our goal through the actions laid out.

1) The overall implementation of these actions for:
Goal #2 was fully implemented.
6 of 6 actions were implemented fully

2) The most successful aspects of our implementation of these actions have been:
• Action 1: Our Dual Language Immersion program continues to be a success as we expanded the program to have 2 classes K-6. The students and families have continued to share through informal surveys and presentations how much students are learning within the program and the students are making expected academic progress on the internal benchmarks. Our 2025 CAASPP data for our DLI classrooms indicate that students in the DLI program outperformed their English only classrooms at the school site in ELA and Math.
• Action 2: Our site-based ELD Coordinators continued to closely monitor our English learners academic progress and language acquisition throughout the school year using ELLevation as our data resource hub. They supported teachers in providing training regarding Reclassification and using the district-provided available classroom resources intended to support language learners. They also held site-based workshops for parents to learn more about the reclassification criteria and many coordinators held ELPAC workshops for students to have multiple opportunities to engage with practice questions for the ELPAC.
• Action 3: We were able to provide an abundance of resources for our English learners to access grade level content including age-appropriate bilingual dictionaries, i-Pads for translating grade-level materials when necessary, and supplemental resources for both designated and integrated ELD. Parents were also provided workshops in how they can support their children in utilizing these resources.
• Action 4: Initial data indicates that we continue to have more students reclassify this year as well as score a level 4 on the English Language Proficiency Assessments for California (ELPAC). Our classroom teachers, ELD Coordinators, administrators, and the Director of Categorical and Special Programs continued to monitor our English Learners' (EL) academic progress and language development so that all data is reviewed on an on-going basis to determine readiness for reclassification throughout the school year.
• Action 5: We were able to provide targeted professional development for teachers around supporting their English learners throughout the school year. We offered a variety of workshops focused on utilizing state adopted standards-based materials to provide instruction for our ELs as well as provided professional development for a cohort of resource specialists on supporting students who are dually identified. District leadership participated in over 20 total site visits with site administrators focused on EL instruction at all 14 school sites throughout the school year to provide specific feedback on EL instruction and next steps. We hosted a cohort of teachers (at least 1 from every school site) to dive into the ELPAC Interims as an instructional tool which provided clarity for teachers around learning expectations and how to adjust instruction to meet the rigor of the ELPAC assessment.
• Action 6: We successfully held student goal setting conferences, also known as Road to Reclassification Meetings, with all of our Long Term English Learners. Students, families, and teachers stated that this process was uplifting and helped narrow their focus throughout the school year.

3) The most challenging aspects of our implementation of these actions have been:
• Action 5: While we have been providing targeted professional development focused on English Learners, we would like to target more professional development specific to grade level content which we were not able to do yet. We plan to work on this next year as we implement our new math curriculum (supporting English learners in the area of math).

4) There were no planned actions that differed 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.

There were a few material difference between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. We expended less funding than originally budgeted for the Site ELD Coordinators (Goal 2, Action 2) as they did not end up needing all of the extra pay hours we had budgeted, most likely due to our use of the ELLevation system which decreases the amount of time ELD coordinators spend on paperwork. We spent slightly more funding on English Learner tools and resources specific to English Learners than anticipated based on the needs of our students (Goal 2, Action 3). The cost for Program Monitoring (Goal 2, Action 4) was slightly less than expected as certain staff did not attend some planned conferences that were budgeted within this role. We spent slightly less than planned for with the ELD professional development (Goal 2, Action 5) as we had less teachers attend some of our workshops than we had budgeted for.

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

According to various metrics within Goal 2, many of our student groups made significant growth demonstrating effectiveness of the actions.

According to the 2025 California Dashboard English Language Arts Indicator, English learners increased by 13.6 DFS and on the 2025 California Dashboard Mathematic Indicator, English learners increased by 5.8 DFS. Our reclassification rate increased to 30% and our English Learner Progress Indicator increased by 7.1%.

• Action 1: Our Dual Language Immersion program continues to be a success as we are expanding the program by two classes every year. This year we have Kindergarten through 6th grade. Our 2025 CAASPP data for our DLI classrooms indicate that students in the DLI program outperformed their English only classrooms at the school site in ELA and Math.
• Action 2: Our site-based ELD Coordinators continued to closely monitor our English learners' academic progress and language acquisition throughout the school year using ELLevation. In 2024-2025, we increased our reclassification rate to 30% and over 32% of our students scored a Level 4 on the ELPAC. We also saw our English Learner Progress Indicator increase by 7.1% on the 2025 California Dashboard.
• Action 3: We were able to provide an abundance of resources for our English learners to access grade level content. We also had over 30 families of English Learners request Chromebooks for home use this year, an increase as compared to the previous year.
• Action 4: With the close district level monitoring of students, we were able to reclassify 30% of our English learners and saw over 32% of our students achieve a level 4 on the English Language Proficiency Assessments for California (ELPAC). We also closely monitored students' i-Ready ELA diagnostic and as soon as they demonstrated grade level proficiency we were able to reclassify these students (who met all 4 criteria), allowing us move through the reclassification process throughout the entire school year.
• Action 5: We were able to provide targeted professional development for teachers around supporting their English learners throughout the school year. We increased our offerings to teachers for professional learning including topics around using the ELPAC interims as part of their instruction. We also spent time making teachers aware of the various designated supports and accommodations that are available for students with both the CAASPP and ELPAC assessments. The effectiveness of this action is seen in our 2025 CA Dashboard data for English learners which demonstrates that our English learners had a 13.6 DFS increase in ELA and a 5.8 DFS increase in Math.
• Action 6: We successfully held student goal setting conferences, also known as Road to Reclassification Meetings, with all of our Long Term English Learners. As of this point in the school year, our local data indicates that we have been able to reclassify 10 LTEL students.

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

No changes will be made to planned goals, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Dual Language Immersion Program (DLI)	SUSD will provide a Dual Language Immersion program for students to promote biliteracy of the participating students.	$4,005,584.00	No
2	Site English Learner Coordinators	SUSD provides site-level English Learner (EL) coordinators (i.e., lead teachers on extra duty) to be responsible for facilitating regular monitoring of EL student progress, reclassification progress, additional enrichment activities for students, staff professional development, engagement of EL students and their families in student events etc. throughout the school year.	$9,333.00	Yes
3	English Learner Acquisition	English language Acquisition: Expand language acquisition tools for English learners (including Long Term English Learners).	$10,000.00	Yes
4	Program Development & Monitoring	SUSD provides district staff that are responsible for creating, maintaining, monitoring the systematic implementation of ELD, regular assessment of students language acquisition, EL professional development, etc. to ensure that individual schools are providing effective quality instruction/programs/services related to English Learner needs to allow students to reclassify before they promote from sixth grade.	$246,163.00	Yes
5	PD related to EL students & ELD	SUSD provides professional development to all teachers and administrators related to implementation of integrated and designated ELD so EL students and Long Term English Learners at the district and site level may have greater access to core instruction and more rapidly progress in acquiring English.	$29,775.00	Yes
6	Long-term English Learner (LTEL) Support	SUSD provides student goal setting opportunities for all Long-term English Learners (LTELs) at the district and site level related to the requirements for reclassification.	$0.00	Yes

Goal

Goal #	Description	Type of Goal
3	Student Engagement & Wellness - Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.	Broad Goal

State priorities addressed by this goal.

5, 6

An explanation of why the LEA has developed this goal.

This goal allows us to address the social emotional needs of our students and fully engage them in the school experience. The programs, practices, and activities included for this goal address the whole child to ensure that the academic achievement can be realized by having students with a strong sense of self, strong ability to collaborate with others by understanding their connections, and supporting students in valuing their contribution to their school/classroom/peer group. The Dashboard and local data indicate that a percentage of our unduplicated count students are still not attending school regularly and that several student groups do not enjoy school. Feedback from Educational Partners indicates that students' well being and supporting the whole child is critical in helping them achieve academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Attendance Rate from Local SIS Attendance Tracking Tool (Priority 5)	P2 Attendance Daily Average (ADA) as of April 2024 96.3%	P2 Attendance Daily Average (ADA) as of April 2025 96.4%	P2 Attendance Daily Average (ADA) as of April 2026 96.8%	P2 Attendance Daily Average (ADA) as of April 2027 98%	Current Difference: P2 Attendance Daily Average (ADA): Increase of 0.5%

2	CA School Dashboard - Chronic Absenteeism Indicator (Priority 5) Source: caschooldashboard.org	2023 CA Dashboard All Students = 10.7% English learners = 10.3% Foster Youth = 4.7% Homeless = 20.4% Long-term English Learner = TBD Socioeconomically Disadvantaged = 15.6% Students with Disabilities = 16.8% African American = 6.8% American Indian = N/A Asian = 5% Filipino = 5.9% Hispanic/Latino = 14.1% Native Hawaiian/Pacific Islander = N/A Two or More Races = 11.2% White = 9.7%	2024 CA Dashboard All Students = 5.7% English learners = 7.3% Foster Youth = 16.2% Homeless = 13.7% Long-term English Learner = 6.7% Socioeconomically Disadvantaged = 8.4% Students with Disabilities = 9% African American = 5.5% American Indian = 15% Asian = 2.8% Filipino = 3.6% Hispanic/Latino = 7.2% Native Hawaiian/Pacific Islander = N/A Two or More Races = 4.6% White = 5.3%	2025 CA Dashboard All Students = 5.2% English learners = 4.8% Foster Youth = 14.8% Homeless = 10.7% Long-term English Learner = 16.7% Socioeconomically Disadvantaged = 7.6% Students with Disabilities = 9.0% African American = 8.1% American Indian = 11.1% Asian = 2.8% Filipino = 0.9% Hispanic/Latino = 6.9% Native Hawaiian/Pacific Islander = N/A Two or More Races = 4.9% White = 4.4%	2026 CA Dashboard All Students = Less than 2% English learners = Less than 2% Foster Youth = Less than 2% Homeless = Less than 2% Long-term English Learner = Less than 2% Socioeconomically Disadvantaged = Less than 2% Students with Disabilities = Less than 2% African American = Less than 2% American Indian = N/A Asian = Less than 2% Filipino = Less than 2% Hispanic/Latino = Less than 2% Native Hawaiian/Pacific Islander = N/A Two or More Races = Less than 2% White = Less than 2%	Current Difference: All Students = decreased 5.5% English learners = decreased 5.5% Foster Youth = increased 10.1% Homeless = decreased 9.7% Long-term English Learner = increased 10% Socioeconomically Disadvantaged = decreased 8% Students with Disabilities = decreased 7.8% African American = increased 1.3% American Indian = N/A Asian = decreased 2.2% Filipino = decreased 5% Hispanic/Latino = decreased 7.2% Native Hawaiian/Pacific Islander = N/A Two or More Races = decreased 6.3% White = decreased 5.3%

3	CA School Dashboard Suspension Indicator (Priority 6)	2023 CA Dashboard All Students - 0.3% suspended at least once Socioeconomically Disadvantaged - 0.7% suspended at least once English Learners - 0.2% suspended at least once Students with Disabilities - 1.1% suspended at least once Homeless - 1% suspended at least once Two or More Races - 0.8% suspended at least once African American - 0.5% suspended at least once Hispanic - 0.4% suspended at least once	2024 CA Dashboard All Students - 0.3% suspended at least once Socioeconomically Disadvantaged - 0.4% suspended at least once English Learners - 0.5% suspended at least once Long Term English Learners - 6.7% suspended at least once Students with Disabilities - 0.6% suspended at least once Homeless - 0% suspended at least once Two or More Races - 0.5% suspended at least once African American - 0.3% suspended at least once Hispanic - 0.4% suspended at least once	2025 CA Dashboard All Students - 0.6% suspended at least once Socioeconomically Disadvantaged - 0.2% suspended at least once English Learners - 0.1% suspended at least once Long Term English Learners - 0.0% suspended at least once Students with Disabilities - 0.6% suspended at least once Homeless - 0% suspended at least once Two or More Races - 0.7% suspended at least once African American - 1.5% suspended at least once Hispanic - 0.5% suspended at least once	2026 CA Dashboard All Students - Less than 0.5% suspended at least once Socioeconomically Disadvantaged - Less than 0.5% suspended at least once English Learners - Less than 0.5% suspended at least once Students with Disabilities - Less than 0.5% suspended at least once Homeless - Less than 0.5% suspended at least once Two or More Races - Less than 0.5% suspended at least once African American - Less than 0.5% suspended at least once Hispanic - Less than 0.5% suspended at least once	Current Difference: All Students: increased 0.3% Socioeconomically Disadvantaged: increased 0.5% English Learners : increased 0.1% Long Term English Learners: increased 6.7% Students with Disabilities: increased 0.5% Homeless: increased 1% Two or More Races: increased 0.1% African American: increased 1% Hispanic : increased 0.1%
4	Expulsion Rate (DataQuest) (Priority 6) Source: https://dq.cde.ca.gov/dataquest/	2023 Expulsion Rate - 0%	2024 Expulsion Rate - 0%	2025 Expulsion Rate - 0%	2026 Expulsion Rate - Maintain 0%	Current Difference: Expulsion Rate: no difference
5	Student, Family, Employee Perception of School Safety and Connectedness Survey (Priority 6)	2023-2024 School Year Student Responses Question (1): Liking School - 65% - ALL Question (1): Liking School - 71% - EL Question (1): Liking School - 59% - LI Question (1): Liking School - 65% - SWD Question (6): Positive	2024-2025 School Year Student Responses Question (1): Liking School - 69% - ALL Question (1): Liking School - 72% - EL Question (1): Liking School - 66% - LI Question (1): Liking School - 67% - SWD Question (6): Positive	2025-2026 School Year Student Responses Question (1): Liking School - 65% - ALL Question (1): Liking School - 67% - EL Question (1): Liking School - 64% - LI Question (1): Liking School - 63% - SWD Question (6): Positive Feedback - 62% - ALL Question (6): Positive	2026-2027 School Year Student Responses Question (1): Liking School - 95% Question (6): Positive Feedback - 95% Question (7): School Safety - 95% Family Responses Question (1): Liking School - 95% Question (6): Positive Feedback - 95%	Current Difference: Student Responses Question (1): Liking School - ALL: +0% Question (1): Liking School - EL: -4% Question (1): Liking School - LI: +5% Question (1): Liking School - SWD: +6% Question (6): Positive Feedback - ALL: +9%

		Feedback - 53% - ALL Question (6): Positive Feedback - 53% - EL Question (6): Positive Feedback - 54% - LI Question (6): Positive Feedback - 57% - SWD Question (7): School Safety - 73% - ALL Question (7): School Safety - 72% - EL Question (7): School Safety - 70% - LI Question (7): School Safety - 73% - SWD Family Responses Question (1): Liking School - 93% Question (6): Positive Feedback - 87% Question (7): School Safety - 91% Employee Responses Question (1): Liking School - 89% Question (6): Positive Feedback - 95% Question (7): School Safety - 89%	Feedback - 58% - ALL Question (6): Positive Feedback - 59% - EL Question (6): Positive Feedback - 66% - LI Question (6): Positive Feedback - 61% - SWD Question (7): School Safety - 77% - ALL Question (7): School Safety - 81% - EL Question (7): School Safety - 76% - LI Question (7): School Safety - 75% - SWD Family Responses Question (1): Liking School - 93% Question (6): Positive Feedback - 87% Question (7): School Safety - 92% Employee Responses Question (1): Liking School - 93% Question (6): Positive Feedback - 87% Question (7): School Safety - 92%	Feedback - 64% - EL Question (6): Positive Feedback - 61% - LI Question (6): Positive Feedback - 63% - SWD Question (7): School Safety - 79% - ALL Question (7): School Safety - 81% - EL Question (7): School Safety - 78% - LI Question (7): School Safety - 76% - SWD Family Responses Question (1): Liking School - 93% Question (6): Positive Feedback - 88% Question (7): School Safety - 92% Employee Responses Question (1): Liking School - 96% Question (6): Positive Feedback - 96% Question (7): School Safety - 93%	Question (7): School Safety - 95% Employee Responses Question (1): Liking School - 95% Question (6): Positive Feedback - 95% Question (7): School Safety - 95%	Question (6): Positive Feedback - EL: +11% Question (6): Positive Feedback - LI: +7% Question (6): Positive Feedback - SWD: +6% Question (7): School Safety - ALL: +4% Question (7): School Safety - EL: +9% Question (7): School Safety - LI: +8% Question (7): School Safety - SWD: +3% Family Responses Question (1): Liking School : 0% Question (6): Positive Feedback: +1% Question (7): School Safety: +1% Employee Responses Question (1): Liking School: +7% Question (6): Positive Feedback: +1% Question (7): School Safety: +4%

Goal Analysis for 2025-2026

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.

Saugus continued to provide services from the 2025-2026 LCAP using supplemental funds identified for creating school environments that are responsive to student and educational partner Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Overall, we were able to implement the actions set forth in the plan, supporting our growth toward our year 3 metric data for Goal 3 and making improvements toward our goal through the actions laid out.

1) The overall implementation of these actions for Goal #3 were implemented.
6 of 6 actions were fully implemented.

2) The most successful aspects of our implementation of these actions have been:
• Action 1: All students in SUSD engaged with social emotional lessons that explicitly taught essential SEL skills necessary for learning, engagement, connectedness, and critical thinking using a new curriculum for K-6 (Character Strong) and our current curriculum for TK (Second Step).
• Action 2: Behavior Support Teams supported more students in remaining in a general education setting and increased skill development for coping and communication.
• Action 3: The student connectedness and engagement position focused on providing targeted leadership and support to our School Social Worker team and focused on building capacity of the team itself to be data-responsive while also providing professional development and refining systems based on the various metrics we now have to guide the work (SEL Screener data, PBIS data points, School Social Worker data, etc).
• Action 4: PBIS and School Engagement resources and professional development has resulted in clear behavioral expectations, positive reinforcement for expected behavior and increased fidelity of implementation of PBIS as well as other school engagement and connectedness resources and programs. The connectedness survey data demonstrated 89% of students indicated that there are clear rules and expectations for behavior at school (a 1% increase from the previous year). Additionally, the district-wide tiered fidelity inventory (TFI) for PBIS states that 98% of our district has fully implemented Tier 1.
• Action 5: We continued to deepen and enhance our mental health supports for students. This focus on support, mental health and building relationships has resulted in 87% of students indicating that help from an adult is available when they need it (a 0% increase from the previous year).
•Action 6: The additional school psychologists supported more unduplicated count students with appropriate access to learning opportunities and multi-tiered systems of supports.
3) The most challenging aspects of our implementation of these actions have been:
• Action 3: While our staff has been focused on building systems and foundations to support students with Tier 1, 2, and 3 supports, there are still students who are requiring additional support and more work to ensure our Tiered Systems of Supports are consistent in all spaces for our students.
4) There were no planned actions that differed 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.

There were a few material difference between budgeted expenditures and estimated actual expenditures. The staffing positions outlined in Goal 3, Action 2 were not filled throughout the entire year and thus the funding was not fully expended for this action. We spent slightly less on Goal 3, Action 3 due to variation in benefits and salaries. We spent slightly more than planned on our supportive resources (Goal 3, Action 4) as we provided additional professional development for staff. The Mental Health Supports (Goal 3, Action 5) were less than planned as there were some positions that were not filled for the entirety of the school year. We paid slightly more for our additional psychologists (Goal 3, Action 6) as we had to support a position with someone from an agency and the cost is higher with that.

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

Overall, data from Goal 3 indicates the actions are effective. Our official P2 average daily attendance increased to 97.1% (from 96.7%) and we saw a decline in our Chronic Absenteeism Rate. We declined 0.5% for all students, 2.5% for English learners, and 3% for Homeless student group. We slightly increased our low suspension rate by 0.3% and maintained a 0% expulsion rate.

Action 1: SEL Curriculum
SUSD adopted a new SEL curriculum, Character Strong, for K-6 and it was implemented at all 14 school sites. The district's SEL Curriculum Committee provided teachers with a scope and sequence of lessons to use each week of the school year that aligned with the corresponding Capturing Kids' Hearts (CKH) themes. While we saw increases across the board in our 2025 Connectedness Survey results for students responding favorably to "Students treat each other well at my school" and "Students in my class behave so that teachers can teach," we are still at 50% favorability, underscoring a continued need for a systematic approach to supporting students at all three MTSS tiers, academically, socially, and behaviorally.
Action 2: Behavior Support Teams
SUSD implemented site-level, multidisciplinary Behavior Support Teams, including BCBAs, School Social Workers, and School Psychologists, to increase on-campus capacity for addressing student behavior. These teams are composed of familiar providers who deliver consistent, targeted behavioral support. As a result of their work we saw continued declines in Chronic Absenteeism (declined 0.5%) and an increase of 4% in students responding favorably to the question "Students in my class behave so that teachers can teach".
Action 3: School Engagement and Connectedness
This action provided additional staff and vision for building the capacity of our School Social Worker teams as well as supporting each site's team to ensure they have the tools to increase engagement and connectedness for all students. In reviewing our data, we saw an increase in students accessing Tier 1 social emotional supports (100% of all students accessed Tier 1), an increase in students accessing Tier 2 supports (8% as compared to 1% in the previous year), and a decrease in students requiring Tier 3 supports (4% as compared to 5% in the previous year). We also saw an increase in percentage of students responding favorable to the questions about peer respect and positive feedback given but we did see a decline in students responding favorable to the question about liking school.
Action 4: PBIS Professional Development
As we dove deeper into our implementation of PBIS, professional development was provided to our site-based PBIS coaches to ensure that systems were being refined at the site level. In addition, we focused additional professional development in our Capturing Kids' Hearts (CKH) program at all 14 schools sites and hosted optional professional learning for classified staff throughout the district via the CKH Culture Shapers training. Data from the Tiered Fidelity Inventory (TFI) indicates that 98% of our district has fully implemented Tier 1 with fidelity, 94% have implemented Tier 2 with fidelity, and 91% has implemented Tier 3 with fidelity.
Action 5: Mental Health and SEL Supports
This action was fully implemented across all sites, with each school being staffed with a School Social Worker who provides tiered mental health and SEL support. Social Workers use data (attendance, behavior, SEL screeners, and academic performance) to identify and support unduplicated students through small groups and individual counseling, ensuring equitable access to the learning environment. This action is deemed effective by the increase in attendance districtwide and the decrease in Chronic Absenteeism across all students and most student groups. We also so our all students accessing our Tier 1 supports provided by the Social Worker team and a decrease in students needing Tier 3 supports.
Action 6: Additional School Psychologists
Additional psychologists are supporting unduplicated students through targeted MTSS interventions to ensure access to appropriate learning opportunities and meet individual student needs. This action is deemed effective by examining our MTSS data. We saw an increase in students accessing Tier 1 social emotional supports (100% of all students accessed Tier 1), an increase in students accessing Tier 2 supports (8% as compared to 1% in the previous year), and a decrease in students requiring Tier 3 supports (4% as compared to 5% in the previous year). While we did see a slight decline in students responding favorable to the question about liking school, we have already dove deeper into additional supports to help increase this percentage in the following 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.

No changes will be made to planned goals, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional Learning Curriculum	SUSD will provide social emotional curriculum (Character Strong/Second Step) to ensure a core series of lessons centered on age appropriate social emotional learning for students to meet the current expectations of CDE and CASEL.	$0.00	No
2	Behavior Support Teams	SUSD will provide a team of behavior specialists (i.e. BCBAs) to provide support (i.e., classroom behavior observations, development of behavior plans, classroom modifications, etc.) for unduplicated students and student groups at the school level in need of assistance to allow them to better engage in their individual classroom and fully access the curriculum/instruction provided.	$612,604.00	Yes
3	School Engagement and School Connectedness	SUSD will provide staff to oversee and provide support to unduplicated students and student groups throughout the district and with a focus also on increasing the attendance rate and reducing chronic absenteeism for English learners and Low Income students at Tesoro del Valle, Students with Disabilities at Cedarcreek, and our Hispanic students at Skyblue Mesa. This staff will support students in appropriately developing social emotional skills, facilitate and monitor appropriate attendance, develop and oversee behavioral and mental health supports and services and also to facilitate and coordinate basic needs to allow them to better engage, and attend school so that they can fully access the instruction that is provided. In addition, staff will ensure that unduplicated students have appropriate access to learning opportunities and multi-tiered systems of supports (MTSS) and these supports are being appropriately implemented to meet their unique needs.	$411,723.00	Yes
4	PBIS Professional Development	LREBG ACTION SUSD provides professional development and support resources (i.e., Conscious Discipline, Capturing Kids Hearts, matrices, awards/incentives, etc.) for certificated and classified staff connected to the Positive Behavior Interventions Support (PBIS) framework to allow for unduplicated students to engage successfully in the school environment by creating a research-based set of practices that focus on replicable positive outcomes and a positive school climate for students and are implemented school-wide. SUSD's implementation of a school-wide PBIS framework is supported by extensive research demonstrating that multi-tiered behavioral systems directly improve academic and behavioral outcomes. Longitudinal research (Simonsen et al., 2016) shows that implementing school-wide PBIS with fidelity leads to statistically significant, long-term gains in student reading and math achievement by maximizing instructional time. Furthermore, data confirms that utilizing structured behavioral matrices and positive incentive systems reduces school suspensions and decreases chronic absenteeism (Cooper, 2020). By providing aligned professional development to both certificated and classified staff, the district creates the predictable, safe school climate necessary	$8,715.00	Yes

		to remove learning barriers and ensure unduplicated students successfully engage in the classroom environment. Metrics being used to monitor this action: 1.1, 1.2, 3.3 LREBG funds supporting this action: $7,715 annually through 2027-2028		
5	Mental Health & Social-Emotional Supports Activities	SUSD provides clinically trained mental health support staff (i.e. social workers, marriage & family therapists (MFT)) to conduct social skills activities, provide 1:1 sessions, and provide supports (i.e., trauma informed practices) to ensure unduplicated students and student groups at the school level can fully access the school learning environment and connect with their peers.	$2,796,835.00	Yes
6	Additional School Psychologists	SUSD provides additional school psychologists (3) to ensure that unduplicated students have appropriate access to learning opportunities and multi-tiered systems of supports (MTSS) are being appropriately implemented to meet their unique needs.	$496,626.00	Yes

Goal

Goal #	Description	Type of Goal
4	Educational Partner/Family Engagement & Core Services - Engage educational partners (families) in the school community and decision making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.	Broad Goal

State priorities addressed by this goal.

3, 1, 2

An explanation of why the LEA has developed this goal.

This goal allows us to meet the core learning and regular parental engagement demands that are necessary for a successful school district. Engaging educational partners in the decision-making process provides the district with essential data information to be able to create a core instructional program that meets the needs of learning for all students. Through data from our annual districtwide connectedness surveys and CDE parent building relationships tool, the Educational Partner feedback indicates that providing a rigorous core program and meeting Basic Conditions for Learning for all students is important.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Participation in Advisory Meetings - Counts of parent participation in district advisory councils (DELAC and PAC) (Priority 3)	As of April 2024: Parent Advisory Council (PAC) - 15 parents total (1 per site); District English Language Advisory Council (DELAC) - 20 parents total	As of April 2025: Parent Advisory Council (PAC) - 14 parents total (1 per site); District English Language Advisory Council (DELAC) - 24 parents total	As of April 2026: Parent Advisory Council (PAC) - 14 parents total (1 per site); District English Language Advisory Council (DELAC) - 20 parents total	As of April 2026: Parent Advisory Council (PAC) - 14 parents total (1 per site); District English Language Advisory Council (DELAC) - 40 parents total	Current Difference: Parent Advisory Council (PAC): maintained (1 per site); District English Language Advisory Council (DELAC): increased 0

2	School Connectedness Survey Questions (Priority 3)	2023-2024 School Year Student Responses - Question (9): Family Engagement - 76% Family Responses - Question (9): Family Engagement - 92% Employee Responses - Question (9): Family Engagement - 91%	2024-2025 School Year Student Responses - Question (9): Family Engagement - 81% Family Responses - Question (9): Family Engagement - 93% Employee Responses - Question (9): Family Engagement - 91%	2025-2026 School Year Student Responses - Question (9): Family Engagement - 78% Family Responses - Question (9): Family Engagement - 94% Employee Responses - Question (9): Family Engagement - 92%	2026-2027 School Year Student Responses - Question (9): Family Engagement - 95% Family Responses - Question (9): Family Engagement - 95% Employee Responses - Question (9): Family Engagement - 95%	Current Difference: Student Responses - Question (9): Family Engagement : +2% Family Responses - Question (9): Family Engagement: +2% Employee Responses - Question (9): Family Engagement: +1%
3	Fall Williams' Textbook Sufficiency Report (Priority 1)	Fall 2023 100% students with materials	Fall 2024 100% students with materials	Fall 2025 100% students with materials	Fall 2026 100% students with materials	Current Difference: Maintained 100%
4	Fall Facilities Inspection Tool (FIT) - Facilities in "Good" Repair (Priority 1)	Fall 2023 100% facilities in "Good" Repair	Fall 2024 100% facilities in "Good" Repair	Fall 2025 100% facilities in "Good" Repair	Fall 2026 100% facilities in "Good" Repair	Current Difference: Maintained 100%
5	CalSAAS Detail Teacher Credential/Appropriately Placed Report (Priority 1)	2023 2 misassignments 0.00% (2/487)	2024 1 misassignment 0.00% (1/487)	2025 13 misassignments 1.9% (13/668)	2026 0 misassignments 0.00%	Current Difference: Misassignments: Increased by 1.9%
6	School Connectedness Survey Response Rate (Priority 3)	2023-2024 Family Participation Rate: 5,230 - 57% of student enrollment	2024-2025 Family Participation Rate: 7,438 - 81% of student enrollment	2025-2026 Family Participation Rate: 75,901 - 64% of student enrollment	2026-2027 Family Participation Rate: 65% of student enrollment	Current Difference: Family Participation: +7%
7	Family Perception of School Safety and Connectedness Survey (Priority 6)	2023-2024 School Year Family Responses Question (1): Liking School - 93% Question (6): Positive Feedback - 87% Question (7): School Safety - 91%	2024-2025 School Year Family Responses Question (1): Liking School - 93% Question (6): Positive Feedback - 87% Question (7): School Safety - 92%	2025-2026 School Year Family Responses Question (1): Liking School - 93% Question (6): Positive Feedback - 88% Question (7): School Safety - 92%	2026-2027 School Year Family Responses Question (1): Liking School - 95% Question (6): Positive Feedback - 95% Question (7): School Safety - 95%	Current DifferenceL Family Responses Question (1): Liking School: +0% Question (6): Positive Feedback: +1% Question (7): School Safety: +1%

8	Standards-Aligned Professional Development Offerings (focused in ELA, Math, Science, Social Studies, ELD) (Priority 2)	2023-2024 School Year 183 Professional Development workshops offered (focused in ELA, Math, Science, Social Studies, ELD)	2024-2025 School Year 189 Professional Development workshops offered (focused in ELA, Math, Science, Social Studies, ELD)	2025-2026 School Year 255 Professional Development workshops offered (focused in ELA, Math, Science, Social Studies, ELD)	2026-2027 School Year Maintain at least 180 Professional Development workshops offered (focused in ELA, Math, Science, Social Studies, ELD)	Current Difference: increased 72 workshops

Goal Analysis for 2025-2026

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.

Saugus continued to provide services from the 2025-2026 LCAP using supplemental funds identified for engaging our families in the decision making process.

We were able to implement the actions set forth in the plan, supporting our growth toward our year 3 metric data for Goal 4 and making improvements toward our goal through the actions laid out.
1) The overall implementation of these actions for:
Goal #4 was fully implemented.
12 of 12 actions were implemented fully

2) The most successful aspects of our implementation of these actions have been
• Actions 1 & 2: We were able to successfully recruit and hire highly qualified certificated and classified staff.
• Action 3: All students had access to textbooks and necessary materials for learning.
• Action 4: We were able to engage in effective two-way communication with our educational partners through the variety of communication tools we utilize, especially with our families who speak a language other than English. A highlight is the use of the Direct Messaging tool within ParentSquare which allows our families and teachers to communicate with one another in the language they feel most comfortable. This year, we documented over 652,000 direct messages with over 9,700 families interacting with our ParentSquare posts.
• Action 5: Our family and community liaisons were able to connect with more families and facilitate additional workshops to meet the unique needs of our families, including supporting Newcomer families, families from low income households, and our families who speak languages other than English.
• Action 6: Students with IEPs were provided appropriate services to help them meet their individualized goals.
• Action 7: All school facilities have been properly maintained in order for all students and staff to experience a safe, healthy, well-maintained, and learning appropriate school environment. Some of our schools saw upgrades in carpets, classroom furniture, and playgrounds this year.
• Action 8: Parent workshops continued to be offered throughout the district to our families and we were able to host both virtual and in-person workshops to meet the needs of our families. We increased the number of workshops offered to our unduplicated families with targeted topics requested by them, we increased participation and attendance in our workshops, and we also continued to see deeper engagement in participation in meetings such as DELAC, ELAC, Site Council, and Coffee with the Principal.
• Action 9: All of our new teachers and teachers new to Saugus Union were appropriately paired up and supported by a mentor who provided individualized coaching, support, and feedback aligned to the California Standards on the Teaching Profession (CSTPs).
• Action 10: School sites had library media specialists to ensure that all students have regular access to library media resources to assist students with print and digital resources for learning during the school day and to provide regular recreational reading resources and/or opportunities to students so they can refine their individual reading skills through their love of reading.
• Action 11: We continued to utilize translation services throughout the year for parent workshops, parent-teacher conferences, and for all of our Board Meetings, District English Learner Advisory Council (DELAC) and Parent Advisory Council (PAC) meetings when necessary for both virtual and in-person sessions. We continued to see an increase in need for additional languages for translation for conferences as well.
• Action 12: Our site-based GATE Coordinators facilitated unique enrichment opportunities for students to have a differentiated learning experience and showcase their knowledge and learning with peers and families.
3) The most challenging aspects of our implementation of these actions have been:
• Action 8: While parent workshops were implemented fully and we saw a significant increase in attendance, one challenge we saw was continuously trying to increase attendance even more from our unduplicated families throughout the district. This continues to be a focus for us to ensure we are reaching as many families as we can.
4) There were no planned actions that differed 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.

There were a few material difference between budgeted expenditures and estimated actual expenditures. We spent more on highly qualified certificated employees (Action 1) due to the need to hire agency staff for certain positions and they tend to cost more than a district employee. We spent less than anticipated on maintaining highly qualified classified staff (Action 2) due to vacant positions that were not filled for the entirety of the school year. We spent more on communication tools (Action 4) as the cost of some services increased and we spent less than expected on our Family and Community Liaisons (Action 5) due to two vacant positions that went unfilled for a portion of the school year. We spent less than expected on facilities (Action 7) due to materials costing less than anticipated. We did increase our spending on family workshops (Action 8) due to the large demand for additional supports, topics, and engagement opportunities our families requested. We were able to purchase more resources in multiple languages as part of our workshops we offered as well. Our Library Media Specialists cost (Action 10) was higher than planned for as the cost of some salaries and benefits increased and our translation services (Action 11) increased as the demand for multiple languages increased significantly and we had to work with an outside agency to access translation for parent meetings in these languages.

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

All 12 actions seemed to have had a collective impact on our parent engagement and providing basic core services for students.

Actions 1, 2, and 3:
Maintaining and hiring highly qualified staff (Actions 1-2) was effective because it provided our students quality employees. We had 13 misassignments this year however this was specific to the English Learner authorization missing with some of our visiting teachers from Spain in our Dual Language Immersion program and with a few teachers in our Moderate/Severe classrooms. 100% of our students were certified as having access to standards-based materials (Action 3).

Action 4:
The use of our parent communication tools such as ParentSquare continued to be a vital piece in increasing school-home-school communication with our families. These communication tools provided our parents, specifically parents of our unduplicated students (English Learners, Foster Youth, and Low-Income students) with regular two-way communication to increase engagement, increase accessibility, and simplify communication through a common platform with the school environment. As of April 27, 2026, our families and staff have sent over 652,000 direct messages with over 9,700 parents interacting with our posts. ParentSquare data also indicates that over 7,100 families have volunteered at various school events. Families receive and send information in a language of their choosing which has also increased communication with our families who speak a language other than English.

Actions 5 & 8:
The Family and Community Liaisons have also been extremely effective at increasing parental engagement in decision-making. This year our family and community liaison outreach to our families supported an increase of families attending our districtwide and school-wide family workshops and over 40 families participating in our adult ESL classes offered through a partnership with Golden Oak Adult Education School. We also had over 110 parents participate in the Parent Institute for Quality Education (PIQE) series supported by our family and community liaisons. Many of the families who participated in the PIQE workshops also have been attending additional workshops and meetings including site council, ELAC, and DELAC meetings, and participated in Family Literacy workshops held at the school site. Our family and community liaisons have also facilitated numerous parent workshops throughout our district, providing families with essential tools to support the academic and social emotional growth of their children and also create community within the parents/guardians themselves. Our family and community liaisons have also supported over 1,000 families with registering for our expanded learning opportunities programs including after school enrichment, after school programming, and summer STEAM camp opportunities. Qualitative data indicates that many parents who have participated in various workshops have expressed gratitude for the opportunities but also have seen the impact gaining this knowledge has had on their students. They shared that they feel more confident speaking to a teacher, more prepared in attending conferences, and empowered to share their voice.

Action 6:
Services for students in special education were provided to students with Individualized Education Plans and the impact was evidenced in our 2025 CA Dashboard data with this student group seeing an increase of 10.9 DFS points on the ELA indicator and an increase of 10.6 DFS points on the Math indicator.

Action 7:
All of our facilities were considered in "good" repair according to the Facilities Inspection Tool which ensured our students and staff had access to safe and clean learning environments.

Action 9:
All of our new teachers and teachers new to Saugus were provided with a teacher mentor who provided coaching within the classroom environment as well support with lesson design, implementation of our district pacing guide, and analysis of student data.

Action 10:
All students at each of our 14 schools had access to a library media specialist and engaged in a variety of literary activities and exposure to new authors and genres.

Action 11:
We saw an increase in families requesting translation during parent conferences and we were able to offer translation for additional languages that were requested. Families utilized this resource at Board Meetings and parent workshops in addition to the parent-teacher conference opportunities.

Action 12:
This year we screened students for giftedness by request from teacher or parent which allowed for gifted students to be identified and staff was therefore able to provide support and instructions to meet their unique needs.

Our greatest highlight within this goal is found within our local connectedness survey data. We saw an increase in families' favorable responses in 6 out of 12 areas and the 6 out of 12 remaining at the same percentage as the previous year (all at or above 90%). Of the over 5,900 families that participated (64% of our student enrollment), 94% of families indicated that they feel they have many opportunities for family engagement. In focusing on school connectedness and safety, 93% of families indicated that their children like school, 88% indicated that their children receive positive feedback at school, and 92% indicated that their children feel safe at school.

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 planned changes to goals, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruit/Maintain Highly Qualified Certificated Employees	SUSD will recruit/maintain certificated staff members that meet the current credentialing guidance from the California Commission on Teacher Credentialing (CTC) to ensure that all students receive rigorous, grade appropriate instruction.	$71,839,368.00	No

2	Recruit/Maintain Highly Qualified Classified Employees	SUSD will recruit/maintain classified employees that are fully trained to meet their individual job classifications to ensure the highest quality work and that school environments are appropriate for all students.	$29,332,507.00	No
3	Provide Standards-based Instructional Materials	SUSD will provide students with grade-level appropriate, standards-aligned instructional materials for all areas of instruction to ensure appropriate access and alignment to CA grade level standards.	$1,900,000.00	No
4	Provide Communications Tools	SUSD will provide parents, specifically parents of unduplicated students (English Learners, Foster Youth, and Low-Income students), with regular two-way communication (i.e. Parent Square, Google, social media, etc.) to increase engagement, increase accessibility, and simplify communication through a common platform with the school environment.	$73,214.00	Yes
5	Family and Community Liaisons	SUSD will provide family and community liaisons to support unduplicated student populations (i.e., EL, Foster/Homeless, LI) to ensure that families and students are fully engaged and participating in the school program by providing information, resources, outreach, etc. that are focused on the needs of each specific group.	$355,985.00	Yes
6	Special Education Services	SUSD, in alignment with state and federal laws, will provide identified students with appropriate special education services and instruction to meet their individual needs as identified in each student's Individual Education Plan (IEP) and ensure their full access to grade level content and instruction.	$5,852.00	No
7	Facilities, Health/Safety Needs, and Grounds Maintenance	SUSD will provide quality school facilities to ensure all educational partners (students, staff, & families) experience a safe, healthy, well-maintained, and learning appropriate school environment.	$10,279,528.00	No
8	Family Workshops & Training Sessions	SUSD will provide Family Engagement Workshops for unduplicated family groups (English Learners, Foster Youth, & LI) to allow UDP students to appropriately meet the demands of academic instruction as well as social-emotional learning. These workshops will be provided by the District through our family advisory groups (i.e., PAC, DELAC, P.E.A.C.E., etc.), district-facilitated workshops, and through site-based opportunities (i.e., SSC, ELAC, PTA, etc.).	$30,689.00	Yes
9	TIPS & PAR Support	SUSD provides support for new teachers (i.e., new to profession & new to SUSD) and experienced teachers in need of assistance with support through mentors, training, coaching, etc., that is specific to their individual needs and aligned to the CA Standards on the Teaching Profession (CSTP).	$66,420.00	No
10	Library Media Specialists	SUSD will ensure that all students have regular access to library media resources by providing a trained Library Media Specialist to assist students with print and digital resources for learning during the school day and provide Library Media Specialist to provide regular recreational reading resources and/or opportunities to students so they can refine their individual reading skills through their love of reading.	$332,730.00	No
11	Translation Services	SUSD provides a variety of additional translation/transcription services to families who have a primary language other than English so they may engage more fully in school events that involve their children.	$224,676.00	Yes
12	GATE Support	SUSD provides universal Gifted and Talented Education screening assessments for 3rd grade students annually (parent/teacher requests), provides additional testing for other grades as determined by SST process, provides GATE coordinator time at each site to support enrichment and GATE plans for students so that instruction can be differentiated to meet individual student needs, etc.	$6,223.00	No

Goal

Goal #	Description	Type of Goal
5	Diversity and Understanding- Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school.	Broad Goal

State priorities addressed by this goal.

4, 6

An explanation of why the LEA has developed this goal.

This goal allows us to create a culturally responsive school environment where all students "see themselves" within the school culture, within the school curriculum, and they develop the resiliency needed to be successful in the world. Because of the work being done to close the achievement gap, it was critical that the district emphasize the unique needs of all students and continue to examine the manner in which the district creates inclusive, culturally proficient environments for learning. The data from the Connectedness Survey indicates that this was a high priority as many students do not see themselves in their schools or feel like they are a valued member of the community. This goal was supported by the feedback from our Educational Partners and sets specific metrics and outlined actions/services to support the success of the district in these areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Family Perception of Equity, Inclusivity, and Diversity via District Connectedness Survey (Priority 6)	2023-2024 School Year Family Responses Question (11): Feeling Included/Sense of Belonging - 94% Question (12): Cultural Representation - 73%	2024-2025 School Year Family Responses Question (11): Feeling Included/Sense of Belonging - 94% Question (12): Cultural Representation - 74%	2025-2026 School Year Family Responses Question (11): Feeling Included/Sense of Belonging - 94% Question (12): Cultural Representation - 76%	2026-2027 School Year Family Responses Question (11): Feeling Included/Sense of Belonging - 95% Question (12): Cultural Representation - 95%	Current Difference: 2023-2024 School Year Family Responses Question (11): Feeling Included/Sense of Belonging: +0% Question (12): Cultural Representation: +3%

2	Student Perception of Equity, Inclusivity, and Diversity via District Connectedness Survey (Priority 6)	2023-2024 School Year Student Responses Question (11): Feeling Included/Sense of Belonging - 69% - ALL Question (11): Feeling Included/Sense of Belonging - 68% - EL Question (11): Feeling Included/Sense of Belonging - 65% - LI Question (12): Cultural Representation - 50% - ALL Question (12): Cultural Representation - 54% - EL Question (12): Cultural Representation - 51% - LI	2024-2025 School Year Student Responses Question (11): Feeling Included/Sense of Belonging - 73% - ALL Question (11): Feeling Included/Sense of Belonging - 72% - EL Question (11): Feeling Included/Sense of Belonging - 70% - LI Question (12): Cultural Representation - 54% - ALL Question (12): Cultural Representation - 62% - EL Question (12): Cultural Representation - 61% - LI	2025-2026 School Year Student Responses Question (11): Feeling Included/Sense of Belonging - 73% - ALL Question (11): Feeling Included/Sense of Belonging - 73% - EL Question (11): Feeling Included/Sense of Belonging - 72% - LI Question (12): Cultural Representation - 55% - ALL Question (12): Cultural Representation - 68% - EL Question (12): Cultural Representation - 57% - LI	2026-2027 School Year Student Responses Question (11): Feeling Included/Sense of Belonging - 95% - ALL Question (11): Feeling Included/Sense of Belonging - 95% - EL Question (11): Feeling Included/Sense of Belonging - 95% - LI Question (12): Cultural Representation - 95% - ALL Question (12): Cultural Representation - 95% - EL Question (12): Cultural Representation - 95% - LI	Current Difference: Student Responses Question (11): Feeling Included/Sense of Belonging: +4% - ALL Question (11): Feeling Included/Sense of Belonging: +5% - EL Question (11): Feeling Included/Sense of Belonging: +7% - LI Question (12): Cultural Representation: +5% - ALL Question (12): Cultural Representation: +14% - EL Question (12): Cultural Representation: +6% - LI

3	CA School Dashboard English Language Arts (ELA) Academic Indicator (Priority 4) Distance from Standard (DFS) Includes results from both Smarter Balanced ELA Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-6 Source: caschooldashboard.org	2023 CA School Dashboard All Students = 28.1 above DFS English learners = 7.2 below DFS Foster Youth = 90.1 below DFS Homeless = 27.7 below DFS Long-term English Learner = TBD Socioeconomically Disadvantaged = 1.8 below DFS Students with Disabilities = 48.4 below DFS African American = 16.1 above DFS American Indian = N/A Asian = 88.9 above DFS Filipino = 59 above DFS Hispanic/Latino = 0.8 below DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = 47.1 above DFS White = 32.7 above DFS GAP = difference between "ALL" and each student group	2024 CA School Dashboard All Students = 33.7 above DFS English learners = 4.2 below DFS Foster Youth = 61.1 below DFS Homeless = 12.9 below DFS Long-term English Learner = 80.5 below DFS Socioeconomically Disadvantaged = 5.2 above DFS Students with Disabilities = 42.4 below DFS African American = 1.7 above DFS American Indian = N/A Asian = 94.9 above DFS Filipino = 66 above DFS Hispanic/Latino = 6.9 above DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = 50.9 above DFS White = 37.8 above DFS GAP = difference between "ALL" and each student group	2025 CA School Dashboard All Students = 41.3 above DFS English learners = 9.4 above DFS Foster Youth = 51.5 below DFS Homeless = 8.4 below DFS Long-term English Learner = 64.7 below DFS Socioeconomically Disadvantaged = 13.3 above DFS Students with Disabilities = 31.5 below DFS African American = 28.3 above DFS American Indian = 60.5 above DFS Asian = 101 above DFS Filipino = 68 above DFS Hispanic/Latino = 15.5 above DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = 65 above DFS White = 46 above DFS	2026 CA School Dashboard All Students = 37.1 above DFS English learners = 1.8 above DFS Foster Youth = 81.1 below DFS Homeless = 18.7 below DFS Long-term English Learner = 61.7 below DFS Socioeconomically Disadvantaged = 7.2 above DFS Students with Disabilities = 39.4 below DFS African American = 25.1 above DFS American Indian = N/A Asian = 97.9 above DFS Filipino = 68 above DFS Hispanic/Latino = 8.2 above DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = 56.1 above DFS White = 41.7 above DFS GAP = Close gap for each student group by 20% or more.	Current Difference: All Students = increased 13.2 DFS English learners = increased 9 DFS Foster Youth = increased 38.6 DFS Homeless = increased 19.3 DFS Long-term English Learner = increased 15.8 DFS Socioeconomically Disadvantaged = increased 25.1 DFS Students with Disabilities = increased 16.9 DFS African American = increased 12.2 DFS American Indian = N/A Asian = increased 12.1 DFS Filipino = increased 9 DFS Hispanic/Latino = increased 16.3 DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = increased 17.9 DFS White = increased 13.3 DFS

4	CA School Dashboard Mathematics Indicator (Priority 4) Distance from Standard (DFS) Includes results from both Smarter Balanced Math Summative Assessment and CA Alternate Assessment (CAA) in Grades 3-6 Source: caschooldashboard.org	2023 CA School Dashboard All Students = 15.1 above DFS English learners = 9.8 below DFS Foster Youth = 104.2 below DFS Homeless = 35.4 below DFS Long-term English Learner = TBD Socioeconomically Disadvantaged = 14.6 below DFS Students with Disabilities = 54.2 below DFS African American = 6 below DFS American Indian = N/A Asian = 81.1 above DFS Filipino = 49 above DFS Hispanic/Latino = 14.8 below DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = 35.8 above DFS White = 18.9 above DFS GAP = difference between "ALL" and each student group	2024 CA School Dashboard All Students = 20 above DFS English learners = 6.7 below DFS Foster Youth = 51.6 below DFS Homeless = 18.4 below DFS Long-term English Learner = 103.3 below DFS Socioeconomically Disadvantaged = 7.7 below DFS Students with Disabilities = 49.8 below DFS African American = 14.8 below DFS American Indian = N/A Asian = 84.9 above DFS Filipino = 49.3 above DFS Hispanic/Latino = 8.4 below DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = 38.4 above DFS White = 24.6 above DFS	2025 CA School Dashboard All Students = 27.2 above DFS English learners = 0.9 below DFS Foster Youth = 73.1 below DFS Homeless = 8.6 below DFS Long-term English Learner = 113.9 below DFS Socioeconomically Disadvantaged = 0.2 above DFS Students with Disabilities = 39.2 below DFS African American = 4.6 above DFS American Indian = 69 above DFS Asian = 94.9 above DFS Filipino = 59.1 above DFS Hispanic/Latino = 1.0 below DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = 41.9 above DFS White = 34.4 above DFS	2026 CA School Dashboard All Students = 24.1 above DFS English learners = 0.8 above DFS Foster Youth = 95.2 below DFS Homeless = 26.4 below DFS Long-term English Learner = TBD Socioeconomically Disadvantaged = 5.6 below DFS Students with Disabilities = 45.2 below DFS African American = 3 above DFS American Indian = N/A Asian = 90.1 above DFS Filipino = 58 above DFS Hispanic/Latino = 5.8 below DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = 44.8 above DFS White = 27.9 above DFS GAP = Close gap for each student group by 20% or more.	Current Difference: All Students = increased 12.1 DFS English learners = increased 8.9 DFS Foster Youth = increased 31.1 DFS Homeless = increased 26.8 DFS Long-term English Learner = decreased 10.3 DFS Socioeconomically Disadvantaged = increased 14.8 DFS Students with Disabilities = increased 15 DFS African American = increased 10.6 DFS American Indian = N/A Asian = increased 13.8 DFS Filipino = increased 10.1 DFS Hispanic/Latino = increased 13.8 DFS Native Hawaiian/Pacific Islander = N/A Two or More Races = increased 6.1 DFS White = increased 15.5 DFS

Goal Analysis for 2025-2026

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.

Saugus Union continued to provide services from the 2025-2026 LCAP using supplemental funds identified for providing opportunities for staff and students to see themselves represented in our schools.

We were able to implement the actions set forth in the plan, supporting our growth toward our year 3 metric data for Goal 5 and making improvements toward our goal through the actions laid out.

All actions in Goal 5 were implemented.
1) The overall implementation of these actions for:
Goal # 5 was mostly implemented.
4 of 5 actions were implemented fully
1 of 5 actions was partially implemented.

2) The most successful aspects of our implementation of these actions have been:
• Action 1: Our 21st Century TOSAs provided professional development opportunities for certificated staff so they could have grade level specific lessons aligned to the grade level standards with a focus on cultural proficiency, equity, and diversity. These lessons were pushed out monthly to our teaching staff and aligned with our board-approved cultural celebrations.
• Action 2: We provided classrooms and libraries with supplemental resources (i.e. literature, non-fiction, primary sources, videos, etc.) related to the various student groups represented in our school community to ensure that our students from traditionally underrepresented groups had access to positive depictions of their culture, gender, race.
• Action 3: We provided additional professional development workshops and grade-appropriate supplemental resources aligned to the CA Content Standards and Subject Area Frameworks in order to support our teachers with the skills and strategies to fully include culturally sensitive content during
California standards-aligned lessons.
• Action 4: Our families were provided resources and information around culturally sensitive content through Coffee with the Principal meetings and workshops as well as multicultural and multilingual events that were held at individual school sites and districtwide. These opportunities continued to be well received.
• Action 5: We began our outreach with families to be a part of our Parent and Educator Advisory Coalition for Engagement (PEACE) group this year. This process included working with 3 site principals and identified parents who were willing to meet and discuss their unique stories and experiences in Saugus Union and in the Santa Clarita Valley.

3) The most challenging aspects of our implementation of these actions have been:
• Action 5: This year we focused on a reboot of our PEACE committee. Our Assistant Superintendent of Education Services individually met with over 50 families across three schools (all of whom were families of students of color). These individual meetings were held in order to gain a deeper understanding of their child's and family experiences in our schools, and gathering their feedback to provide an opportunity for them to be seen and heard and discuss any current issues or problems that we could collaborate around together. While we attempted to invite these parents to be a part of the Parent and Educator Advisory Coalition for Engagement (PEACE) meetings, we did not get the opportunity to bring everyone together by the time our individual meetings concluded. We plan to work with these individuals in the 2026-2027 school year as meet them as a PEACE committee.
4) There were no planned actions that differed 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.

There are some material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. We spent less than anticipated for professional development as we used funds from Goal 1, Action 5 as the purpose overlapped. We spent slightly more on Goal 5, Action 2 since we purchased additional literary resources for our classrooms. We spent less on professional development opportunities within this goal and action as we used funds from Goal 1, Action 5.

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

The collective efforts of the 5 actions within Goal 5 can be determined as effective when looking at the 2025 CA Dashboard ELA and Math indicators as well as the 2026 local connectedness survey data.

According to the 2025 California Dashboard English Language Arts Indicator, we had many of our student groups make gains, including our English learners (+13.6 DFS), Foster Youth (+9.6 DFS), Hispanic/Latino student group (+8.6 DFS), African American student group (+26.5 DFS) and Asian student group (+6.1 DFS).

According to the 2025 California Dashboard Mathematics Indicator, we saw gains with our English learners (+5.8 DFS), Asian student group (+10 DFS), Hispanic/Latino student group (+7.4 DFS), African American (+19.3 DFS), and Two or More Races student group (+3.5 DFS).

According to our local connectedness data, we saw students' favorability responses increase significantly in connectedness to school and feels of seeing themselves within their learning. Overall, 73% of our students indicated they felt included and had a sense of belonging within the school community. 73% of our English learners and 72% of our students from low income households indicated that they felt included and had a sense of belonging. 55% of our students indicated that they saw their culture represented within their learning and curriculum (a 1% increase). When breaking this down by student group, we saw that 68% of English learners and 57% of students from low income households indicated that they saw their culture represented within their learning this year, a 6% increase and 4% decrease respectively. We plan to conduct focus groups to determine what ideas students have about having their culture represented throughout their learning.

The Teachers on Special Assignment (TOSA)s continue to be effective in supporting teachers to implement evidence based practices within the classroom to enhance student learning and providing supplemental resources related to the various student groups represented in our school communities to teachers and students in the classroom (Action 2).

Our 21st Century TOSAs continued to provide professional development on incorporating cultural celebrations into the classroom (Actions 1 and 3), including a focus on connecting grade level content that focuses on cultural celebrations and the various race/ethnicities represented in our curriculum with the visual and performing arts standards. They also designed lessons and culled resources for teachers that focused on embedding an equity lens within content instruction. They facilitated multiple parent engagement workshops (Action 4) linking the work they are doing around cultural celebrations and cultural proficiency with family engagement. Some of our events were filled to capacity with a waitlist to attend. Parent and Educator Advisory Coalition for Engagement (PEACE) workshops (Action 5) was deemed partially effective as we held individual meetings with over 50 families of students of color to hear their perspective and experiences in our schools but we did not have the opportunity to bring them together collectively this year as a group.

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 planned changes to the goal, metrics, target outcomes, or actions for the coming year. We did not include specific funding for Actions 3-5 as these actions are intertwined through funding in other goals and actions (i.e. Goal 1, Actions 1-2 and Goal 4, Action 8) however the actions themselves will remain as they are important and evidence shows they are helping us achieve metrics within Goal 5.

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	Equity, Diversity and Cultural Proficiency Training for Staff	SUSD will provide a variety of professional development opportunities (i.e. workshops, book studies, lectures, etc.) to classified and certificated staff to better understand cultural proficiency, equity, diversity, bias, racism, and discrimination and the impact they have on creating a positive inclusive school environment for our students.	$689.00	Yes
2	Diverse Inclusive Instructional Resources	SUSD will provide supplemental resources (i.e. literature, non-fiction, primary sources, videos, etc.) related to the various student groups represented in our school community to ensure that students from traditionally underrepresented groups have access to positive depictions of their culture, gender, race, etc. to assist in creating a more inclusive and representative school learning environment.	$2,000.00	Yes
3	Sensitive Content Training & Resources	SUSD will provide extended professional development opportunities (e.g. series of meetings) and grade-appropriate supplemental resources aligned to the CA Content Standards and Subject Area Frameworks to refine teacher and instructional support staff skills/strategies to fully instruct culturally sensitive content (i.e., Indigenous People and the Mission System, Enslaved People and the development of America, etc.) to students ensuring grade-appropriate discussions and learning occur for content standards mastery.	$0.00	Yes
4	Equity & Diversity Training for Families	SUSD provides parent workshops for parents to fully understand the culturally sensitive content include in various grade level curriculums, to understand the cultural diversity training provided to staff, and to understand how to support their students when engaging in this learning.	$0.00	Yes
5	P.E.A.C.E. Group	SUSD facilitates the Parent and Educator Advisory Coalition for Equity (P.E.A.C.E) to act as an advisory group related to cultural diversity and equity within the school district. This advisory group includes a 2/3 parent of color participant and a 1/3 district staff participant to ensure parent voices/experiences are heard in the development of culturally responsive programs, resources, policies, and practices within the school district.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,314,219.00	$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
6.94%	0.00%	$0.00	6.94%

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 #(s)	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
Goal 1: Actions 1 & 2	We have an achievement gap with our LI, EL, and FY students in reading and math according to the 2025 Academic Indicators for ELA and Math. In ELA, All Students = 41.3 above DFS English learners = 9.4 above DFS Foster Youth = 51.1 below DFS Socioeconomically Disadvantaged = 13.3 above DFS In math, All Students = 27.2 above DFS English learners = 0.9 above DFS Foster Youth = 73.1 below DFS Socioeconomically Disadvantaged = 0.2 above DFS Our 2026 survey data also indicates that only 68% of ELs indicated that they like school (an increase from the previous year but still not meeting our goal) and 57% of LI students like school which is a decrease from the prior year.	Teachers on Special Assignment will support teachers by providing in-classroom coaching, lesson planning support, and professional development in order to ensure that our UDP students are making progress in their ELA, Math, and Writing standards. The ELA TOSAs will provide this support focusing on Early Literacy and Foundational Skills, Writing, and ELA promise standards as well as support for reading comprehension for grades 3-6. The Math TOSAs will provide this support focused on grade level mathematics promise standards and high leverage mathematical practices. This level of support meets the unique needs of our LI, EL, and FY students by ensuring that all teachers of UDP students have the requisite tools, systems, and resources to address learning gaps, increase motivation and enjoyment for learning for our UDP students. This is the most effective use of funds because our LI, EL, and FY students are enrolled at all our school sites across the district. We know from research that the quality of instruction or the instructor (teacher) is the key element in improving student performance. By providing a coach that can address needs of teachers and students in the classroom we can ensure that the overall implementation of effective research-based strategies centered on foundational literacy, writing, and mathematics skills are occurring, are meeting the unique needs of UDP students, and are aligned to the research-based training provided (i.e., the strategy trained is the strategy implemented). We can also ensure that the activities included in the curriculum are effective with UDP students by having a trained teacher support both students and teachers trying new strategies and/or materials. Research tells us that on-going PD of 150 hours or more on a single strategy is needed to see change in adult behavior and improved student achievement. Providing a TOSA allows teachers of unduplicated students to receive additional time and support in implementing the many strategies that are necessary to address the varying needs of UDP students.	We will monitor effectiveness through the Academic Indicator for ELA, Math, and Science for our LI, EL, and FY students as well as all students (measured by Goal 1 Metrics 1-3). We will also utilize the Basic Phonics Skills Test (BPST) measurement to measure ELA foundational skills (Goal 1 Metric 4). Will also monitor effectiveness of these actions via the Professional Development Workshops we offer (Goal 1 Metric 7).

Goal 1: Action 3	We have an achievement gap with our LI, EL, and FY students in reading and math according to the 2025 Academic Indicators for ELA and Math. We have an achievement gap with our LI, EL, and FY students in reading and math according to the 2025 Academic Indicators for ELA and Math. In ELA, All Students = 41.3 above DFS English learners = 9.4 above DFS Foster Youth = 51.1 below DFS Socioeconomically Disadvantaged = 13.3 above DFS In math, All Students = 27.2 above DFS English learners = 0.9 above DFS Foster Youth = 73.1 below DFS Socioeconomically Disadvantaged = 0.2 above DFS Our 2026 survey data also indicates that only 68% of ELs indicated that they like school (an increase from the previous year but still not meeting our goal) and 57% of LI students like school which is a decrease from the prior year. Our CA Dashboard Chronic Absentee Indicator shows that our SED and FY students have higher rates of Chronic Absenteeism as compared to ALL students which means they are not in school as many days as their peers and missing out on instruction.	Actions in this goal will address the unique needs of our UDP students by supporting individual teachers in monitoring and adjusting their instruction to meet specific student needs based on formative and summative data and a system of continuous improvement through the continued development of an assessment and monitoring system intended to close achievement gaps for all students with a focus on our UDP students. This is the most effective way to utilize the funds because this is a high leverage, evidenced-based practice that is proven to positively impact student learning, specifically with our LI, EL, and FY students. Research supports that school systems who regularly monitor student performance and adjust instruction to meet the needs shown in the data see their students achieve at higher levels. Unduplicated students have a variety of learning needs that require regular monitoring and adjustments to ensure they are learning and more importantly that they are excelling. By creating a regular system of assessments for monitoring and adjustment we can provide our teachers of unduplicated pupils with the necessary information to refine the instructional activities presented to UDP students.	The effectiveness of this action will be monitored through the Academic Indicator in ELA, Math, and Science for our LI, EL, and FY students as well as all students (measured by Goal 1 Metrics 1-3). We will also utilize the Basic Phonics Skills Test (BPST) measurement tool to measure ELA foundational skills (Goal 1 Metric 4).

Goal 1: Action 4	We have an achievement gap with our LI, EL, and FY students in reading and math according to the 2025 Academic Indicators for ELA and Math. We have an achievement gap with our LI, EL, and FY students in reading and math according to the 2025 Academic Indicators for ELA and Math. In ELA, All Students = 41.3 above DFS English learners = 9.4 above DFS Foster Youth = 51.1 below DFS Socioeconomically Disadvantaged = 13.3 above DFS In math, All Students = 27.2 above DFS English learners = 0.9 above DFS Foster Youth = 73.1 below DFS Socioeconomically Disadvantaged = 0.2 above DFS Our 2026 survey data also indicates that only 68% of ELs indicated that they like school (an increase from the previous year but still not meeting our goal) and 57% of LI students like school which is a decrease from the prior year.	This action addresses the unique needs for EL, LI, and FY by providing Professional Learning Communities (PLC) training (i.e., philosophy, strategies, practices, etc.) to ensure that staff who support unduplicated pupils are able to implement the improvement cycle needed for UPD students to achieve at higher levels and close the achievement gaps. This is the most effective use of funding because Professional Learning Communities are widely known as one of the most evidenced-based structures to impact student learning and close achievement gaps. A district that becomes a PLC has systems in place for the adults in the organization the respond to the unique needs of all students, including LI, EL, and FY (DuFour, DuFour, Eaker, Many, & Mattos,2016). Research also supports that school systems who use a cycle of inquiry in addressing student needs and reducing student challenges see more positive progress than those that do not. While many of the instructional needs of UDP students are similar, many of their needs are unique to the individual group and/or the individual student. PLC structures are proven to assist educators in determining the learning needs, reteaching subject matter, and adjusting instruction to students' assessed needs. The implementation of these structures supports our UDP by ensuring their teachers fully understand their individual and collective needs to better design their instruction and interventions.	We will monitor the Academic Indicator for ELA, Math, and Science for our LI, EL, and FY students as well as all students (measured by Goal 1 Metrics 1-3).

Goal 1: Actions 5, 6	We have an achievement gap with our LI, EL, and FY students in reading and math according to the 2025 Academic Indicators for ELA and Math. In ELA, All Students = 41.3 above DFS English learners = 9.4 above DFS Foster Youth = 51.1 below DFS Socioeconomically Disadvantaged = 13.3 above DFS In math, All Students = 27.2 above DFS English learners = 0.9 above DFS Foster Youth = 73.1 below DFS Socioeconomically Disadvantaged = 0.2 above DFS Our 2026 survey data also indicates that only 68% of ELs indicated that they like school (an increase from the previous year but still not meeting our goal) and 57% of LI students like school which is a decrease from the prior year. This gap also varies greatly between student groups at the individual school sites. Some schools have student groups achieving lower than the district average, while others have student groups achieving higher.	These actions are designed to give school sites the opportunity to address the needs of their school site level UDP students by having additional staff, additional professional development, and/or additional resources to meet the assessed needs of their UDP population. The resources must be aligned to actions contained within the LCAP (i.e., funds can be used for a grade level to attend a conference related to language acquisition or CABE, etc.). This ensures that the school environment has the resources needed to immediately address their unique needs while maintaining their participation and access to the general school program. This is the most effective use of this funding because each of our school sites have unique needs for EL, FY, and LI students. While district level programs, actions, and services to support unduplicated students are essential to ensuring their progress because they create systems of support for these students' needs, it is equally critical that site level teams have resources at their disposal to address the needs of the students on their site. Having resources (i.e., dollars to purchase additional licenses for on-line tools, dollars to allow for substitutes so teachers can coach each other, etc.) that are readily available to school leadership allows school staff to be empowered to quickly address the needs of students who may be struggling with existing district programs, or who may be exceeding the limits of district programs.	We will monitor the Academic Indicator for ELA, Math, and Science for our LI, EL, and FY students as well as all students (measured by Goal 1 Metrics 1-3).
Goal 1: Action 7	Educational Partner feedback from our EL, LI, and FY families indicated that many UDP students do not have access to technology at home and that progress monitoring of these student groups is best supported through use of technology when it is available to both teachers and students in the classroom.	The action will address this need by increasing the quantity of access for our LI, FY, and EL students to basic supports as well as provide these students with access to academic supports in the classroom to help close the achievement gap. This is the most effective use of funding because our EL, FY, and LI students are enrolled at all of our school sites. In order to ensure that ALL of our UDP students have access to their core instruction via technology, it is necessary to provide this support at a district-wide level. In addition, participating in classrooms where 21st Century Learning strategies (The 4 C's) are included is critical in providing unduplicated students much needed access to content that can mold their progress towards high yield jobs/careers in the future. Ensuring that UDP students have the technology tools (i.e. individual Chromebooks, iPads, etc.) and access to the world of learning through the Internet when they are at school allows them opportunities for learning that they may not have available to them at home. Their access to these tools gives them the support needed to learn in similar manners to their non-UDP peers.	We will monitor the Academic Indicator for ELA, Math, and Science for our LI, EL, and FY students as well as all students (measured by Goal 1 Metrics 1-3).

Goal 3: Action 2	Our CA Dashboard Chronic Absenteeism Indicator shows that some of our student groups are not also engaged in learning because they have significant absences, with some some UDP groups above the percentage for ALL students groups. All Students = 5.2% English learners = 4.8% Foster Youth = 14.8% Socioeconomically Disadvantaged = 7.6% Students with Disabilities = 9% Our 2026 survey data also indicates that only 68% of ELs indicated that they like school (an increase from the previous year but still not meeting our goal) and 57% of LI students like school which is a decrease from the prior year. Feedback from teachers and families indicated that behavior supports for students was necessary in order for students to have appropriate strategies in order to access learning. Many of our UDP students experience anxiety, confusion and/or isolation created from inability to effectively communicate. They may require additional emotional and behavioral supports as a result of trauma experiences. Formative data from our Social Workers indicated that some of our UDP students needed support in regulating behaviors appropriate to a school setting. We also know that challenging behaviors can be a symptom of academic/social frustration, etc.	This action meets the unique needs of our UDP students by providing a coordinated team of specialists (e.g. behaviorist, para-professionals) to observe challenging behaviors (e.g., explosive, withdrawn, etc.) of unduplicated pupils within the classroom and/or school setting to determine the best way to support the student and teacher with resolving the behavior to appropriately engage in school activities. Team is present to design behavior plans, train teachers in strategies, support students in self-regulating activities, etc. during the school day. This is the most effective use of funds because our UDP students are enrolled at sites across the school district, rather than at isolated locations and we need to be able to support our students across the district. In addition, we know from research that students who are experiencing trauma, students who are experiencing the effects of poverty, and students who are struggling to communicate are frustrated and will exhibit inappropriate behaviors to avoid engagement, to gain attention or help, and to exhibit their misunderstood frustration with other life conditions. By having a team that can focus on the causes of a student's behavior and appropriately mitigating those behaviors by supporting the teacher and/or student with effective strategies is critical in supporting the student to fully engage in learning and to maintain positive relationships with staff and peers in school.	We will monitor the Chronic Absenteeism Indicator for ALL students as well as our UDP students (measured by Goal 3, Metrics 2) to ensure our students are feeling engaged and connected to school. We will also measure connectedness survey data for ALL students and LI and EL students (Goal 3, Metric 5) to ensure students feel safe and enjoy school.

Goal 3: Action 3	Our CA Dashboard Chronic Absenteeism Indicator shows that some of our student groups are not also engaged in learning because they have significant absences, with some some UDP groups above the percentage for ALL students groups. All Students = 5.2% English learners = 4.8% Foster Youth = 14.8% Socioeconomically Disadvantaged = 7.6% Students with Disabilities = 9% Our 2026 survey data also indicates that only 68% of ELs indicated that they like school (an increase from the previous year but still not meeting our goal) and 57% of LI students like school which is a decrease from the prior year.	This action will provide additional staff to provide support to teachers and paras who are in turn supporting unduplicated students and student groups at the school level in appropriately developing social emotional skills, facilitating and monitoring appropriate attendance, developing and overseeing behavioral and mental health supports and services and also to facilitate and coordinate basic needs to allow them to better engage, and attend school so that they can fully access the instruction that is provided. The addition of staff will focus on supporting teachers through the integration of Social Emotional Learning (SEL), behavioral supports, and school connectedness strategies. They will provide in-classroom coaching, lesson planning, and professional development to ensure that our Unduplicated Pupil (UDP) students—specifically Low-Income (LI), English Learner (EL), and Foster Youth (FY)—are making progress in their social-emotional and behavioral competencies. This is the most effective use of funding because our district UDP percentage is about 33% with UDP students enrolled at all of our school sites. These staff members will be dedicated to supporting teachers with instructional practices and tools to increase student SEL competencies, connectedness to school and attendance for all of our UDP students. This action was previously supported by various staff members as part of other duties they are doing but having specific staff will deepen the use and implementation of these strategies.	We will monitor the Chronic Absenteeism Indicator for ALL students as well as our UDP students (measured by Goal 3, Metrics 2) to ensure our students are feeling engaged and connected to school. We will also measure connectedness survey data for ALL students and LI and EL students (Goal 3, Metric 5) to ensure students enjoy school.

Goal 3: Action 4	Data from our 2026 student connectedness survey indicates that 62% of ALL students and 64% EL students feel that they receive positive feedback and 61% of our LI students feel they receive positive feedback. Currently, 4% of our students enrolled are receiving Tier 3 level support with displaying appropriate behaviors for a learning environment. Feedback from teachers, administrators, social workers, and families indicated that behavior supports for students was necessary in order for students to have appropriate strategies in order to access learning. Many of our UDP students experience anxiety, confusion and/or isolation created from inability to effectively communicate.	This action provides staff (certificated & classified) with on-going training in strategies contained in the Positive Behavior Intervention Supports (PBIS) framework as well as the Capturing Kids Hearts program to allow the implementation of consistent, positive, behavior expectations and appropriate, predictable responses to behaviors for unduplicated students within the elementary school environment. This actions meetings the unique needs of our UDP by providing consistency in expectations, routine procedures, and other stabilizing factors allows unduplicated students to predict their school environments and develop trusting experiences with the school environment and staff. A focus on the positive behavior that is expected and addressing the needs of the individual student with positive consequences rather than negative discipline we see greater change in behavior, increases in student engagement, and higher achievement overall. This is the most effective use of funds because we know from research that students who are experiencing trauma, students who are experiencing the effects of poverty, and students who are struggling to communicate are frustrated and will exhibit inappropriate behaviors to avoid engagement, to gain attention or help, and to exhibit their misunderstood frustration with other life conditions. Ensuring staff are properly trained to implement the PBIS structures across the school sites and in every classroom is critical to achieving these outcomes.	We will monitor the effectiveness action through the percentages of students who are part of our Multi-Tiered Systems of Support (measured by Goal 1, Metric 6). We will also measure connectedness survey data for ALL students and LI and EL students (Goal 3, Metric 5) to ensure students enjoy school, feel safe, and receive positive feedback.

Goal 3: Action 5	Feedback from teachers and families indicated that behavior supports for students was necessary in order for students to have appropriate strategies in order to access learning. Many of our UDP students are experiencing anxiety, confusion and/or isolation created from inability to effectively communicate. They may require additional emotional and behavioral supports as a result of trauma experiences. Formative data from our Social Workers indicated that some of our UDP students needed support in regulating behaviors appropriate to a school setting with 4% of our students enrolled receiving Tier 3 level support with displaying appropriate behaviors for a learning environment.	This action provides mental health staff (i.e. social-workers and marriage & family therapists (MFT)) to work with unduplicated students individually and in small groups to address their individual needs (i.e., making friends, learning to adjust to a new school, address issues around family needs, and other mental health related experiences). This meets the unique needs of our UDP students because it specifically addresses the anxiety, confusion and/or isolation created from inability to effectively communicate and supports the social/emotional conditions that influence learning that many of our UDP students experience. Furthermore, this action provides the additional behavioral supports our UDP students need as a result of trauma experiences and trauma related needs that require additional mental health supports that may be associated with poverty. This is the most effective use of funding because it provides our UDP students at all schools with access to this level of requisite support. We know from research that students who are experiencing trauma, students who are experiencing the effects of poverty, and students who are struggling to communicate are frustrated and will exhibit inappropriate behaviors to avoid engagement, to gain attention or help, and to exhibit their misunderstood frustration with other life conditions. By providing mental health professionals who specialize in assisting people in appropriately addressing their fears, worries, concerns, and life challenges at school sites will assist UDP students in being mentally prepared and available for academic learning. Having these individuals to work with these students as they are in crisis allows us to address the whole child and ensure that we are reaching their basic needs before we attempt to address any challenges they may have with learning (i.e., language acquisition, limited vocabulary, difficulty reading, etc.).	We will monitor the effectiveness action through the percentages of students who are part of our Multi-Tiered Systems of Support (measured by Goal 1, Metric 6). We will also measure connectedness survey data for ALL students and LI and EL students (Goal 3, Metric 5) to ensure students enjoy school, feel safe, and receive positive feedback.

Goal 3: Action 6	Feedback from teachers and families indicated that behavior supports for students was necessary in order for students to have appropriate strategies in order to access learning. Many of our UDP students are experiencing anxiety, confusion and/or isolation created from inability to effectively communicate. They may require additional emotional and behavioral supports as a result of trauma experiences. Formative data from our Social Workers indicated that some of our UDP students needed support in regulating behaviors appropriate to a school setting with 4% of our students enrolled receiving Tier 3 level support with displaying appropriate behaviors for a learning environment.	This action provides additional qualified school psychologists to address the social emotional, academic, and behavioral needs of unduplicated students through the District's MTSS and SST processes to ensure quick and accurate identification of students with special needs. This action meets the unique needs of our UDP students because it supports our UDP students in appropriately addressing that learning challenges are not part of English acquisition challenges. It addresses the needs of our UDP students knowing that many of our LI students lack mental health or medical support at home and may have exposure to trauma, limited health care, etc. that can create learning challenges. This is the most effective use of these funds because our UDP students are enrolled across the school district and may need access to this level of support despite what school they attend. In addition, according to the Fiscal Crisis Management Assistance Team (FCMAT) the ratio of psychologists to students is 1:1,010. SUSD's enrollment is currently at approximately 9,100 students. This would necessitate that we have approximately 9 psychologists dedicated to supporting all students' needs. By providing additional psychologists positions we lower the ratios to approximately 800 students per psychologist allowing for greater access to these services for our unduplicated pupils and to faster support for needed services.	We will monitor the effectiveness action through the percentages of students who are part of our Multi-Tiered Systems of Support (measured by Goal 1, Metric 6). We will also measure connectedness survey data for ALL students and LI and EL students (Goal 3, Metric 5) to ensure students enjoy school, feel safe, and receive positive feedback.

Goal 4: Action 4	We have an achievement gap with our LI, EL, and FY students in reading and math according to the 2025 Academic Indicators for ELA and Math. In ELA, All Students = 41.3 above DFS English learners = 9.4 above DFS Foster Youth = 51.1 below DFS Socioeconomically Disadvantaged = 13.3 above DFS In math, All Students = 27.2 above DFS English learners = 0.9 above DFS Foster Youth = 73.1 below DFS Socioeconomically Disadvantaged = 0.2 above DFS Our 2026 survey data also indicates that only 68% of ELs indicated that they like school (an increase from the previous year but still not meeting our goal) and 57% of LI students like school which is a decrease from the prior year.	This action provides a communications platform (i.e., Parent Square) that allows for regular two-way communication between parents of unduplicated students and the classroom/school/district and is consistent for all children within a family of unduplicated students attending the same district school. This meets the unique needs of our UDP students because it provides our EL families with a means to engage and communicate with the school through regular access to communication in their primary language in order to engage in two-way dialogue with the school in a language in which they are most comfortable. It supports households with multiple individuals who are responsible for students and allows for access to information for family members who have varying availability as part of working (i.e., two jobs, shift work, etc.). This is the most effective use of funds because it supports all of our UDP student families that are enrolled throughout the district. The platform provided also allows for the end user to make choices in how they engage with and receive communication (i.e., language choices, app vs. email, time of day received, etc.) in order to ensure that our unduplicated pupil families can engage with the schools despite any work related, language related or family related challenges. In addition, it creates a consistent responsive communication environment for parents throughout the district that allows them to better manage and engage the multiple pieces of information they receive AND allows for coordination of information sent by the school/class/district.	The effectiveness of this action will be measured via local data such as the data provided by the communication platform(s) tool including messages between classrooms & families of unduplicated students, schools & families of unduplicated students and district & families of unduplicated students. It will also be measured through school connectedness data around family involvement (Goal 4, Metric 2).

Goal 4: Action 5	We have an achievement gap with our LI, EL, and FY students in reading and math according to the 2025 Academic Indicators for ELA and Math. In ELA, All Students = 41.3 above DFS English learners = 9.4 above DFS Foster Youth = 51.1 below DFS Socioeconomically Disadvantaged = 13.3 above DFS In math, All Students = 27.2 above DFS English learners = 0.9 above DFS Foster Youth = 73.1 below DFS Socioeconomically Disadvantaged = 0.2 above DFS Our 2026 survey data also indicates that only 77% of our LI students indicated that they felt that their families were involved in their learning as compared to 78% of the ALL student groups. Feedback from all educational partners indicated that they feel many of our UDP families still are not aware of the many resources the district offers to both student and families in order to help them support their student's learning at home.	This action provides family and community liaisons to support unduplicated student populations to ensure that parents/caregivers and students are fully engaged and participating in the school program by providing information, resources, outreach, etc. that are focused on the needs of each specific group. This meets the unique needs of our UDP students because we know that many these students and their families may need assistance in supporting their child with homework, socializing, learning a new language and the liaisons can support them and connect families with the resources that the school and district is offering. The liaisons are also able to support our UDP families who may need support with assisting their students with academic or social skills needed for school. This is the most effective use of funding because our UDP students and families are enrolled throughout the entire school district in every classroom. While we are primarily focused on engaging UDP families with core services, having them support on an LEA-wide basis allows our liaisons to provide supports to all of our school sites and family needs on a larger scale. We also know that when people are informed and have skills they are able to help themselves and achieve. By ensuring that our EL, FY, and LI families have access to the appropriate resources to help them in supporting their children at home, the better their child can fully engage in school.	The effectiveness of this action will be measured via parent participation in our advisory groups (Goal 4, Metric 1) and will also be measured through school connectedness data around family involvement (Goal 4, Metric 2).

Goal 4: Action 8	We have an achievement gap with our LI, EL, and FY students in reading and math according to the 2025 Academic Indicators for ELA and Math. In ELA, All Students = 41.3 above DFS English learners = 9.4 above DFS Foster Youth = 51.1 below DFS Socioeconomically Disadvantaged = 13.3 above DFS In math, All Students = 27.2 above DFS English learners = 0.9 above DFS Foster Youth = 73.1 below DFS Socioeconomically Disadvantaged = 0.2 above DFS Our 2026 survey data also indicates that only 77% of our LI students indicated that they felt that their families were involved in their learning as compared to 78% of the ALL student group. Feedback from all educational partners indicated that they feel many of our UDP families still are not aware of the many resources the district offers to both student and families in order to help them support their students' learning at home and they are also asking for more support and resource to support their students' learning at home.	This action provides workshops and training sessions to support unduplicated pupils families with classwork/homework (i.e., trainings related to foundational reading skills, vocabulary development, math facts, etc.), social skills supports (i.e., parent skills activities, anti-bullying training, etc.), technology supports (i.e., cyber security, effective use of technology at home, etc.) and/or community services supports (i.e. community mental health services workshops, food services workshops, etc.). This meets the unique needs of our UDP students because we know that many of these students and their families may need assistance in supporting their child with homework, socializing, learning a new language and the workshops and resources provide them with tools to help them successfully support their students in these areas. This is the most effective use of funds. While we are primarily focused on engaging UDP families with core services, having workshops and resources available on an LEA-wide basis allows our UDP families across the district to access these supports. Furthermore, when people are informed and have skills they are able to help themselves and achieve. By ensuring that EL, FY, and LI families have access to workshops and training that help them to support their children at home by better understanding school work, better understanding social skills, better understanding technology, better understanding mental health needs and developmental changes for their child(ren), the better their child can fully engage in school.	The effectiveness of this action will be measured via parent participation in our advisory groups (Goal 4, Metric 1) and will also be measured through school connectedness data around family involvement (Goal 4, Metric 2).

Goal 4: Action 11	Feedback from our educational partners indicated that some of our EL families are needing additional language support via direct oral translation or written transcription. This past year, families indicated that they appreciated having the option to have translation in multiple languages during parent conferences and that this translation helped them feel more connected to the school and knowing how their student was progressing in their learning.	This action provides additional translation support (staff and/or outside service providers) and transcription services (document translation) for families to ensure full engagement in school activities for their child(ren). This meets the unique needs of our UDP students because it directly provides a service to our families to engage them with the school and engage them in their student's learning in the family's primary language. This is the most effective use of funds for our district. While the major emphasis is on supporting EL students, we find that this service can also impact our low-income students and assist with other students as needed enrolled throughout the district. Furthermore, in a time when electronic translation is easy to access, it is critical to have appropriate staff to both transcribe information and translate information as needed for families. This includes providing additional staff and outside agency support as the language needs determine (i.e., district staff emphasis on Spanish; outside agencies for other languages). Since all of our UDP students are enrolled in classrooms throughout the district it seemed most effective to provide this service on an LEA-wide basis.	The effectiveness of this action will be measured via parent participation in our advisory groups (Goal 4, Metric 1) and will also be measured through school connectedness data around family involvement (Goal 4, Metric 2).

Goal 5: Action 1	2026 survey data indicates that there is a continued need to increase opportunities for our students and families to see themselves reflected in their learning and curriculum. 55% of students indicated that they see themselves in their learning. In looking deeper, that number dropped when looking at how our Two or More Races student group responded (47%). From the family perspective, 76% of families indicated that they see their family's culture represented in the school. We also see achievement gaps with our student groups that may be contributed to students not feeling that their experiences and culture are not valued. For example, the 2025 Academic Indicator for ELA shows a gap with several student groups as compared to the ALL student group. All Students = 41.3 above DFS English learners = 9.4 above DFS Hispanic = 15.5 above DFS African American = 26.5 above DFS Foster Youth = 51.1 below DFS Socioeconomically Disadvantaged = 13.3 above DFS	This action provides cultural proficiency, diversity, inclusive practices, unconscious bias, etc. training for teachers and staff who work with unduplicated pupils (i.e., EL, FY, and LI) to ensure that classroom activities/lessons, school culture, behavior expectations, grading, adult to student interactions, etc. are appropriately responsive to students' unique needs and/or challenges. This meets UDP students unique needs as it addresses the social/emotional conditions within the school environment or culture impacting academic learning for some of our UDP students. We also know that the lack of culturally responsive instruction may impact English acquisition, behavior and/or concepts of self, and academic progress. This action also provides staff with tools to develop an understanding of trauma, ACES, and the need to develop resiliency to support academic success, which many of our UDP students experience. This is the most effective use of funding because research has shown that providing professional development to staff (classified & certificated) at all schools that is centered on creating culturally responsive environments and instructional opportunities is effective for UDP students as the adults within the school organization are able to be more inclusive in the actions and services they provide to these students. The design of the behavior programs and instructional opportunities are focused on addressing unique challenges faced by UDP students. Staff is more aware of the individual needs of each UDP group and has strategies to bridge the gaps they may have or strategies to meet the specific needs of each group (e.g., understand how compliance/shyness/quiet for EL students can mask lack of understanding or language progression). Since all of our UDP students are enrolled in classrooms throughout the district it seemed most effective to provide this service on an LEA-wide basis.	This action will be monitored for effectiveness through a variety of measures. We will examine Connectedness survey data related to perceptions of "sense of belonging" and "seeing one's culture" (Goal 5, Metrics 1-2). We will review Academic Indicator data for our student groups (Goal 5, Metrics 3-4) as well as ELPAC data for our ELs (Goal 2, Metric 4)/ We will further examine our chronic absenteeism, expulsion, and suspension data for our UDP student groups as well as other student groups (Goal 3, Metrics 2-4).

Goal 5: Action 2	2026 survey data indicates that there is a continued need to increase opportunities for our students and families to see themselves reflected in their learning and curriculum. 55% of students indicated that they see themselves in their learning. In looking deeper, that number dropped when looking at how our Two or More Races student group responded (47%). From the family perspective, 76% of families indicated that they see their family's culture represented in the school. We also see achievement gaps with our student groups that may be contributed to students not feeling that their experiences and culture are not valued. For example, the 2025 Academic Indicator for ELA shows a gap with several student groups as compared to the ALL student group. All Students = 41.3 above DFS English learners = 9.4 above DFS Hispanic = 15.5 above DFS African American = 26.5 above DFS Foster Youth = 51.1 below DFS Socioeconomically Disadvantaged = 13.3 above DFS	This action provides culturally responsive and diverse and inclusive materials and resources for school sites with unduplicated pupils (i.e., EL, FY, and LI) to ensure that classroom activities/lessons and available resources, school culture, behavior expectations, grading, adult to student interactions, etc. are appropriately responsive to students' unique needs and/or challenges. This meets UDP students unique needs as it addresses the social/emotional conditions within the school environment or culture impacting academic learning for some of our UDP students by providing both teachers and students with resources that are culturally relevant. We also know that the lack of culturally responsive materials available for students and staff may impact English acquisition, behavior and/or concepts of self, and academic progress. This action also provides staff with resources necessary to implement culturally responsive pedagogy in order to develop an understanding of trauma, ACES, and the need to develop resiliency to support academic success, which many of our UDP students experience. This is the most effective use of funds because we know that providing additional diverse and inclusive resources that are available for staff and students supporting the goal of creating culturally responsive environments and instruction is effective for UDP students as the resources allow students to see themselves and their peers represented in their instructional lessons as well as access to diverse and inclusive resources within their school. Since all of our UDP students are enrolled in classrooms throughout the district it seemed most effective to provide this service on an LEA-wide basis.	This action will be monitored for effectiveness through a variety of measures. We will examine Connectedness survey data related to perceptions of "sense of belonging" and "seeing one's culture" (Goal 5, Metrics 1-2). We will review Academic Indicator data for our student groups (Goal 5, Metrics 3-4) as well as ELPAC data for our ELs (Goal 2, Metric 4)/ We will further examine our chronic absenteeism, expulsion, and suspension data for our UDP student groups as well as other student groups (Goal 3, Metrics 2-4).

Goal 5: Action 3	2026 survey data indicates that there is a continued need to increase opportunities for our students and families to see themselves reflected in their learning and curriculum. 55% of students indicated that they see themselves in their learning. In looking deeper, that number dropped when looking at how our Two or More Races student group responded (47%). From the family perspective, 76% of families indicated that they see their family's culture represented in the school. We also see achievement gaps with our student groups that may be contributed to students not feeling that their experiences and culture are not valued. For example, the 2025 Academic Indicator for ELA shows a gap with several student groups as compared to the ALL student group. All Students = 41.3 above DFS English learners = 9.4 above DFS Hispanic = 15.5 above DFS African American = 26.5 above DFS Foster Youth = 51.1 below DFS Socioeconomically Disadvantaged = 13.3 above DFS	This action provides training to teachers related to sensitive grade level content (e.g., study of enslaved peoples, study of indigenous peoples, study of world religions) to ensure accurate portrayal of the grade level concepts associated with these topics, culturally sensitive handling of these topics to ensure UDP students feel socially safe and included in the school community, and that challenging conversations associated with the content is experienced in a grade appropriate, culturally responsive, and historically accurate manner. This meets UDP students unique needs as it addresses the social/emotional conditions within the school environment or culture impacting academic learning for some of our UDP students by providing both teachers and staff with training that is culturally relevant. We also know that the lack of culturally responsive instruction related to grade level content may impact English acquisition, behavior and/or concepts of self, and academic progress. This action also provides staff with the training necessary to implement culturally responsive pedagogy with respect to cultural sensitivity when working with students who may have experienced trauma, ACES, and the need to develop resiliency to support academic success, which many of our UDP students experience. This is the most effective use of funds because we know that providing professional development to teachers which supports their better understanding of the historical context of socially sensitive topics included in various grade level curriculum is crucial to creating culturally responsive and inclusive classrooms for unduplicated students to thrive. Teachers who are better equipped to handle classroom discussions connected to these culturally sensitive topics and who are educated on culturally accurate information can support unduplicated students in better accessing subject content and connecting to their classroom peers. Providing this training to teachers on an LEA-wide basis ensures that all UDP students have access to teachers who are trained in this area.	This action will be monitored for effectiveness through a variety of measures. We will examine Connectedness survey data related to perceptions of "sense of belonging" and "seeing one’s culture" (Goal 5, Metrics 1-2).

Goal 5: Action 4	2026 survey data indicates that there is a continued need to increase opportunities for our students and families to see themselves reflected in their learning and curriculum. 55% of students indicated that they see themselves in their learning. In looking deeper, that number dropped when looking at how our Two or More Races student group responded (47%). From the family perspective, 76% of families indicated that they see their family's culture represented in the school. We also see achievement gaps with our student groups that may be contributed to students not feeling that their experiences and culture are not valued. For example, the 2025 Academic Indicator for ELA shows a gap with several student groups as compared to the ALL student group. All Students = 41.3 above DFS English learners = 9.4 above DFS Hispanic = 15.5 above DFS African American = 26.5 above DFS Foster Youth = 51.1 below DFS Socioeconomically Disadvantaged = 13.3 above DFS	This action provides training to families/caregivers of unduplicated pupils (UDP) related to cultural proficiency, diversity, inclusive practices, unconscious bias, etc. to ensure they are aware of appropriate classroom instructional strategies, appropriate behavioral interventions, and the creation of an inclusive school community that will support their child(ren) in achieving. This meets the unique needs of our UDP students by providing families/caregivers parents with tools in order to understand the impact of culturally responsive instruction on their child(ren)'s academic and/or social progress. We know that the lack of culturally responsive instruction impacts student progress socially and academically, specifically students experiencing trauma, students who have a language barrier while learning grade level content, as well as students living in poverty. This is the most effective use of funding because we know that providing professional development to families/caregivers of unduplicated pupils ensures that their students can fully access learning because they have appropriate support from the home. These trainings are being designed to assist the families/caregivers of unduplicated pupils in understanding that we are addressing culturally proficiency with our staff members and how that work will impact and support their child(ren). These trainings also provide families/caregivers of unduplicated students the opportunity to engage in similar culturally proficient activities so they can extend their child(ren)'s learning in the home. Finally, the family/caregiver training related to sensitive content is another means to help support students as they may have questions following classroom instruction that their families may need to engage in with them. Having UDP parents fully understand the content we are teaching helps them to be full partners in the educational process for their child(ren). Providing this training to families/caregivers on an LEA-wide basis ensures that all families of UDP students have access to these trainings.	This action will be monitored for effectiveness through a variety of measures. We will examine Family responses to the Connectedness survey data related to perceptions of "sense of belonging" and "seeing one's culture" (Goal 5, Metrics 1-2).

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2: Actions 2, 4	Data from State and District level assessments indicate that there is still a learning gap for our EL students in the core subjects of English Language Arts (ELA) and Mathematics. According to the 2025 Academic Indicators for ELA and Math, we have an achievement gap between our English Learners, Long Term English Learners, and "All" students. In ELA, All Students = 41.3 above DFS English learners = 9.4 above DFS Long-term English Learner = 64.7 below DFS In math, All Students = 27.2 above DFS English learners = 0.9 below DFS Long-term English Learner = 113.9 below DFS We are seeing 59.7% of our EL students making annual progress in learning English, with a three year goal of 100% making adequate language progress. This is an increase from the previous year. In addition, according to our student survey data, only 69% of our English learners feel that they are successful in school as compared to 76% of students who are not EL.	These actions focus on providing additional monitoring of EL student progress, allowing for staff outside of each student's individual classroom teacher to monitor the progress and achievement of each EL student, make appropriate individual adjustments to services received, and to make appropriate adjustments to the overall EL program. This meets the unique needs of our English Learners because the acquisition of English is complex and it is critical that these students have multiple points of review so that no one slips through the cracks and the data is driving their program participation. Through the close monitoring of our ELs, we also have opportunities to share growth with our students to help them feel more successful on their road to reclassification.	This action will be monitored for effectiveness through the Academic Indicator for ELA and Math (measured by Goal 1 Metrics 1-2). We also use EL reclassification and the English Language Progress Indicator (Goal 2, Metrics 4, 6).

Goal 2: Action 3	Data from State and District level assessments indicate that there is still a learning gap for our EL students in the core subjects of English Language Arts (ELA) and Mathematics. According to the 2025 Academic Indicators for ELA and Math, we have an achievement gap between our English Learners, Long Term English Learners, and "All" students. In ELA, All Students = 41.3 above DFS English learners = 9.4 above DFS Long-term English Learner = 64.7 below DFS In math, All Students = 27.2 above DFS English learners = 0.9 below DFS Long-term English Learner = 113.9 below DFS We are seeing 59.7% of our EL students making annual progress in learning English, with a three year goal of 100% making adequate language progress. This is an increase from the previous year. Furthermore, 2025 Dataquest data indicates that 32.67% of ELs reached ELPAC Level 4 - Well Developed on the English Language Proficiency Assessment for California (ELPAC) and 30% have reclassified as Fluent English Proficient. Our 2026 survey data also indicated that 62% of our English Learners feel that they see their family's culture represented in their school and in their learning.	This action provides resources and tools to support our English learners in increasing their language acquisition while also working on grade level standards which are both requirements for reclassification. The language acquisition tools will support students (and families) in learning English through their primary language and teachers will be provided with additional classroom resources to support students in their language acquisition in the classroom. It is important for our English Learners to feel that their first language is valuable, seen as an asset, and a welcome part of their identity. These language acquisition tools support this concept while also providing students the tools they need to meet the reclassification requirements.	This action will be monitored for effectiveness through the Academic Indicator for ELA and Math (measured by Goal 1 Metrics 1-2). We use EL reclassification and the English Language Progress Indicator (Goal 2, Metrics 4, 6). We will measure effectiveness through the student survey responses to question 12 for Goal 5, Metric 2 for EL and ALL student groups.

Goal 2: Action 5	Data from State and District level assessments indicate that there is still a learning gap for our EL students in the core subjects of English Language Arts (ELA) and Mathematics. According to the 2025 Academic Indicators for ELA and Math, we have an achievement gap between our English Learners, Long Term English Learners, and "All" students. In ELA, All Students = 41.3 above DFS English learners = 9.4 above DFS Long-term English Learner = 64.7 below DFS In math, All Students = 27.2 above DFS English learners = 0.9 below DFS Long-term English Learner = 113.9 below DFS We are seeing 59.7% of our EL students making annual progress in learning English, with a three year goal of 100% making adequate language progress. This is an increase from the previous year. In addition, according to our student survey data, 69% of our English learners feel that they are successful in school as compared with 76% of our non-ELs.	This action related to professional development will support teachers in utilizing data to guide instructional steps for our English learners and ensure our teachers have current and specific instructional skills to best address acquisition of English through designated and integrated instructional activities. This professional development meets the unique needs of our English Learners by supporting teachers in addressing the unique language needs of students with less familiar languages (i.e., other than Spanish), supporting their implementation of the designated and integrated supports available within the core instructional materials to align the ELD standards with grade level content standards, and support teachers in understanding the cultural connections for other languages as well as be able to address the social emotional challenges faced by someone who is both learning new content and learning a new language and help students feel more successful about their learning.	This action will be monitored for effectiveness through the Academic Indicator for ELA and Math (measured by Goal 1 Metrics 1-2). We also use EL reclassification and the English Language Progress Indicator (Goal 2, Metrics 4, 6).

Goal 2: Action 6	Data from State and District level assessments indicate that there is still a learning gap for our EL students in the core subjects of English Language Arts (ELA) and Mathematics. According to the 2025 Academic Indicators for ELA and Math, we have an achievement gap between our English Learners, Long Term English Learners, and "All" students. In ELA, All Students = 41.3 above DFS English learners = 9.4 above DFS Long-term English Learner = 64.7 below DFS In math, All Students = 27.2 above DFS English learners = 0.9 below DFS Long-term English Learner = 113.9 below DFS We are seeing 59.7% of our EL students making annual progress in learning English, with a three year goal of 100% making adequate language progress. This is an increase from the previous year. In addition, according to our student survey data, only 69% of our English learners feel that they are successful in school as compared with 76% of our non-EL students.	We are planning to host goal setting opportunities with every LTEL in the school district where they will learn what requirements to reclassification they are already meeting and what requirements they need to meet in order to reclassify as a Reclassified Fluent English Proficient student. LTEL Goal Setting meets the unique needs of our Long Term English Learners by facilitating special 1:1 opportunities for our 6th grade LTEL students to provide them with an understanding of what the requirements are for reclassification, understanding their current data points and what areas they need to improve in in order to meet reclassification criteria. These goal setting sessions will also support students in developing an action plan to achieve desired results for reclassification.	This will be monitored for effectiveness by looking at the reclassification rate for our LTEL students specifically.

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

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.

N/A

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-2027	$105,319,110.00	$7,314,219.00	6.94%	0.00%	6.94%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$80,309,297.00	$8,054,378.00	$34,479,591.00	$5,470,433.00	$128,313,699.00	$121,728,398.00	$6,585,301.00

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	English Language Arts TOSA	Student with Disabilities (SWD), Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	3 Year LCAP Cycle	$408,775	$5,000	$302,469	$111,306	$0	$0	$413,775	0.00%
1	2	Mathematics TOSA	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Year LCAP Cycle	$524,738	$147,800	$314,836	$357,702	$0	$0	$672,538	0.00%
1	3	Assessment System	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Year LCAP Cycle	$260,191	$1,200	$202,952	$0	$0	$58,439	$261,391	0.00%

1	4	Professional Learning Communities (PLC)	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Year LCAP Cycle	$1,764,233	$684,323	$2,068,597	$338,261	$0	$41,698	$2,448,556	0.00%
1	5	Site Resources to Enhance Unduplicated Pupil Learning	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	3 Year LCAP Cycle	$0	$123,736	$123,736	$0	$0	$0	$123,736	0.00%
1	6	Site Staff Supports for Unduplicated Pupils	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Year LCAP Cycle	$276,264	$0	$276,264	$0	$0	$0	$276,264	0.00%
1	7	Technology Access	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Year LCAP Cycle	$0	$1,040,200	$1,040,200	$0	$0	$0	$1,040,200	0.00%
2	1	Dual Language Immersion Program (DLI)	All	No				3 Year LCAP Cycle	$4,005,584	$0	$4,005,584	$0	$0	$0	$4,005,584	0.00%
2	2	Site English Learner Coordinators	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	3 Year LCAP Cycle	$9,333	$0	$9,333	$0	$0	$0	$9,333	0.00%
2	3	English Learner Acquisition	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	3 Year LCAP Cycle	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%
2	4	Program Development & Monitoring	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	3 Year LCAP Cycle	$244,963	$1,200	$0	$0	$184,622	$61,541	$246,163	0.00%
2	5	PD related to EL students & ELD	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	3 Year LCAP Cycle	$29,625	$150	$18,074	$0	$0	$11,701	$29,775	0.00%
2	6	Long-term English Learner (LTEL) Support	Long-term English learner	Yes	Limited	English learner (EL)	All Schools	3 Year LCAP Cycle	$0	$0	$0	$0	$0	$0	$0	0.00%
3	1	Social Emotional Learning Curriculum	All	No				3 Year LCAP Cycle	$0	$0	$0	$0	$0	$0	$0	0.00%

3	2	Behavior Support Teams	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Year LCAP Cycle	$612,604	$0	$612,604	$0	$0	$0	$612,604	0.00%
3	3	School Engagement and School Connectedness	Student with Disabilities (SWD), Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	3 Year LCAP Cycle	$409,323	$2,400	$411,723	$0	$0	$0	$411,723	0.00%
3	4	PBIS Professional Development	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Year LCAP Cycle	$7,715	$1,000	$1,000	$7,715	$0	$0	$8,715	0.00%
3	5	Mental Health & Social-Emotional Supports Activities	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Year LCAP Cycle	$2,796,835	$0	$1,325,152	$1,367,903	$0	$103,780	$2,796,835	0.00%
3	6	Additional School Psychologists	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Year LCAP Cycle	$485,251	$11,375	$496,626	$0	$0	$0	$496,626	0.00%
4	1	Recruit/Maintain Highly Qualified Certificated Employees	All	No				3 Year LCAP Cycle	$71,839,368	$0	$55,542,447	$1,504,403	$11,366,468	$3,426,050	$71,839,368	0.00%
4	2	Recruit/Maintain Highly Qualified Classified Employees	All	No				3 Year LCAP Cycle	$29,332,507	$0	$12,583,379	$2,365,554	$12,648,973	$1,734,601	$29,332,507	0.00%
4	3	Provide Standards-based Instructional Materials	All	No				3 Year LCAP Cycle	$0	$1,900,000	$0	$1,900,000	$0	$0	$1,900,000	0.00%
4	4	Provide Communications Tools	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Year LCAP Cycle	$0	$73,214	$73,214	$0	$0	$0	$73,214	0.00%

4	5	Family and Community Liaisons	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	3 Year LCAP Cycle	$350,985	$5,000	$355,985	$0	$0	$0	$355,985	0.00%
4	6	Special Education Services	Student with Disabilities (SWD)	No				3 Year LCAP Cycle	$0	$5,852	$0	$5,852	$0	$0	$5,852	0.00%
4	7	Facilities, Health/Safety Needs, and Grounds Maintenance	All	No				3 Year LCAP Cycle	$7,793,684	$2,485,844	$0	$0	$10,279,528	$0	$10,279,528	0.00%
4	8	Family Workshops & Training Sessions	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Year LCAP Cycle	$689	$30,000	$30,689	$0	$0	$0	$30,689	0.00%
4	9	TIPS & PAR Support	All	No				3 Year LCAP Cycle	$66,420	$0	$66,420	$0	$0	$0	$66,420	0.00%
4	10	Library Media Specialists	All	No				3 Year LCAP Cycle	$297,973	$34,757	$332,730	$0	$0	$0	$332,730	0.00%
4	11	Translation Services	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	3 Year LCAP Cycle	$204,426	$20,250	$96,371	$95,682	$0	$32,623	$224,676	0.00%
4	12	GATE Support	All	No				3 Year LCAP Cycle	$6,223	$0	$6,223	$0	$0	$0	$6,223	0.00%
5	1	Equity, Diversity and Cultural Proficiency Training for Staff	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Year LCAP Cycle	$689	$0	$689	$0	$0	$0	$689	0.00%
5	2	Diverse Inclusive Instructional Resources	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	3 Year LCAP Cycle	$0	$2,000	$2,000	$0	$0	$0	$2,000	0.00%
5	3	Sensitive Content Training & Resources	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	3 Year LCAP Cycle	$0	$0	$0	$0	$0	$0	$0	0.00%

5	4	Equity & Diversity Training for Families	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	3 Year LCAP Cycle	$0	$0	$0	$0	$0	$0	$0	0.00%
5	5	P.E.A.C.E. Group	Filipino, Hispanic or Latino, Student with Disabilities (SWD), Two or More Races, Native Hawaiian or Pacific Islander, African-American, American Indian, Asian	No				3 Year LCAP Cycle	$0	$0	$0	$0	$0	$0	$0	0.00%

2026-2027 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
$105,319,110.00	$7,314,219.00	6.94%	0.00% - No Carryover	6.94%	$7,772,514.00	0.00%	7.38%	**Total:**	$7,772,514.00
								LEA-wide Total:	$7,735,107.00
								Limited Total:	$37,407.00
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	English Language Arts TOSA	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$302,469.00	0.00%
1	2	Mathematics TOSA	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$314,836.00	0.00%
1	3	Assessment System	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$202,952.00	0.00%
1	4	Professional Learning Communities (PLC)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,068,597.00	0.00%
1	5	Site Resources to Enhance Unduplicated Pupil Learning	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$123,736.00	0.00%
1	6	Site Staff Supports for Unduplicated Pupils	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$276,264.00	0.00%

1	7	Technology Access	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,040,200.00	0.00%
2	2	Site English Learner Coordinators	Yes	Limited	English learner (EL)	All Schools	$9,333.00	0.00%
2	3	English Learner Acquisition	Yes	Limited	English learner (EL)	All Schools	$10,000.00	0.00%
2	4	Program Development & Monitoring	Yes	LEA-wide	English learner (EL)	All Schools	$0.00	0.00%
2	5	PD related to EL students & ELD	Yes	Limited	English learner (EL)	All Schools	$18,074.00	0.00%
2	6	Long-term English Learner (LTEL) Support	Yes	Limited	English learner (EL)	All Schools	$0.00	0.00%
3	2	Behavior Support Teams	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$612,604.00	0.00%
3	3	School Engagement and School Connectedness	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$411,723.00	0.00%
3	4	PBIS Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,000.00	0.00%
3	5	Mental Health & Social-Emotional Supports Activities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,325,152.00	0.00%
3	6	Additional School Psychologists	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$496,626.00	0.00%
4	4	Provide Communications Tools	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$73,214.00	0.00%
4	5	Family and Community Liaisons	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$355,985.00	0.00%
4	8	Family Workshops & Training Sessions	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$30,689.00	0.00%
4	11	Translation Services	Yes	LEA-wide	English learner (EL)	All Schools	$96,371.00	0.00%
5	1	Equity, Diversity and Cultural Proficiency Training for Staff	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$689.00	0.00%
5	2	Diverse Inclusive Instructional Resources	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$2,000.00	0.00%
5	3	Sensitive Content Training & Resources	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$0.00	0.00%
5	4	Equity & Diversity Training for Families	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$122,222,791.00	$124,040,048.00

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	English Language Arts TOSA	Yes	$358,268.00	$594,546.00
1	2	Mathematics TOSA	Yes	$338,315.00	$374,741.00
1	3	21st Century Learning TOSAs	Yes	$489,100.00	$331,679.00
1	4	Assessment System	Yes	$326,942.00	$254,582.00
1	5	Professional Learning Communities (PLC)	Yes	$2,901,862.00	$4,217,007.00
1	6	Site Resources to Enhance Unduplicated Pupil Learning	Yes	$135,371.00	$107,641.00
1	7	Site Staff Supports for Unduplicated Pupils	Yes	$271,130.00	$293,137.00
1	8	Technology Access	Yes	$1,040,200.00	$1,040,200.00
2	1	Dual Language Immersion Program (DLI)	No	$1,759,001.00	$3,966,121.00
2	2	Site English Learner Coordinators	Yes	$9,306.00	$4,457.00
2	3	English Learner Acquisition	Yes	$45,983.00	$32,606.00
2	4	Program Development & Monitoring	Yes	$243,066.00	$237,101.00
2	5	PD related to EL students & ELD	Yes	$68,437.00	$27,349.00
2	6	Long-term English Learner (LTEL) Support	Yes	$0.00	$0.00
3	1	Social Emotional Learning Curriculum	No	$60,000.00	$0.00
3	2	Behavior Support Teams	Yes	$742,632.00	$628,113.00
3	3	School Engagement and School Connectedness	Yes	$411,941.00	$396,148.00

3	4	PBIS Professional Development	Yes	$40,916.00	$46,794.00
3	5	Mental Health & Social-Emotional Supports Activities	Yes	$2,351,011.00	$2,345,279.00
3	6	Additional School Psychologists	Yes	$504,557.00	$539,255.00
4	1	Recruit/Maintain Highly Qualified Certificated Employees	No	$67,480,812.00	$70,225,068.00
4	2	Recruit/Maintain Highly Qualified Classified Employees	No	$29,024,982.00	$26,856,762.00
4	3	Provide Standards-based Instructional Materials	No	$35,000.00	$35,000.00
4	4	Provide Communications Tools	Yes	$202,053.00	$221,527.00
4	5	Family and Community Liaisons	Yes	$361,626.00	$312,842.00
4	6	Special Education Services	No	$6,204.00	$6,414.00
4	7	Facilities, Health/Safety Needs, and Grounds Maintenance	No	$12,289,011.00	$10,156,971.00
4	8	Family Workshops & Training Sessions	Yes	$35,640.00	$49,137.00
4	9	TIPS & PAR Support	No	$67,261.00	$67,350.00
4	10	Library Media Specialists	No	$312,931.00	$360,970.00
4	11	Translation Services	Yes	$220,570.00	$240,502.00
4	12	GATE Support	No	$31,124.00	$31,125.00
5	1	Equity, Diversity and Cultural Proficiency Training for Staff	Yes	$12,614.00	$694.00
5	2	Diverse Inclusive Instructional Resources	Yes	$27,500.00	$31,430.00
5	3	Sensitive Content Training & Resources	Yes	$9,925.00	$0.00
5	4	Equity & Diversity Training for Families	Yes	$7,500.00	$7,500.00
5	5	P.E.A.C.E. Group	No	$0.00	$0.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$7,185,942.00	$8,323,686.00	$8,247,841.00	$75,845.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	English Language Arts TOSA	Yes	$358,268.00	$400,542.00	0.00%	0.00%
1	2	Mathematics TOSA	Yes	$338,315.00	$374,741.00	0.00%	0.00%
1	3	21st Century Learning TOSAs	Yes	$489,100.00	$331,141.00	0.00%	0.00%
1	4	Assessment System	Yes	$251,973.00	$199,136.00	0.00%	0.00%
1	5	Professional Learning Communities (PLC)	Yes	$1,818,048.00	$2,014,453.00	0.00%	0.00%
1	6	Site Resources to Enhance Unduplicated Pupil Learning	Yes	$135,371.00	$107,641.00	0.00%	0.00%
1	7	Site Staff Supports for Unduplicated Pupils	Yes	$271,130.00	$293,137.00	0.00%	0.00%
1	8	Technology Access	Yes	$1,040,200.00	$1,040,200.00	0.00%	0.00%
2	2	Site English Learner Coordinators	Yes	$9,306.00	$4,457.00	0.00%	0.00%
2	3	English Learner Acquisition	Yes	$25,000.00	$25,000.00	0.00%	0.00%
2	4	Program Development & Monitoring	Yes	$0.00	$0.00	0.00%	0.00%
2	5	PD related to EL students & ELD	Yes	$28,915.00	$13,443.00	0.00%	0.00%
2	6	Long-term English Learner (LTEL) Support	Yes	$0.00	$0.00	0.00%	0.00%
3	2	Behavior Support Teams	Yes	$742,632.00	$628,113.00	0.00%	0.00%

3	3	School Engagement and School Connectedness	Yes	$411,941.00	$396,148.00	0.00%	0.00%
3	4	PBIS Professional Development	Yes	$2,500.00	$1,300.00	0.00%	0.00%
3	5	Mental Health & Social-Emotional Supports Activities	Yes	$1,146,907.00	$1,163,853.00	0.00%	0.00%
3	6	Additional School Psychologists	Yes	$504,557.00	$539,255.00	0.00%	0.00%
4	4	Provide Communications Tools	Yes	$202,053.00	$221,527.00	0.00%	0.00%
4	5	Family and Community Liaisons	Yes	$361,626.00	$312,842.00	0.00%	0.00%
4	8	Family Workshops & Training Sessions	Yes	$35,640.00	$37,188.00	0.00%	0.00%
4	11	Translation Services	Yes	$92,665.00	$104,100.00	0.00%	0.00%
5	1	Equity, Diversity and Cultural Proficiency Training for Staff	Yes	$12,614.00	$694.00	0.00%	0.00%
5	2	Diverse Inclusive Instructional Resources	Yes	$27,500.00	$31,430.00	0.00%	0.00%
5	3	Sensitive Content Training & Resources	Yes	$9,925.00	$0.00	0.00%	0.00%
5	4	Equity & Diversity Training for Families	Yes	$7,500.00	$7,500.00	0.00%	0.00%

2025-2026 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)
$101,289,202.00	$7,185,942.00	0.00%	7.09%	$8,247,841.00	0.00%	8.14%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$181,518.00	$151,185.00	$56,025.00	$0.00	$0.00	$5,081,705.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	English Language Arts TOSA	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$413,775.00
1	2	Mathematics TOSA	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$672,538.00
1	3	Assessment System	$0.00	$58,439.00	$0.00	$0.00	$0.00	$0.00	$261,391.00
1	4	Professional Learning Communities (PLC)	$0.00	$41,698.00	$0.00	$0.00	$0.00	$0.00	$2,448,556.00
1	5	Site Resources to Enhance Unduplicated Pupil Learning	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$123,736.00
1	6	Site Staff Supports for Unduplicated Pupils	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$276,264.00
1	7	Technology Access	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,040,200.00

2	1	Dual Language Immersion Program (DLI)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,005,584.00
2	2	Site English Learner Coordinators	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$9,333.00
2	3	English Learner Acquisition	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
2	4	Program Development & Monitoring	$61,541.00	$0.00	$0.00	$0.00	$0.00	$0.00	$246,163.00
2	5	PD related to EL students & ELD	$0.00	$0.00	$11,701.00	$0.00	$0.00	$0.00	$29,775.00
2	6	Long-term English Learner (LTEL) Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	1	Social Emotional Learning Curriculum	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	2	Behavior Support Teams	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$612,604.00
3	3	School Engagement and School Connectedness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$411,723.00
3	4	PBIS Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$8,715.00
3	5	Mental Health & Social-Emotional Supports Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$103,780.00	$2,796,835.00
3	6	Additional School Psychologists	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$496,626.00
4	1	Recruit/Maintain Highly Qualified Certificated Employees	$119,977.00	$51,048.00	$11,701.00	$0.00	$0.00	$3,243,324.00	$71,839,368.00
4	2	Recruit/Maintain Highly Qualified Classified Employees	$0.00	$0.00	$0.00	$0.00	$0.00	$1,734,601.00	$29,332,507.00
4	3	Provide Standards-based Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,900,000.00
4	4	Provide	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$73,214.00

		Communications Tools							
4	5	Family and Community Liaisons	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$355,985.00
4	6	Special Education Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,852.00
4	7	Facilities, Health/Safety Needs, and Grounds Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,279,528.00
4	8	Family Workshops & Training Sessions	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$30,689.00
4	9	TIPS & PAR Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$66,420.00
4	10	Library Media Specialists	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$332,730.00
4	11	Translation Services	$0.00	$0.00	$32,623.00	$0.00	$0.00	$0.00	$224,676.00
4	12	GATE Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,223.00
5	1	Equity, Diversity and Cultural Proficiency Training for Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$689.00
5	2	Diverse Inclusive Instructional Resources	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,000.00
5	3	Sensitive Content Training & Resources	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5	4	Equity & Diversity Training for Families	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5	5	P.E.A.C.E. Group	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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