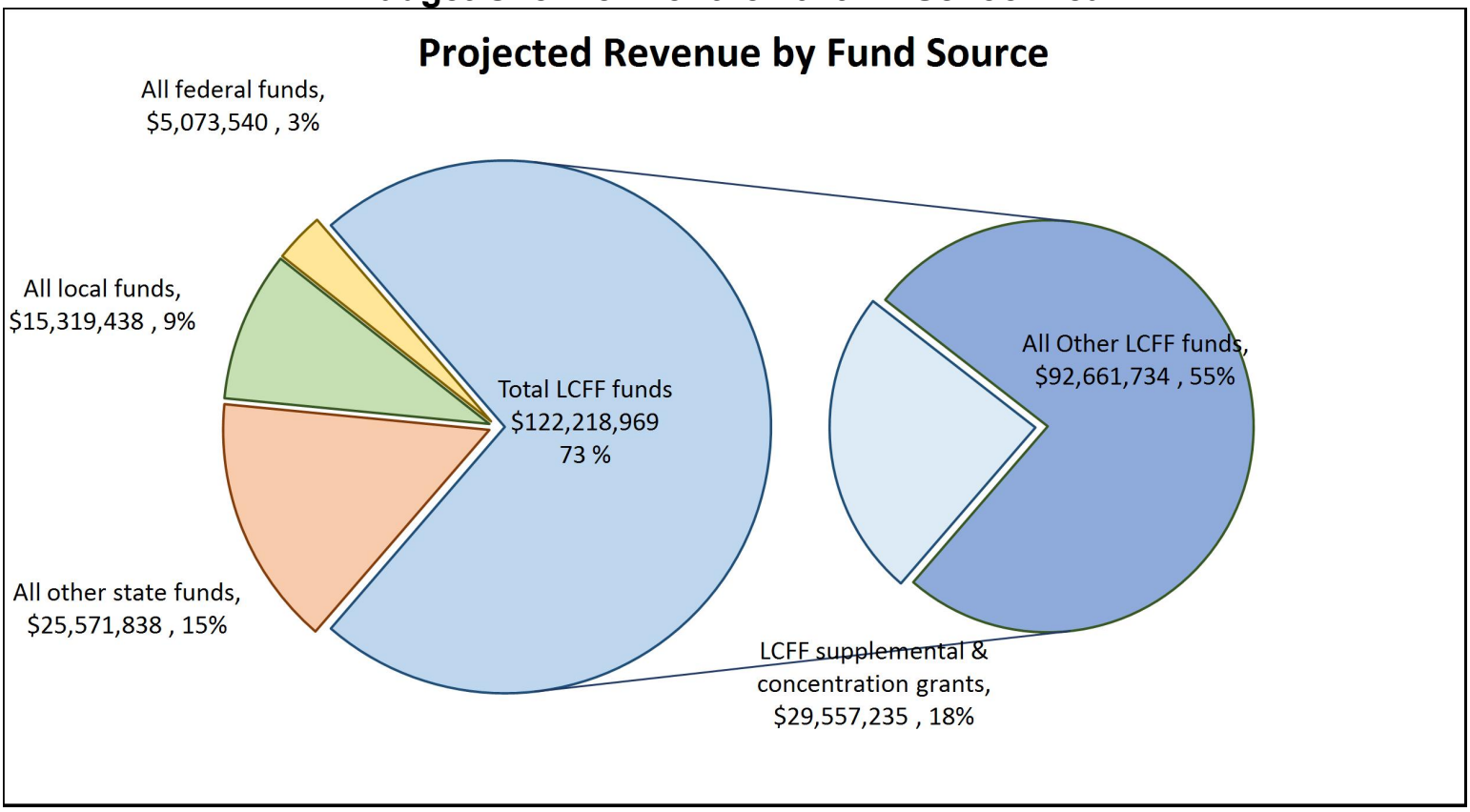
San Lorenzo Unified School District

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Lorenzo Unified School District
CDS Code: 01613090000000
School Year: 2026-27
LEA contact information:
Dr. L. Renee Lama
Assistant Superintendent Educational Services
llama@slzusd.org
510-317-4600

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

Budget Overview for the 2026-27 School Year

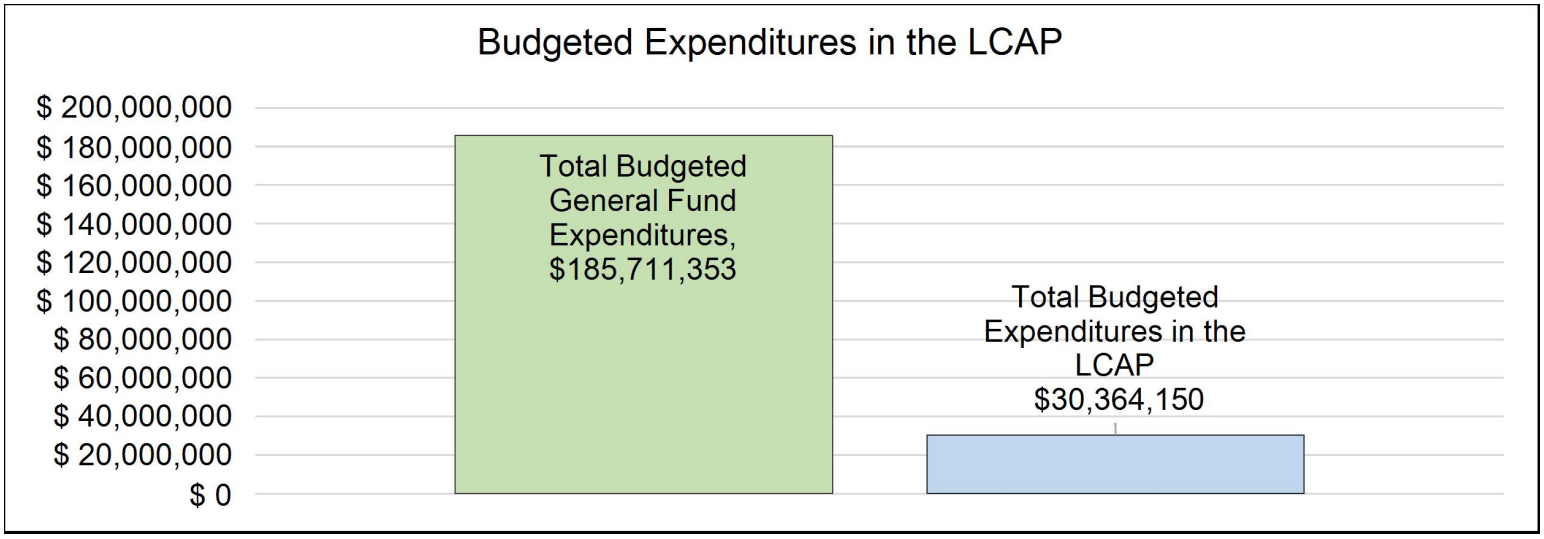


This chart shows the total general purpose revenue San Lorenzo Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Lorenzo Unified School District is $168,183,785, of which $122,218,969 is Local Control Funding Formula (LCFF), $25,571,838 is other state funds, $15,319,438 is local funds, and $5,073,540 is federal funds. Of the $122,218,969 in LCFF Funds, $29,557,235 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much San Lorenzo Unified School District plans to spend for 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: San Lorenzo Unified School District plans to spend $185,711,353 for the 2026-27 school year. Of that amount, $30,364,150 is tied to actions/services in the LCAP and $155,347,203 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

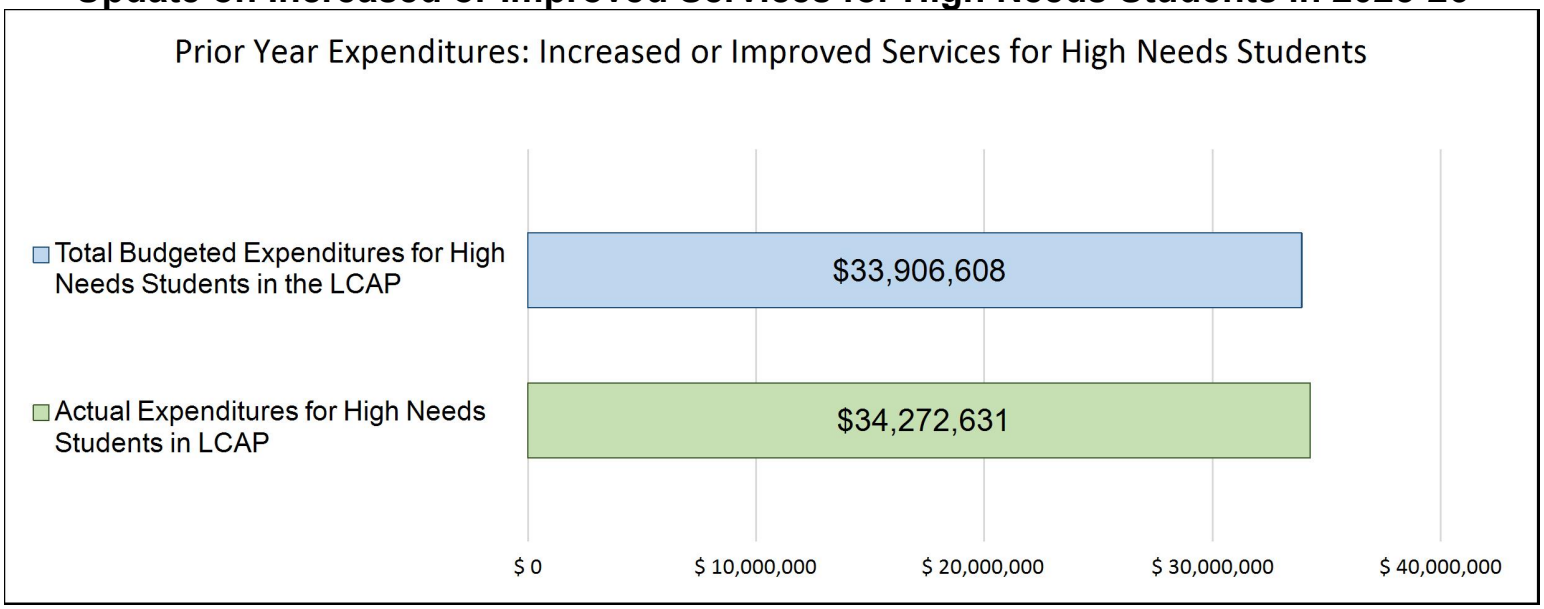
Teacher salaries and benefits, paraprofessional salaries and benefits, special education services, maintenance and operations expenses, utilities, insurance, school and district administration and clerical support, instructional materials and supplies and other outsourced professional services.

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

In 2026-27, San Lorenzo Unified School District is projecting it will receive $29,557,235 based on the enrollment of Foster Youth, English learner, and low-income students. San Lorenzo Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Lorenzo Unified School District plans to spend $29,557,235 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, San Lorenzo Unified School District's LCAP budgeted $33,906,608 for planned actions to increase or improve services for high needs students. San Lorenzo Unified School District actually spent $34,272,631 for actions to increase or improve services for high needs students in 2025-26.

San Lorenzo Unified School District

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Lorenzo Unified School District	Dr. L. Renee Lama Assistant Superintendent Educational Services	llama@slzusd.org 510-317-4600

Plan Summary [2026-27]

General Information

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

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

San Lorenzo Students
According to annual enrollment data on the CA Dashboard based on Census Day for the 2025-2026 school year, of the 7,957 students enrolled in TK-12 schools in San Lorenzo USD, 60% are Hispanic, 14.5% are Asian, 7.5% are African American, 5.5% are white, 6.8% are Filipino, 1.5% are Pacific Islander, and 3.8% percent are Two or More Races.

32.7% of our students are currently classified as English Learners, with an additional 22.2% being formerly classified as English Learners and now considered Reclassified Fluent English Proficient. Almost 38% of the students in San Lorenzo speak Spanish as their first language, while 38% speak English as their first language. Other languages represented include Cantonese (9%), Filipino (2.4%), Vietnamese (2,8%), and Arabic (1%). 58% of our students are multilingual.

75.5% of our students are eligible for the Federal Free and Reduced Lunch Program, indicating that a family of four earns less than $45,000/year. Based on calculations using the Local Control Funding Formula, San Lorenzo has an unduplicated pupil count (UDP) of 79.49% (EdData, 2025-2026). This indicates that 79.49% of the district's students are either socio-economically disadvantaged, English Learners, or Foster Youth. This is a decrease of 1.06% from 2021-2022. Many of our students fall into more than one of these categories, but can only be counted once.

San Lorenzo School District
The district was established on November 8, 1859, and is one of the oldest continuously operating school systems in the State of California. From a humble beginning in 1850 with only six students and a tiny portable schoolhouse, the District peaked in 1970 with 18,000 students enrolled in 28 schools. The 2025-2026 year completes Superintendent Dr. Daryl Camp's seventh year leading San Lorenzo Unified. The district collaborates with multiple cities and county government departments to access and organize services for students and families. The school district partners with many local initiatives to create multiple opportunities for students and families. The San Lorenzo Unified School District consists of nine elementary schools, three middle schools, and four high schools.

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

San Lorenzo Unified received additional funding from the CDE through the Learning Recovery Emergency Block Grant to address needs for students who are low performing in English Language Arts and Math based on the Smarter Balanced Assessment, and those who are identified as Chronically Absent (missing 10% or more of their instructional days). These funds have been added to the 2026-27 LCAP in Goal 1 with a new action that details the funding of three Teacher-on-Special Assignment positions that will support Elementary, Secondary, and English Language Learner programs with a specific focus on ELA and Math classroom instruction. This action is based on the results of the needs assessment conducted by the district to analyze the performance of students in English Language Arts, Math, and Chronic Absenteeism data on the CA School Dashboard, as well as local data from iReady and NWEA assessments.

High School Program
In 2004, the school district adopted wall-to-wall Small Learning Communities and currently offers eight different programs for all 3,368 high school students (2023-2024 EdData). Based on their Small Learning Community (SLC) assignment, students attend one of two district high school sites, San Lorenzo High School and Arroyo High School. A third high school site, Royal Sunset HS, houses the district’s continuation program and is designated as an Equity Multiplier school for the 2026-2027 school year. The details for the Equity multiplier designation and plan for Royal Sunset High School can be found in Goal 5 of this LCAP. In addition, San Lorenzo USD provides a program opportunity for students of all grades who cannot attend their home school for various reasons. The District Independent Contracted Education (DICE) program allows students to receive several hours of instruction each week, 1:1 with a highly qualified teacher, while taking on the obligation to complete additional study hours at home.

Middle School Program

The three district middle schools serve 2,030 sixth-, seventh-, and eighth-grade students (2025-2026 EdData) in a comprehensive program. Teachers utilize formative and summative data across grade and subject areas to inform instruction. Weekly collaboration, planning, and analysis of lesson objectives, student work samples, and performance on common assessments drive the delivery of curriculum and the instructional strategies utilized. Analysis of data determines intervention course offerings. In working towards our District's Graduate Profile, students engage in academic conversation strategies that enable them to elaborate upon their ideas, support their ideas with evidence, and build upon other students' ideas. The elective course offerings are designed to expose students to various courses, enrich their school experience, and nurture well-rounded students.

Elementary School Program
The nine elementary schools serve 3,539 (2025-2026 EdData) students in grades from Transitional Kindergarten to Fifth Grade. Every school has a Teacher on Special Assignment who provides academic intervention, teacher coaching, and support for identified students.

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

In 2024, the San Lorenzo Unified adopted the Four-Year Strategic Plan with the following aspirational goals
Aspirational Goal 1: Ensure that each and every student completes high school and is ready for college, career, and life success.
Aspirational Goal 2: Develop students' understanding of civic responsibility and support their engagement in activities that advance social justice.
Aspirational Goal 3: Cultivate social emotional and environmental wellness as a foundation for high performance of both students and school employees.
Aspirational Goal 4: Ensure an excellent, effective and supportive learning and working environment for all students, families, and employees.

Reflections: Annual Performance

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

Required actions for the 2024-2027 San Lorenzo USD LCAP are detailed in the Required Actions Appendix and the Increased and Improved Services section of this document. The following will identify changes to student outcomes based on the 2025 CA Dashboard.

As in previous years, we are focusing on the data from the California School Dashboard to inform progress towards meeting target outcomes identified within each goal in order to measure progress and achievement. There have been multiple opportunities to review the California School Dashboard and local data with educational partners, including our LCAP Steering Committee, District English Learner Advisory Committee, Instructional Leadership Teams at school sites, School Site Councils, English Learner Advisory Committees, and administrative leadership teams. The review of the data determined several areas to celebrate positive growth and several areas in which we have to focus on and improve.

In the LCAP Goal Analysis section for each of the five goals, substantive differences in planned actions and actual implementation have been shared. In addition, any material differences between Budgeted Expenditures and Estimated Actual Expenditures were provided. Finally, an explanation of the effectiveness of specific actions for each goal is discussed.

ACADEMIC PERFORMANCE
Analysis of the 2025–26 academic performance data demonstrates evidence of continued progress across several key academic indicators, particularly in literacy achievement, graduation rates, English Learner progress toward English proficiency, English Learner reclassification, and college and career readiness. Local assessment data and California School Dashboard measures indicate that district investments in instructional coaching, intervention supports, English Learner services, and college and career readiness programs contributed to improved outcomes for many student groups.

Literacy performance improved across multiple local measures. Districtwide i-Ready Reading results increased from 18.3% of students performing at or above early on-grade level in Fall 2025 to 23.4% in Winter 2026. Growth was also evident among historically underserved student groups, including African American students, whose performance increased from 11.5% to 16.5%, and Hispanic/Latinx students, whose performance increased from 14.1% to 18.4%. NWEA MAP Reading results reflected similar trends, with African American students increasing from 22.5% to 27.9% meeting or exceeding grade-level norms and Hispanic/Latinx students increasing from 24.6% to 28.3%. These gains suggest that instructional coaching, intervention services, collaborative planning, and formative assessment practices supported improved literacy outcomes for students.

English Learner outcomes reflected both areas of growth and areas requiring continued focus. English Learner reclassification rates increased from 4.8% to 5.6%, indicating that more students met the criteria necessary to demonstrate English language proficiency and access reclassification opportunities. Local literacy measures also improved, with English Learners increasing from 7.2% to 8.6% on i-Ready Reading. However, CAASPP English Language Arts performance for English Learners declined from 7.4% to 5.6% meeting or exceeding standards, indicating that while students are making progress in language acquisition and English proficiency, additional support is needed to accelerate achievement of grade-level standards in English Language Arts. The California School Dashboard English Learner Progress Indicator (ELPI) indicates 36.5% of English Learners are making progress toward English language proficiency, a decrease from 39.6% in the prior year.

The district experienced substantial improvement in secondary student outcomes. Graduation rates increased for several student groups, including African American students from 73.6% to 84.4%, English Learners from 64.5% to 73.5%, Students with Disabilities from 53.8% to 70.4%, and Socioeconomically Disadvantaged students from 80.8% to 85.9%. College and Career Indicator (CCI) performance also improved across multiple student groups, including African American students from 13.2% to 26.6%, English Learners from 7.0% to 14.9%, Long-Term English Learners from 6.7% to 14.8%, and Socioeconomically Disadvantaged students from 30.5% to 36.6%. These

improvements suggest that college and career readiness supports, Small Learning Communities, bilingual pathways, and individualized student support systems increased access to postsecondary preparation opportunities and graduation pathways because students received additional guidance, monitoring, and academic supports aligned to their individual needs.

Mathematics performance reflected more modest growth. Districtwide i-Ready Math performance increased from 13.5% to 18.5% of students performing at or above early on-grade level between Fall and Winter assessments. While local benchmark growth indicates positive movement in mathematics achievement, statewide mathematics performance continues to demonstrate the need for additional instructional focus and support, particularly for student groups performing below district averages. The district's CAASPP Mathematics results and Dashboard Distance from Standard measures continue to identify Mathematics as an area requiring focused instructional improvement.

Despite these positive outcomes, achievement gaps persist across several academic indicators. English Learners, African American students, Students with Disabilities, Homeless Youth, and other historically underserved student groups continue to perform below district averages on CAASPP English Language Arts, Mathematics, College/Career readiness measures, and some English Learner outcomes. While the ELPI demonstrated improvement and reclassification rates increased, the difference between English Learner progress toward proficiency and grade-level academic performance indicates a continued need to strengthen integrated and designated English Language Development instruction. The data indicate that while district actions are contributing to improved student outcomes, continued emphasis on high-quality Tier 1 instruction, targeted intervention, instructional coaching, English Learner supports, and data-informed instructional practices will be necessary to accelerate progress and reduce disparities in academic achievement.

ACADEMIC ENGAGEMENT
CONDITIONS AND CLIMATE
Analysis of the 2025 California School Dashboard Academic Engagement indicators demonstrates evidence of continued improvement in student engagement, particularly in the area of Chronic Absenteeism. Districtwide Chronic Absenteeism rates declined across multiple student groups, suggesting that the district's investments in attendance interventions, student wellness supports, counseling services, social workers, transportation services, family outreach, and school connectedness initiatives contributed to improved student participation in school.

Notable improvements were observed among several historically underserved student groups. Chronic absenteeism for African American students decreased from 38.2% to 33.4%, Hispanic/Latinx students decreased from 24.8% to 22.1%, and Families in Transition (Homeless) students decreased from 47.1% to 30.8%. These improvements indicate that targeted attendance supports and intervention efforts increased student access to school because students and families received additional outreach, case management, wellness services, and individualized supports designed to address barriers to attendance.

Suspension data also reflected positive trends for many student groups. Suspension rates declined for African American students from 16.1% to 12.8% and for Students with Disabilities from 10.7% to 8.9%. These improvements suggest that restorative practices, social-emotional learning supports, counseling services, behavioral interventions, and site-based student support systems contributed to reductions in exclusionary discipline practices by increasing opportunities for prevention, intervention, and relationship-centered approaches to student behavior.

Despite these positive trends, the data indicate that significant disparities continue to exist. African American students, Students with Disabilities, Foster Youth, and other historically underserved student groups continue to experience higher rates of chronic absenteeism and suspension than the district average. While improvements were observed, these outcomes demonstrate that barriers to consistent attendance and school engagement remain present for some students and require continued targeted intervention and support.

The district also recognizes the relationship between academic engagement and academic achievement. Improvements in attendance and reductions in suspension rates increase access to instruction because students spend more time engaged in classroom learning, interventions, and school-based support services. Continued efforts to strengthen school connectedness, family engagement, student wellness supports, restorative practices, and attendance intervention systems will remain important strategies for improving both engagement and academic outcomes for all students, particularly unduplicated student groups

Learning Recovery Emergency Block Grant
San Lorenzo Unified School District conducted a comprehensive needs assessment to determine the most effective use of Learning Recovery Emergency Block Grant (LREBG) funds for the 2026–27 school year. The needs assessment included analysis of California School Dashboard data, CAASPP English Language Arts and Mathematics results, Chronic Absenteeism data, local benchmark assessments, graduation rates, College and Career Indicator outcomes, English Learner performance data, and educational partner input. The analysis focused on identifying persistent areas of need and student groups experiencing the greatest barriers to academic success.

The review of academic achievement data identified ongoing performance gaps in English Language Arts and Mathematics for several student groups, including English Learners, African American students, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students. While local assessment data demonstrated growth in literacy and mathematics performance, statewide CAASPP results and California School Dashboard Distance from Standard measures indicated that many student groups continue to perform below district and state expectations. The needs assessment also identified chronic absenteeism as a continuing concern for several student groups, recognizing the relationship between attendance, instructional access, and academic achievement.

Educational partner feedback and district data analysis highlighted the importance of strengthening Tier 1 instructional practices to ensure students have consistent access to high-quality, standards-aligned instruction in every classroom. The district determined that additional job-embedded professional learning and instructional coaching were needed to support effective implementation of curriculum, data-informed instructional practices, differentiated instruction, and strategies designed to meet the needs of multilingual learners and other historically underserved student groups.

Based on these findings, the district allocated LREBG funds to support three Teacher on Special Assignment (TSA) positions focused on Elementary Programs, Secondary Programs, and English Learner Programs in the 2026-27 LCAP. These positions will provide instructional coaching with an emphasis on supporting curriculum implementation, collaborative planning, and data-informed instructional decision-making aligned to identified student learning needs to teachers across the district. The TSAs will focus on strengthening Tier 1 instructional practices in English Language Arts and Mathematics while supporting implementation of evidence-based instructional strategies for English Learners and other student groups identified through the needs assessment.

The district selected instructional coaching as the primary strategy because research demonstrates that job-embedded coaching can improve teacher practice and student outcomes. The work of the TSAs is intended to increase educator capacity because teachers will receive

ongoing support to implement effective instructional strategies, analyze student performance data, and adjust instruction based on identified student needs. The effectiveness of this investment will be monitored through California School Dashboard English Language Arts and Mathematics indicators, including Distance from Standard measures for grades 3–8 and grade 11, as well as Chronic Absenteeism outcomes.

The needs assessment concluded that investing LREBG funds in instructional coaching represents the best and most effective use of available resources because it directly addresses identified academic needs, strengthens districtwide instructional capacity, and increases access to high-quality instruction for students experiencing the greatest disparities in academic outcomes.

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard, San Lorenzo Unified School District (SLZUSD) was identified for Differentiated Assistance (DA) due to the performance of Homeless Students on the Chronic Absenteeism and College/Career Indicators (CCI). This identification reinforces the district's commitment to strengthening systems that improve student engagement, attendance, academic success, and postsecondary readiness for students experiencing homelessness.

Performance data indicate the need for continued efforts to provide coordinated academic, social-emotional, and wraparound supports for Homeless Students. The district recognizes that improving outcomes for this student group requires both targeted interventions and systemic improvements that ensure equitable access to high-quality instruction, supportive learning environments, and pathways to college and career readiness.

In response to these findings and prior Differentiated Assistance identification, SLZUSD engaged in a comprehensive Systemic Instructional Review (SIR) process facilitated by the Alameda County Office of Education (ACOE) in partnership with WestEd. The review process included document analysis, classroom visits, interest holder interviews, focus groups, and districtwide systems analysis.

The SIR process identified four primary areas of focus for district improvement:
District Vision, Alignment, and Coherence – Establishing districtwide instructional expectations, aligned systems, and coherent practices across all schools.
Safe and Supportive Learning Environments – Strengthening supports for multilingual learners, newcomer students, and families through improved orientation systems, language access, and culturally responsive practices.
Professional Learning and Common Planning Time – Developing differentiated professional learning systems aligned to educator needs, instructional priorities, and student outcomes.
Communications and Family Engagement – Improving transparency, consistency, and accessibility of communication through updated systems, tools, websites, newsletters, and customer service practices.

These priorities are directly aligned to the district's 2023–2027 Strategic Plan and Local Control Accountability Plan (LCAP).

These improvement priorities also support the district's efforts to address the needs of Homeless Students identified through the DA process. Improvements in instructional coherence, professional learning, family engagement, and student support systems are intended to strengthen attendance, increase student engagement, improve academic outcomes, and expand access to college and career opportunities. In addition, the district continues to coordinate services through school counselors, community liaisons, social workers, and McKinney-Vento supports to reduce barriers that may contribute to chronic absenteeism and limit postsecondary readiness.

As part of the improvement process, SLZUSD established four SIR Improvement Teams composed of district leaders, educators, and staff members. During Year 2 of implementation, these teams focused on building foundational systems, gathering baseline data, engaging interest holders, and developing tools and structures to support long-term implementation.

Examples of Year 2 progress include:
-Development of districtwide Instructional Expectations and essential standards alignment work.
-Creation of a draft English Learner Guidance Framework informed by staff, students, and data analysis.
-Launch of a centralized professional development calendar and educator feedback systems.
-Development of districtwide communication standards and a customer service feedback system.

In Year 3, the district will transition from system design into implementation and continuous improvement. This work will include monitoring implementation fidelity, evaluating impact measures, and refining systems through ongoing Plan-Do-Study-Act (PDSA) cycles.

Desired outcomes of this work include:
-Improved student achievement in English Language Arts and Mathematics.
-Increased graduation rates and college/career readiness.
-Reduced chronic absenteeism.
-Expanded support for students' social-emotional well-being.
-Improved family engagement and communication.
-Greater coherence and consistency across district systems and practices.

The Alameda County Office of Education continues to provide ongoing technical assistance and support to SLZUSD throughout this process. This partnership includes regular coaching, systems support, review of improvement efforts, and guidance aligned to the Local Control Funding Formula (LCFF) and LCAP process. ACOE also partnered with WestEd to conduct the original SIR and continues to support implementation efforts, including support for leadership capacity and continuous improvement systems.

SLZUSD remains committed to using this process as an opportunity to strengthen district systems, improve outcomes for students experiencing homelessness and other historically underserved student groups, and ensure that all students have equitable access to high-quality learning experiences and supports.

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.

No schools are eligible for CSI for 2026-27

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Strategic Thinking and Planning Committee	In 2023, the SLzUSD Board Trustees approved the new Strategic Plan Goals. This year, the work has been to continue to align those strategic plan goals with the LCAP goals and create action steps to support each goal aligned to our District's Mission, Vision, Anti-Bias Guiding Principles, and Graduate Profile. Metrics and assessment tools continue to be reviewed and aligned with these goals.
LCAP Steering Committee - Families, Teachers, Principals, Classified Staff, District Administrators, Labor Partner Representatives, and Students	The LCAP Steering Committee includes parent representatives from each school and all labor groups, with a total of 21 members, representing every school, each bargaining group, and student representatives from the secondary level. This group serves as the District Parent Advisory Group and has representation of parents from multiple student groups, including parents/guardians of students who are English Learners, Socioeconomically Disadvantaged, Foster Youth, and Students with Disabilities. For 2025-26, two high school students joined the Committee to provide input on the LCAP process. Throughout the school year, the LCAP Steering Committee met regularly to monitor the implementation of the current LCAP plan. At meetings in November, January, and February, the members reviewed the 2025-26 LCAP goals, actions, and expenditures. In April and May 2026, the district held meetings for the multi-stakeholder LCAP Steering Committee and DELAC to review the draft 2026-27 LCAP and provide opportunities for feedback and questions. The multi-stakeholder group consists of members of each stakeholder group as follows: Parents, Community, CSEA, San Lorenzo Teachers

Educational Partner(s)	Process for Engagement
	Association, SEIU, students, and Administrators. Several of these members participated in prior years and have institutional knowledge of the LCAP process. Attendees discussed the impact of budget reductions for the 2026-27 LCAP and also provided feedback on goals and actions. Several themes emerged through all of these venues: While reductions are unavoidable, the district should attempt to preserve as many positions funded through the LCAP as possible, including TSAs, Social Workers, Counselors, Library staff, and Campus Safety Assistants. All meetings and documents have been translated into Spanish and Chinese. We held our Steering Committee meetings in the evenings and provided interpretation services for parents who needed them. Our meeting notes and data are on our district LCAP webpage, which we call the LCAP Portal, at www.slzusd.org.
School Site Councils, ELAC	Each School Plan for Student Achievement is aligned to the District LCAP, and site administrators work throughout the school year to conduct a cycle of inquiry, developing a comprehensive needs assessment, including a review of the California Dashboard, with all educational partners at each school site to develop goals aligned with the district/strategic plan goals. Then, site administrators and SSC representatives identify strategic actions that are research-based best practices to best address the identified needs of students at their school. Site budgets are also shared with site educational partners and allocated to specific goals and actions based on their feedback. All SPSAs are then reviewed by district administrators and presented to the Board of Trustees in June to be approved for the 2026-2027 school year.
Arroyo HS and San Lorenzo HS Leadership classes	The mission of the Student Leaders of Arroyo High School is to create a positive influence on our students by leading events and giving them many different opportunities. Students can do this by creating events and pushing positive messages daily to create an environment that everyone is comfortable participating in. ASB represents all the students at Arroyo to fulfill each student's unique requirements and desires.

Educational Partner(s)	Process for Engagement
	San Lorenzo High School's Associated Student Body holds the following CORE Principles, which are essentially the foundation of their program. Create a safe and welcoming environment. Create strong relationships between staff and students. Value everyone's voice Create inclusive and diverse events for the student body. These two groups are representative of the students at their respective schools and provide input and feedback on the developed LCAP.
Superintendents Student Advisory Committee	The purpose of the Student Advisory Council, established after the introduction of Board Policy 9150 Student Board Member, is to discuss matters of policy and business mentioned at the meetings of the Board of Education, and beyond, for the operation of our school district and representation of the Student Body. In March 2026, the group participated in an LCAP activity selecting LCAP actions as priorities.
Family/Community Affinity Groups	The African American Family Advisory Council is a group of educators and parents who meet to discuss the educational experiences and progress of African American students in the San Lorenzo Unified School District.
SPED Parent Support Group	All parents/guardians of students with disabilities are invited to a support group opportunity. This group has opportunities to share their experiences, concerns, and challenges with a specific focus on the needs of students with disabilities. The Director of Special Services then shares the perspective of these families with the LCAP Steering Committee.
District English Language Advisory Council (DELAC)	The San Lorenzo Unified School District supports the participation of all parents in their children’s educational experience, including the parents of English Learners. The District’s goal is to empower parents to support and meet their children’s educational needs, encouraging parent participation in both district-level committees, such as the District English Learner Advisory Committee (DELAC), and school-level committees, such as the English Learner Advisory Committees (ELAC). The SLZ DELAC meets throughout the year to gather parent/guardian input regarding the specific needs of San Lorenzo

Educational Partner(s)	Process for Engagement
	English Learners. At the meeting on April 15, 2026, parents/guardians reviewed the draft LCAP and given an opportunity to share their input for the 2026-2027 LCAP.
Other school personnel	Other school personnel were able to participate in the input process through School Site Council, and representative bargaining groups and the LCAP Steering Committee representation which serves as the District Parent Advisory Council.
SELPA Engagement	Through the Director of Special Services, the LEA engaged in discussions with the Mid Alameda County SELPA Administrator throughout the year to determine actions that can support Students with Disabilities and their families. Several meetings were held to review input from all educational partner groups, gather additional input, and make any additions and/or changes that were needed.
Equity Multiplier Engagement - Royal Sunset High School	The Equity Multiplier designation for Royal Sunset High School continues for the 2026-27 school year, and prompted meetings in the Spring of 2026 with the site admin team to plan how to engage educational partners. After reviewing the criteria for Equity Multiplier designation, the site admin team presented the information to their SSC in order to receive input on recommended strategies to address the non-stability rate data, as well as review the CA School Dashboard data. The site admin engaged the staff during a staff meeting to get their input as well.

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

The LCAP Steering Committee played a significant role in the development of the 2026–27 LCAP. During Steering Committee meetings, educational partners were provided opportunities to submit questions, comments, and recommendations regarding district priorities, budget challenges, and proposed actions. To promote transparency and ensure stakeholder input was acknowledged and addressed, district staff compiled responses to submitted questions and comments into a Frequently Asked Questions (FAQ) document that was regularly updated and posted on the district's LCAP webpage on the San Lorenzo Unified School District website.

In January 2026, the district facilitated a stakeholder prioritization activity during the LCAP Steering Committee meeting that was open to Steering Committee members and all interested educational partners. Participants reviewed district priorities, student outcome data, fiscal projections, and information regarding the ongoing budget challenges resulting from declining enrollment, rising operational costs, and the expiration of one-time state and federal funding sources. Stakeholders were then invited to identify and prioritize LCAP actions and services they believed were most important to preserve as the district prepared for necessary budget reductions. This process provided valuable insight into the programs and services educational partners viewed as having the greatest impact on student success and well-being.

Feedback gathered through the Steering Committee process and broader community engagement directly informed district budget reduction recommendations presented to the Board of Education in conjunction with the 2026–27 LCAP. Educational partners consistently identified Teachers on Special Assignment (TSAs), counselors, social workers, translation and interpretation services, library services, and School Community Liaison positions as high-priority supports that should be preserved to the greatest extent possible. As a result, these actions and services experienced fewer recommended reductions than many other areas of the budget because stakeholders identified them as essential supports that increase access, engagement, academic achievement, and family connection for students and families.

Although nearly every LCAP action was affected in some way by ongoing fiscal reductions and increasing staffing costs, educational partner feedback played a critical role in helping the district prioritize available resources. Stakeholder input supported the district's efforts to preserve services that most directly impact student learning, engagement, wellness, and family access while continuing to align expenditures with available funding. Very few actions received funding increases, and those increases were primarily necessary to sustain existing staffing levels and maintain continuity of services for students and families.

In addition to educational partner engagement, district leadership conducted a comprehensive needs assessment to determine the most effective use of Learning Recovery Emergency Block Grant (LREBG) funds. The needs assessment included analysis of California School Dashboard data, CAASPP English Language Arts and Mathematics results, Chronic Absenteeism data, local benchmark assessments, English Learner performance data, and subgroup achievement trends. The analysis identified persistent academic gaps in English Language Arts and Mathematics, as well as ongoing attendance challenges, particularly for English Learners, African American students, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students. Based on these findings, stakeholders determined that investing LREBG funds in instructional coaching through three Teacher on Special Assignment positions represented the best and most effective use of available resources because these positions will provide job-embedded professional learning, instructional support, and coaching focused on strengthening Tier 1 instruction in English Language Arts, Mathematics, and English Learner programs. This decision was informed by both the identified student needs and research demonstrating the effectiveness of instructional coaching in improving teacher practice and student outcomes.

The District English Learner Advisory Committee (DELAC) also played an important role in informing the development of the 2026–27 LCAP. At the DELAC meeting held on April 15, 2026, parents and guardians reviewed the draft LCAP and were provided an opportunity to share feedback, recommendations, and priorities related to programs and services for English Learners and other student groups. Committee members discussed district goals, actions, and expenditures and provided input regarding academic supports, English Learner services, family engagement, communication, and student wellness. Feedback from DELAC was considered as part of the district's LCAP development process and helped ensure that the perspectives of families of English Learners were incorporated into the final 2026–27 LCAP.

The Special Education Local Plan Area (SELPA) Administrator also provided feedback during the LCAP development process. The SELPA noted that San Lorenzo Unified strategically embeds supports for students with disabilities throughout the district's goals, actions, and interventions. The district's goals reflect areas of need identified through student outcome data and Differentiated Assistance status. Feedback emphasized the importance of ensuring that professional development and intervention supports continue to target staff and students within identified student groups. In addition, the district continues to prioritize opportunities to engage and support families of

students with disabilities through community-building activities, outreach efforts, and ongoing opportunities for feedback and participation in district planning processes.

Equity Multiplier - Royal Sunset Continuation High School will continue to receive Equity Multiplier funding in 2026–27. Based on feedback and recommendations from the School Site Council (SSC) and staff at Royal Sunset High School, LCAP Goal 5 has been revised to include updated actions and metrics focused on improving attendance, school climate, and academic outcomes. Actions include additional hours for attendance personnel to strengthen outreach and engagement with families, provide resources and support, and improve student attendance; professional development for staff on Positive Behavioral Interventions and Supports (PBIS) strategies to strengthen school climate and student connectedness; and supplemental academic intervention resources to support credit attainment, graduation progress, and academic achievement. These actions were developed in response to the updated California School Dashboard data identifying performance needs for English Learners, Hispanic students, Long-Term English Learners (LTELs), and Socioeconomically Disadvantaged students, as well as indicators related to the English Learner Progress Indicator (ELPI), College/Career readiness, and Graduation Rate. During the 2025–26 school year, Royal Sunset Continuation High School utilized Equity Multiplier funds to address chronic absenteeism and student disengagement through a variety of targeted activities and programs. These included weekly student and staff check-ins focused on monitoring student progress toward academic and graduation goals, identifying barriers to attendance and engagement, and connecting students with timely interventions and support services. These efforts strengthened communication between students, staff, and families and increased opportunities for students to remain on track toward graduation and postsecondary readiness.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA Dashboard ELA 3-8 and 11	2023 CAASPP Distance From Standard All -48.6 points English Learners -81 points Students with Disabilities -131.3 points African American -111.2 points Latinx -64.7 points Families in Transition (Homeless) -141.6 points	2024 CAASPP Distance From Standard All -56.6 points English Learners -88.7 points Students with Disabilities - 121.2 points African American -100.9 points Latinx -75.7 points Families in Transition	2025 CAASPP Distance From Standard All -53.9 points English Learners -85.5 points Students with Disabilities -118.4 points African American -99.5 points Latinx -69.8 points Families in Transition	2026 CAASPP Distance From Standard All-18 points English Learners -36 points Students with Disabilities -86 points African American -66 points Latinx -20 points Families in Transition	CAASPP Distance From Standard All -5.3 points English Learners -4.5 points Students with Disabilities +12.9 points African American +11.7 points Latinx -5.1 points Families in Transition

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth No Performance Level Pacific Islander -103.9 points Asian +9.4 points Filipinx +8.9 points White -29.2 points Two or More Races -27.1 points	(Homeless) -123.0 points Foster Youth - 179.1 points Pacific Islander - 82.9 points Asian +1.2 points Filipinx +8.9 points White -37.4 points Two or More Races -34.6 points	(Homeless) -79.9 points Foster Youth - 143.7 points Pacific Islander - 64.9 points Asian -5.0 points Filipinx +11.7 points White -37.4 points Two or More Races -39.4 points	(Homeless) -96 points Foster Youth - No Performance Level Pacific Islander -59 points Asian +10 points Filipinx -7 points White -42 points Two or More Races -42 points	(Homeless) +61.7 points Foster Youth N/A Pacific Islander +39 points Asian -14.4 points Filipinx +2.8 points White -8.2 points Two or More Races -12.3 points
1.2	CA Dashboard Math Grades 3-8 and 11	2023 CAASPP Distance From Standard All -85.4 points English Learners -105.2 points Students with Disabilities -164.3 points African American -156.4 points Latinx -108.5 points Families in Transition (Homeless) -195.2 points Foster Youth - No Performance Level Pacific Islander -142.1 points Asian +3.7 points Filipinx -26.7 points White -71.7 points Two or More Races -72.4	2024 CAASPP Distance From Standard All -86.6 points English Learners -104.2 points Students with Disabilities -153.0 points African American -149.1 points Latinx - 108.1 points Families in Transition (Homeless) -173.0 points Foster Youth - 225.1 points Pacific Islander - 121.6 points Asian -7.2 points Filipinx -27.5 points White -75.5 points	2025 CAASPP Distance From Standard All -84.5 points English Learners -107.3 points Students with Disabilities -151.8 points African American -141.2 points Latinx -105.5 points Families in Transition (Homeless) -134.4 points Foster Youth - 245.6 points Pacific Islander - 118.2 points Asian -6.0 points Filipinx -22.4 points White -72.8 points	2026 CAASPP Distance From Standard All -55 points English Learners -60 points Students with Disabilities -119 points African American -111 points Latinx -63 points Families in Transition (Homeless) -150 points Foster Youth - No Performance Level Pacific Islander 97 points Asian +23 points Filipinx +4 points White -41 points Two or More Races -27 points	CAASPP Distance From Standard All +0.9 points English Learners - 2.1 points Students with Disabilities +12.5 points African American +15.2 points Latinx +3 points Families in Transition (Homeless) +60.8 points Foster Youth N/A Pacific Islander +23.9 points Asian -9.7 points Filipinx +4.3 points White -1.1 points Two or More Races +0.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or More Races - 74.2	Two or More Races -72.1 points		
1.3	California Dashboard College and Career Indicator (CCI) High school graduates who are placed in the "Prepared" level on the College/Career Indicator.	2023 California Dashboard All 27.1% English Learners 6.1% Students with Disabilities 1.9% African American 12.7% Latinx 19.3% Families in Transition (Homeless) 9.7%	2024 California Dashboard All 33.9% English Learners 7% Students with Disabilities 4.3% African American 13.2% Latinx 25.2% Families in Transition (Homeless) 6.9%	2025 California Dashboard All 38.0% English Learners 14.9% Students with Disabilities 10.4% African American 26.6% Latinx 24.8% Families in Transition (Homeless) 8.5%	2026 California Dashboard All 42% English Learners 26.1% Students with Disabilities 22% African American 32% Latinx 39% Families in Transition (Homeless) 29%	California Dashboard All +10.9% English Learners +8.8% Students with Disabilities +8.5% African American +13.9% Latinx +5.5% Families in Transition (Homeless) -1.2%
1.4	Graduation Rate	2023 California Dashboard All 89.7% English Learners 78.4% Students with Disabilities 75.2% Socioeconomically Disadvantaged 89.3% African-American 87.5% Latinx 88.1% Families in Transition (Homeless) 81.3% Foster Youth N/A Pacific Islander 92.3% Asian 94.1% Filipinx 89.7% White 94.4% Two or More Races 94.4%	2024 California Dashboard All 81.5% English Learners 64.5% Students with Disabilities 53.8% Socioeconomically Disadvantaged 80.8% African-American 73.6% Latinx 78.7% Families in Transition (Homeless) 61.7% Foster Youth N/A Pacific Islander 62.5% Asian 91.7% Filipinx 95.1% White 84.6%	2025 California Dashboard All 85.5% English Learners 73.5% Students with Disabilities 70.4% Socioeconomically Disadvantaged 85.9% African-American 84.4% Latinx 83.2% Families in Transition (Homeless) 72.3% Foster Youth N/A Pacific Islander 84.6% Asian 92.3% Filipinx 95.9% White 85.4%	2026 California Dashboard All 95% English Learners 86% SED 95% Students with Disabilities 83% African-American 95% Latinx 95% Families in Transition (Homeless) 89% Pacific Islander 95% Asian 95% Filipinx 95% White 95% Two or More Races 95%	California Dashboard All -4.2% English Learners -4.9% Students with Disabilities -4.8% Socioeconomically Disadvantaged -3.4% African-American -3.1% Latinx -4.9% Families in Transition (Homeless) -9% Foster Youth N/A Pacific Islander -7.7% Asian -1.8% Filipinx +6.2% White -9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or More Races 85.7%	Two or More Races 77.8%		Two or More Races -16.6%
1.5	California Dashboard Implementation of State Standards Local Indicator	2023 California Dashboard Implementation of State Standards Local Indicator Professional Development Full Implementation in all areas Instructional Materials ELA-Full Implementation Math- Initial Implementation Social Science Full Implementation ELD Standards Initial Implementation NGSS Beginning Development Policy and Program Support Initial Implementation in all areas	2024 California Dashboard Implementation of State Standards Local Indicator Professional Development Full Implementation in all areas Instructional Materials ELA-Full Implementation Math- Full Implementation Social Science Full Implementation ELD Standards Initial Implementation NGSS Beginning Development Policy and Program Support Full Implementation in all areas	2025 California Dashboard Implementation of State Standards Local Indicator Professional Development Full Implementation in all areas except Initial Implementation in ELD Instructional Materials ELA Initial Implementation Math Full Implementation Social Science Full Implementation ELD Standards Initial Implementation NGSS Full Implementation Policy and Program Support Initial Implementation in all areas	2026 California Dashboard Implementation of State Standards Local Indicator Professional Development Full Implementation and Sustainability in all areas Instructional Materials Full implementation and Sustainability in all areas Policy and Program Support Full Implementation and Sustainability in all areas	California Dashboard Implementation of State Standards Local Indicator Professional Development Full Implementation in all areas Instructional Materials ELA-maintained Math- from initial to full implementation Social Science maintained ELD Standards maintained NGSS Beginning Development Policy and Program Support from initial to full
1.6	CTE Pathway Completion	2023 California Dashboard (Additional Reports Link)	2024 California Dashboard	2025 California Dashboard	2026 California Dashboard	California Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Complete at least one CTE Pathway All Students 11.5% African American 7.8% Asian 4.2% Filipinx 3.8% Hispanic 14.8% Pacific Islander 7.7% White 14.8% Two+ Races 11.1% English Learners 8.2% SED 12% SWD 14.3% Families in Transition 15.6%	(Additional Reports Link) Complete at least one CTE Pathway All Students 26.5% African American 28.3% Asian 20.7% Filipinx 26.2% Hispanic 30.1% Pacific Islander 18.8% White 11.5% Two+ Races 14.3% English Learners 23.2% SED 27.4% SWD 23.7% Families in Transition 13.3%	(Additional Reports Link) Complete at least one CTE Pathway All Students 23.4% African American 23.4% Asian 20.0% Filipinx 18.4% Hispanic 24.3% Pacific Islander 15.4% White 37.5% Two+ Races 11.1% English Learners 16.9% SED 23.9% SWD 31.6% Families in Transition 15.4%	(Additional Reports Link) Complete at least one CTE Pathway All Students 21% African American 20% Asian 15% Filipinx 15% Hispanic 20% Pacific Islander 15% White 20% Two+ Races 20% English Learners 20% SED 20% SWD 20% Families in Transition 20%	(Additional Reports Link) Complete at least one CTE Pathway All Students +11.9% African American +15.6% Asian +15.8% Filipinx +14.6% Hispanic +9.5% Pacific Islander +7.7% White +22.7% Two+ Races 0% English Learners +8.7% SED +11.9% SWD +17.3% Families in Transition -0.2%
1.7	Met CSU/UC Graduation Requirements	2023 California Dashboard (Additional Reports Link) Met CSU/UC Requirements All Students 33.8% African American 23.4% Asian 52.9% Filipinx 53.6% Hispanic 28.1% Pacific Islander 38.5% White 27.8% Two+ Races 27.8% English Learners 12% SED 31% SWD 7.6%	2024 California Dashboard (Additional Reports Link) Met CSU/UC Requirements All Students 36.4% African American 13.2% Asian 66.9% Filipinx 68.9% Hispanic 28.7% Pacific Islander 18.8% White 30.8%	2025 California Dashboard (Additional Reports Link) Met CSU/UC Requirements All Students 32.4% African American 23.4% Asian 60.8% Filipinx 65.3% Hispanic 22.3% Pacific Islander 23.1% White 35.4%	2026 California Dashboard (Additional Reports Link) Met CSU/UC Requirements All Students 75%% African American 75% Asian 75% FilipinX 75% Hispanic 75% Pacific Islander 75% White 75% Two+ Races 75%	California Dashboard (Additional Reports Link) Met CSU/UC Requirements All Students -1.4% African American 0% Asian +7.9% Filipinx +11.7% Hispanic -5.8% Pacific Islander -15.4% White +7.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Families in Transition 12.5%	Two+ Races 52.4% English Learners 8.6% SED 33.3% SWD 6.5% Families in Transition 6.7%	Two+ Races 37.0% English Learners 10.5% SED 30.8% SWD 9.2% Families in Transition 7.7%	English Learners 75% SED 75% SWD 75% Families in Transition 75%	Two+ Races +9.2% English Learners -1.5% SED -0.2% SWD +1.6% Families in Transition -4.8%
1.8	Professional Development focused on intervention strategies for low income, English Learner, or Foster Youth students.	2024 43% participation of staff in Professional Development focused on intervention strategies for low income, English Learner, or Foster Youth students.	2025 61% participation of staff in Professional Development focused on intervention strategies for low income, English Learner, or Foster Youth students.	2026 60% participation of staff in Professional Development focused on intervention strategies for low income, English Learner, or Foster Youth students.	2027 90% participation of staff in Professional Development focused on intervention strategies for low income, English Learner, or Foster Youth students.	+17% participation of staff in Professional Development focused on intervention strategies for low income, English Learner, or Foster Youth students.
1.9	Professional Development focused on intervention strategies for students with disabilities	2024 43% of assigned staff participate in Professional Development focused on intervention strategies for students with disabilities.	2025 61% of assigned staff participate in Professional Development focused on intervention strategies for students with disabilities.	2026 60% of assigned staff participate in Professional Development focused on intervention strategies for students with disabilities.	2027 90% of assigned staff will participate in Professional Development focused on intervention strategies for students with disabilities	+17% participation of staff in Professional Development focused on intervention strategies for students with disabilities
1.10	CA Science Test	2023 CAST Percentage of students who Met or Exceeded All students 21.1% Black/African American 1.5% Filipinx 36.4% Latinx 13.4%	2024 CAST Percentage of students who Met or Exceeded All students 19.6% Black/African American 5.5% Filipinx 43.0%	2025 CAST Percentage of students who Met or Exceeded All students 18.5% Black/African American 6.9% Filipinx 39.8%	2026 CAST Percentage of students who Met or Exceeded All students 31% Black/African American 17% Filipinx 36%	CAST Percentage of students who Met or Exceeded All students -2.6% Black/African American +5.4% Filipinx +3.4% Latinx -0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED 17.1% SWD 4.0% English Learners 1.9%	Latinx 12.0% SED 16.6% SWD 6.3% English Learners 1.4%	Latinx 12.6% SED 15.0% SWD 6.5% English Learners 1.3%	Latinx 28% SED 21% SWD 19% English Learners 17%	SED -2.1% SWD +2.5% English Learners -0.6%
1.11	NWEA MAP Reading Grade 3 NOTE: This local assessment will be replaced in the Fall of 2024. New metrics will be added next year, when baseline data is available.	2023-2024 - Winter All Students: 26.6% English Learners: 13% Students with Disabilities: 10.1% African American Students: 3.2% Latin X Students: 22.2% Families in Transition (Homeless): N/A Pacific Islander Students: 12.5% Asian Students: 37.8% FilipinX Students: 50% White Students: 33.3% Students Two or More Races: 40.6%	This measure has been discontinued for grade 3. Please refer to Metric 1.17 for current data.	This measure has been discontinued for grade 3. Please refer to Metric 1.17 for current data.	2027 - Winter All Students: 42% English Learners: 33% Students with Disabilities: 30% African American Students: 23% Latin X Students: 42% Families in Transition (Homeless): N/A Pacific Islander Students: 32% Asian Students: 53% FilipinX Students: 53% White Students: 48% Students Two or More Races: 55%	This measure has been discontinued for grade 3. Please refer to Metric 1.17 for current data.
1.12	California Dashboard Implementation of State Standards EL Access to Core and ELD Standards Broad Course of Study Connected to LCFF State Priority: 7	2024 100% of Teachers trained on Common Core State Standards – 100% of English Learner Students are enrolled in core instruction classes and are supported	2025 100% of Teachers trained on Common Core State Standards 100% of English Learner Students are	2026 100% of Teachers trained on Common Core State Standards 100% of English Learner Students are	2027 100% of Teachers trained on Common Core State Standards – 100% of English Learner Students are	NO CHANGE 100% of Teachers trained on Common Core State Standards – 100% of English Learner Students are

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		with English Language Development daily in their classrooms through both Designated and Integrated ELD – 100% of students are enrolled in a broad course of student, inclusive of all Common Core instructional areas	enrolled in core instruction classes and are supported with English Language Development daily in their classrooms through both Designated and Integrated ELD 100% of students are enrolled in a broad course of student, inclusive of all Common Core instructional areas	enrolled in core instruction classes and are supported with English Language Development daily in their classrooms through both Designated and Integrated ELD 100% of students are enrolled in a broad course of student, inclusive of all Common Core instructional areas	enrolled in core instruction classes and are supported with English Language Development daily in their classrooms through both Designated and Integrated ELD – 100% of students are enrolled in a broad course of student, inclusive of all Common Core instructional areas	enrolled in core instruction classes and are supported with English Language Development daily in their classrooms through both Designated and Integrated ELD – 100% of students are enrolled in a broad course of student, inclusive of all Common Core instructional areas NO CHANGE
1.13	Met CTE Pathway completion and UC/CSU Requirements	2023 California Dashboard (Additional Reports Link) All Students: 1.2% English Learners: 1.0% Students with Disabilities: 0% African-American: 3.1% Latinx: 1.4% Families in Transition (Homeless): 0% Foster Youth: 0% Pacific Islander: 0% Asian: .8% Filipinx: 0% White: 0% Two or More Races: 0%	2024 California Dashboard (Additional Reports Link) All Students: 9.2% English Learners: 1.4% Students with Disabilities: 2.2% African-American: 5.7% Latinx: 8.6% Families in Transition (Homeless): 1.7% Foster Youth: 0%	2025 California Dashboard (Additional Reports Link) All Students: 6.3% English Learners: 1.4% Students with Disabilities: 2.0% African-American: 3.1% Latinx: 4.7% Families in Transition (Homeless): 1.5% Foster Youth: N/A	2026 California Dashboard (Additional Reports Link) All Students: 31% English Learners: 30% Students with Disabilities: 30% African-American: 30% Latinx: 30% Families in Transition (Homeless): 30% Foster Youth: 30%	2024 California Dashboard (Additional Reports Link) All Students:+5.1% English Learners: +0.4% Students with Disabilities: +2.0% African-American: 0% Latinx: +3.3% Families in Transition (Homeless): +1.5% Foster Youth: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Pacific Islander: 0% Asian: 14% Filipinx: 21.3% White: 0% Two or More Races: 4.8%	Pacific Islander: 7.7% Asian: 9.2% Filipinx: 12.2% White: 14.6% Two or More Races: 3.7%	Pacific Islander: 30% Asian: 30% Filipinx: 30% White: 30% Two or More Races: 30%	Pacific Islander: +7.7% Asian: +1.2% Filipinx: +12.2% White: +14.6% Two or More Races: +3.7%
1.14	Percentage of English Learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC)	2023 California Dashboard Based on ELPAC 41.7% made progress with at least one level 1.8% maintained an overall level 4 32.1% maintained 1, 2L, H, 3L, 3H 24% decreased at least one level	2024 California Dashboard Based on ELPAC 41.1% made progress with at least one level 1.3% maintained an overall level 4 39.8% maintained 1, 2L, H, 3L, 3H 17.7% decreased at least one level	2025 California Dashboard Based on ELPAC 39.5% made progress with at least one level 0.9% maintained an overall level 4 39.6% maintained 1, 2L, H, 3L, 3H 20.1% decreased at least one level	2026 California Dashboard Based on ELPAC 52% made progress with at least one level 10% maintained an overall level 4 42% maintained 1, 2L, H, 3L, 3H 14% decreased at least one level	California Dashboard Based on ELPAC -2.2% made progress with at least one level -0.9% maintained an overall level 4 +7.5% maintained 1, 2L, H, 3L, 3H -3.9% decreased at least one level
1.15	English Learner Reclassification Rate based on 3rd-12th grade student eligibility	2023 9.1%	2024 5.2%	2025 5.6%	2026 18%	2025 -3.5%
1.16	AP Pass Rate with a score of 3 or higher	2023 All 36% English Learners 25% Students with Disabilities 50% African American 0% Latinx 16.3% SED 34.1% Families in Transition (Homeless) 33.3%	2024 All 38.2% English Learners 26.7% Students with Disabilities 0% African American 0% Latinx 12.5% SED 32.4% Families in Transition (Homeless) 25%	2025 All 58.1% English Learners 43.2% Students with Disabilities 30.0% African American 50.0% Latinx 52.3% SED 61.2% Families in Transition (Homeless) 66.7%	2026 All 46% English Learners 40% Students with Disabilities 55% African American 15% Latinx 31% Families in Transition (Homeless) 46%	2025 All +22.1% English Learners +18.2% Students with Disabilities -20% African American +50% Latinx +36% SED +27.1% Families in Transition (Homeless) +33.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	New Metric for 2024-2025 i-Ready Reading for Grades K-8 (This replaces metric 1.11)	2024-2025 i-Ready Reading for Grade K-8 Winter 2024-25 All 22.5% African-American/Black 15.8% Asian 36.5% Filipinx 46.4% Hispanic/Latinx 16.5% Pacific Islander 19.4% Two or More Races 27.2% White 31.6% English Learners 9.8% Long-Term English Learners n/a Families in Transition (Homeless) 5.5% Foster Youth 4.4% Socio-Economically Disadvantaged 18.8% Students w/Disabilities 5.8%	N/A	2025-2026 i-Ready Reading for Grade K-8 Winter 2025-26 All 23.4% African-American/Black 16.5% Asian 34.2% Filipinx 46.9% Hispanic/Latinx 18.4% Pacific Islander 19.7% Two or More Races 26.7% White 31.7% English Learners 8.6% Long-Term English Learners 0% Families in Transition (Homeless) 10.8% Foster Youth 7.1% Socio-Economically Disadvantaged 18.9% Students w/Disabilities 6.2%	i-Ready Reading for Grade K-8 Winter All 37% African-American/Black 30% Asian 46.5% Filipinx 56.4% Hispanic/Latinx 30% Pacific Islander 35% Two or More Races 37.2% White 41.6% English Learners 25% Long-Term English Learners 25% Families in Transition (Homeless) 20% Foster Youth 25% Socio-Economically Disadvantaged 23% Students w/Disabilities 5.8%	2025-2026 i-Ready Reading for Grade K-8 Winter 2025 All +0.9% African-American/Black +0.7% Asian -2.3% Filipinx +0.5% Hispanic/Latinx +1.9% Pacific Islander +0.3% Two or More Races -0.5% White +0.1% English Learners -1.2% Long-Term English Learners N/A Families in Transition (Homeless) +5.3% Foster Youth +2.7% Socio-Economically Disadvantaged +0.1% Students w/Disabilities +0.4%

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, San Lorenzo Unified School District implemented the actions associated with Goal 1 with a continued focus on improving equitable access to high-quality instruction, intervention, and college and career readiness opportunities for all students, particularly African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students.

The district implemented supplemental instructional supports in English Language Arts and Mathematics through expanded access to instructional materials, technology resources, intervention services, bilingual supports, and additional certificated staffing. Site-based Teachers on Special Assignment (TSAs), instructional coaches, and collaborative Professional Learning Community (PLC) structures supported implementation of Tier 1 instructional practices and Tier 2 interventions through ongoing data cycles and differentiated instructional planning. These supports increased educator capacity to identify and respond to unfinished learning because staff used formative assessment data, PLC collaboration, and intervention planning processes to adjust instruction based on student needs.

The English Learner Newcomer Program, bilingual instructional programs, and bilingual paraprofessional supports continued to strengthen access to grade-level content and language development opportunities for English Learners. Reduced class sizes and targeted language supports increased opportunities for individualized instruction because students received additional scaffolding, primary language support, and designated English Language Development aligned to Common Core ELD standards.

At the secondary level, Small Learning Communities, the College and Career Program, the Continuation High School program, and the District Independent Contract Education (DICE) program expanded personalized learning opportunities and academic supports for historically underserved students. These actions increased student engagement and access to graduation and A-G pathways because students received individualized academic monitoring, flexible instructional models, and targeted college and career guidance.

The district also implemented professional development aligned to Multi-Tiered System of Support (MTSS), anti-bias instructional practices, state standards implementation, student wellness initiatives, and the district Graduate Profile. Although some actions originally funded through LCAP resources were supported through one-time funds during implementation, all planned services were fully implemented. District leadership utilized one-time funding sources strategically to preserve ongoing LCAP allocations while maintaining continuity of services and staffing supports for students.

Implementation challenges included staff capacity, sustainability planning for programs temporarily supported through one-time funds, and the need to further differentiate professional development to meet varying educator experience levels. In response, district leadership continued refining systems for coaching, support, and collaborative planning throughout the school year. Overall, implementation remained substantially aligned to the adopted LCAP and responsive to needs identified through Dashboard data, local assessments, and educational partner feedback.

Successful Experiences in Implementation:

1.1 - Supplemental Instructional Resources and Activities – The Supplemental Instructional Resources and Activities action was successfully implemented by continuing to provide essential resources across all school sites to support teaching, learning, and collaboration. Funding supported instructional materials, additional library resources, and substitute coverage that allowed teachers and staff to participate in collaborative meetings, professional learning, and instructional planning. These supports strengthened alignment of instructional practices and increased educator capacity to respond to student learning needs because staff had dedicated time and resources to engage in data analysis, curriculum planning, and coordinated intervention support for students.
1.3 - Teachers on Special Assignment – During the 2025–26 school year, Teachers on Special Assignment (TSAs) participated in expanded instructional coaching professional development and training to strengthen their ability to support Tier 1 instructional practices and new English Language Arts curriculum implementation. This increased coaching capacity improved support for teachers because TSAs were better equipped to model instructional strategies, facilitate professional learning, and support implementation of research-based instructional practices aligned with district curriculum goals.
1.4 - English Learner Newcomer Program – The English Learner Newcomer Program continued to provide additional support at all school sites through access to instructional resources and staff dedicated to supporting newly arrived English Learners at select schools as they adjusted to new educational environments. The program increased access to academic and social-emotional supports because students received targeted assistance with language development, school navigation, and connection to school-based resources designed to support successful transitions into the district. There is a SIR team focused on DTA that meets regularly in order to develop and plan for supporting newcomers at our sites. That plan includes sharing research-based best practices, helping students and staff to understand the pathway to reclassification, and connecting with families to provide additional support and resources.
1.6 - Dual Language Immersion and Bilingual Program – The Dual Language Immersion program continued to demonstrate successful implementation and was expanded to the middle school level at Edendale Middle School during the 2025–26 school year. The expansion increased opportunities for students to continue developing bilingualism, biliteracy, and cross-cultural competence because students were able to access a vertically articulated dual language pathway beyond the elementary level.
1.7 Highly Qualified Staff and 1.11 Additional Certificated Staffing - The Highly Qualified Staff and Additional Certificated Staffing actions were successfully implemented by sustaining competitive compensation and strategically allocating certificated staff to reduce class sizes, particularly in schools serving high numbers of Low Income students, English Learners, and Foster Youth. These efforts helped attract and retain qualified educators committed to delivering culturally relevant instruction and ensured smaller student-to-teacher ratios, thereby increasing individualized support and access to academic services.
1.8 - Common Planning Time - The Common Planning Time action was successfully implemented by providing structured, collaborative time for teachers, guided by site Instructional Leadership Teams, to co-plan culturally relevant and differentiated instruction. This initiative enabled educators to engage in PLC data-driven cycles of inquiry, aligning instructional practices to the needs of English Learners, Socioeconomically Disadvantaged students, Homeless and Foster Youth, and Students with Disabilities.
1.9 - Small Learning Communities – Small Learning Communities at the high school level continued to provide additional academic, behavioral, and college and career supports for students through personalized learning environments and targeted intervention systems. These structures increased student access to individualized support because staff were able to monitor student progress more closely, strengthen student connections to school, and coordinate interventions aligned to graduation and postsecondary readiness goals.
1.12 - Continuation High School Program – The Continuation High School program at Royal Sunset High School was successfully implemented by providing students with a supportive alternative educational setting focused on academic engagement and attendance improvement. Students demonstrated improvement in attendance metrics because the program provided individualized support structures, relationship-centered practices, and flexible interventions designed to re-engage students in school.

1.13 - District Independent Contract Education (DICE) Program – The District Independent Contract Education (DICE) program continued to provide support for students requiring flexible alternative learning environments to address individual health and wellness needs. The program increased access to instruction because students were able to participate in personalized learning plans and flexible instructional models that allowed them to maintain academic progress while addressing medical or social-emotional circumstances impacting regular school attendance
1.14 - Bilingual Paraeducators – Bilingual paraeducators continued to provide targeted language support for newcomer students, Long-Term English Learners, and English Learners across school sites. Their support supplemented students' academic programs by reinforcing language development, clarifying academic content, and facilitating communication between students, families, and school staff. These services strengthened student access to instruction because students received additional language scaffolds aligned to classroom learning and English Language Development goals.

Relevant Implementation Differences and Challenges:
1.2 - Professional Development for Certificated and Classified Staff – The professional development initiative was successfully implemented across the district, ensuring certificated and classified staff received training aligned with the Multi-Tiered System of Support (MTSS), State Standards, Anti-Bias Principles, the Graduate Profile, the Health and Wellness Action Plan, and the District Vision. The use of one-time funds allowed additional staff members across the district to participate in district-wide professional development facilitated by Solution Tree, expanding access to professional learning focused on collaboration, instructional improvement, and student achievement. Although this action was originally planned to be funded through LCAP dollars, district leadership strategically utilized one-time funds to fully implement the initiative while preserving ongoing LCAP resources. In addition, the SIR team focused on DTA continued examining systems to differentiate professional development based on educator roles, experience levels, and identified instructional needs in order to strengthen implementation of Tier 1 instructional practices and targeted student supports.
1.5 - Formative Assessments – The implementation of local formative assessment systems continued successfully during the 2025–26 school year and supported real-time data analysis, differentiated instruction, and intervention planning for all student groups, including African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students. This action was primarily used to provide substitute coverage so teachers could participate in assessment administration, collaborative data analysis, and instructional planning aligned to assessment results. A difference in implementation occurred because one-time funds were utilized to support these activities instead of the originally planned LCAP funding source. This strategic use of one-time resources allowed the district to maintain consistent assessment systems, data-monitoring structures, and teacher collaboration opportunities while preserving ongoing LCAP funds for other instructional priorities.
1.10 - College and Career Program – The College and Career Program was successfully implemented and continued providing academic advising, college readiness supports, pathway access, and postsecondary planning opportunities for Low-Income students, English Learners, Foster Youth, Homeless Students, African American students, and Students with Disabilities. A successful component of implementation included college study trips to Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions and Colleges, which expanded student exposure to postsecondary opportunities and culturally affirming educational environments. These experiences increased student engagement in college and career planning because students were able to connect academic achievement with future educational opportunities and representation within higher education settings. During implementation, one-time funds were used to support resource costs in place of the originally planned LCAP funding source. While the use of one-time funds allowed the district to maintain continuity of services and staffing during the 2025–26 school year, district leadership recognizes the importance of long-term sustainability planning to ensure continued access to college and career readiness supports once one-time funding sources are no longer available.

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.

During the 2025–26 school year, there were limited material differences between the Budgeted Expenditures and Estimated Actual Expenditures under LCAP Goal 1. Overall, nearly all allocated funds were expended in support of the actions and services identified within the goal, and several actions exceeded original budget estimates due to ongoing increases in salary and benefit costs associated with personnel expenditures.

Many Goal 1 actions are staffing-intensive and include Certificated Teachers, Teachers on Special Assignment (TSAs), and Bilingual Paraeducators. As salary schedules, health and welfare costs, and statutory benefit obligations increased throughout the year, actual expenditures for several actions exceeded the originally budgeted amounts in order to maintain continuity of services and staffing levels for students.

There were also a small number of implementation differences related to funding sources. While LCAP funds were originally allocated to support professional development aligned with Multi-Tiered System of Support (MTSS), anti-bias instructional practices, Tier 1 instruction, and districtwide professional learning initiatives, portions of these expenditures were instead supported through one-time funds. The district strategically utilized one-time resources to expand participation in professional development opportunities, including districtwide training facilitated by Solution Tree, while preserving ongoing LCAP resources for sustained instructional supports and staffing.

The district also leveraged one-time funding to secure multi-year licensing agreements for assessment platforms, reducing the need to utilize ongoing LCAP dollars for these costs during the 2025–26 school year.

Although these shifts in funding sources created some differences between budgeted and actual expenditures, all Goal 1 actions were fully implemented during the school year. The district maintained its planned level of improved services for unduplicated students and continued providing the academic, instructional, language development, intervention, and college and career supports identified within the adopted LCAP.

Here are the details for each action for Goal 1, specific to the budgeted and actual expenditures:
1.1 Supplemental Instructional Resources and Activities: Budgeted $400,000 - Actual $253,549 - Difference in expenditures due to the continued use of one-time funding sources, as well as school sites utilizing categorical and discretionary funds for resources and activities.
1.2 Professional Development for Certificated and Classified Staff: Budgeted $600,000 - Actual $388,232 - Difference in expenditures due to the continued use of expiring one-time funds for professional development.
1.3 Teachers on Special Assignment: Budgeted $2,000,000 - Actual $2,167,272 - Difference in expenditures due to the higher cost of TSA staffing
1.4 English Learner Program: Budgeted - Budgeted $805,000 - Actual $469,387 - Differences in expenditures due to fewer materials and resource requests for the Newcomer program
1.5 Formative Assessments: Budgeted - Budgeted $40,000 - Actual $5,169 - Differences in expenditures due to leveraging one-time state funding to acquire multi-year licenses for several key assessment systems
1.6 Dual Language Immersion and Bilingual Program: Budgeted $2,212,579 - Actual $2,517,139 - Differences in expenditures due to expansion of the DLI program to the Middle School, as well as increases in salary and benefit obligations
1.7 Highly Qualified Staff: Budgeted - $9,500,000 - Actual $9,500,000 - No differences in budgeted and actuals

1.8 Common Planning Time: Budgeted - $2,000,000 - Actual $2,000,000 - No differences in budgeted and actuals
1.9 Small Learning Communities: Budgeted - $300,000 - Actual $77,299 - Differences in expenditures due to fewer materials, services, and resource requests for the program
1.10 College and Career Program: Budgeted - $250,000 - Actual $297,414 - Differences due to higher than expected costs for college trips and college advisors
1.11 Additional Certificated Staffing: Budgeted - $1,700,729 - Actual $1,306,379 - Differences due to staffing costs and funding through one-time dollars
1.12 Continuation High School: Budgeted - $1,355,000 - Actual $1,470,411 - Differences due to higher staffing costs
1.13 District Independent Contract Education: Budgeted - $839,000 - Actual $834,836 - Differences in expenditures are minimal and a result of staffing capacity
1.14 Bilingual Paraprofessionals: Budgeted - Budgeted - $800,000 - Actual $688,798 - Differences in expenditures are due to staffing challenges

Despite these variances, the district continued to meet its Minimum Proportionality Percentage (MPP) requirement, as the estimated actual percentage of improved services remained consistent with planned targets.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.
Metric Evaluation for Actions for Goal 1
1.1 - Supplemental Instructional Resources and Activities – Effective. This action was effective in increasing access to instructional materials, library resources, collaborative planning opportunities, and instructional supports across school sites. Student outcome data demonstrated improvement across several academic indicators, including CAASPP ELA performance for African American students, increasing from 11.4% to 13.0%, meeting or exceeding standards, and Hispanic/Latinx students increasing from 23.0% to 24.7%. Districtwide i-Ready Reading performance also improved from 18.3% to 23.4% of students at or above early on-grade level from Fall to Winter 2025–26, indicating increased access to instructional supports and intervention opportunities.

1.2 - Professional Development for Certificated and Classified Staff – Effective. This action was effective in strengthening instructional practices and increasing staff collaboration through districtwide professional development aligned to MTSS, anti-bias practices, and instructional improvement strategies. Additional staff participation in Solution Tree professional development supported implementation of Tier 1 instructional practices and collaborative instructional planning. Growth in local benchmark data, including increases in i-Ready Math from 13.5% to 18.5% at or above early on-grade level districtwide and improved NWEA MAP Reading performance for Grade 9 students from 38.7% to 41.9%, indicates that instructional improvement efforts contributed to stronger academic outcomes for students.

1.3 - Teachers on Special Assignment – Effective. This action was effective because Teachers on Special Assignment (TSAs) strengthened instructional coaching supports, curriculum implementation, and Tier 1 instructional practices across school sites. The increased coaching and support structures contributed to improved literacy performance, including African American students increasing from 11.5% to 16.5% on i-Ready Reading and Hispanic/Latinx students increasing from 14.1% to 18.4% from Fall to Winter 2025–26. NWEA MAP Reading

performance for African American students also increased from 22.5% to 27.9%, demonstrating positive growth associated with instructional coaching and targeted intervention support.

1.4 - English Learner Newcomer Program – Partially Effective. This action was partially effective in supporting newly arrived English Learners through targeted language development and transition supports. Local benchmark data demonstrated some positive outcomes, including increases in i-Ready Reading performance for English Learners from 7.2% to 8.6% and NWEA MAP Reading performance for Long-Term English Learners increasing from 11.1% to 12.8%. However, CAASPP ELA performance for English Learners declined from 7.4% to 5.6% meeting or exceeding standards, indicating that while foundational language and transition supports improved engagement and local literacy measures, additional support is needed to accelerate grade-level proficiency on statewide assessments.

1.5 - Formative Assessments – Effective. This action was effective in supporting data-informed instruction and intervention planning across all school sites. Teachers utilized collaborative assessment analysis and formative data cycles to identify student learning needs and adjust instruction accordingly. Improvements in districtwide i-Ready Reading performance from 18.3% to 23.4% and i-Ready Math performance from 13.5% to 18.5% from Fall to Winter 2025–26 indicate that increased access to timely assessment data contributed to improved instructional responsiveness and student growth.

1.6 - Dual Language Immersion and Bilingual Program – Effective. This action was effective in supporting bilingualism, biliteracy, and language acquisition for multilingual learners through the continued implementation and expansion of the Dual Language Immersion and bilingual programs, including expansion to Edendale Middle School. The program increased opportunities for students to develop academic language proficiency in both English and Spanish because students had access to a vertically articulated instructional pathway that integrated language development with grade-level academic content. Reclassification data demonstrated positive outcomes for English Learners, with the district's English Learner Reclassification Rate increasing from 4.8% to 5.6%, indicating that students participating in bilingual and language development programs were making progress toward English proficiency and academic readiness for reclassification.

1.7 - Highly Qualified Staff and Additional Certificated Staffing – Effective. This action was effective in maintaining staffing levels, reducing class sizes, and supporting continuity of instruction across school sites serving high numbers of unduplicated students. Increased staffing capacity contributed to improved graduation outcomes, including Students with Disabilities increasing from 53.8% to 70.4% graduation rates and Socioeconomically Disadvantaged students increasing from 80.8% to 85.9%. The maintenance of smaller learning environments and access to qualified instructional staff supported increased individualized academic support and intervention opportunities.

1.8 - Common Planning Time – Effective. This action was effective in increasing opportunities for teachers to collaborate on instructional planning, analyze student data, and coordinate interventions through PLC structures and site instructional leadership teams. Improvements in districtwide benchmark performance, including NWEA MAP Math increases for Grade 10 students from 39.5% to 42.1% and i-Ready Reading districtwide increases from 18.3% to 23.4%, suggest that collaborative planning and instructional alignment contributed to stronger student outcomes across content areas.

1.9 - Small Learning Communities – Effective. This action was effective in increasing personalized support systems and college and career readiness opportunities for high school students. Graduation rates improved significantly across multiple student groups, including African American students, increasing from 73.6% to 84.4%, English Learners increasing from 64.5% to 73.5%, and Families in Transition (Homeless) students increasing from 61.7% to 72.3%. College/Career Indicator preparedness also increased for African American students

from 13.2% to 26.6% and Students with Disabilities from 4.3% to 10.4%, indicating increased student engagement and access to postsecondary pathways.

1.10 - College and Career Program – Effective. This action was effective in increasing student exposure to postsecondary opportunities, academic advising, and college readiness supports. College study trips to Historically Black Colleges and Universities (HBCUs) and historically significant Hispanic-serving colleges increased student engagement and awareness of higher education opportunities. College/Career Indicator preparedness improved substantially for English Learners from 7.0% to 14.9%, African American students from 13.2% to 26.6%, and Socioeconomically Disadvantaged students from 30.5% to 36.6%, demonstrating increased readiness for postsecondary success.

1.11 - Additional Certificated Staffing – Effective. This action was effective in supporting smaller class sizes, intervention supports, and access to individualized instruction for unduplicated students. Increased staffing levels supported implementation of Tier 1 and Tier 2 instructional interventions and contributed to improvements in local academic performance measures, including districtwide i-Ready Reading increases from 18.3% to 23.4% and i-Ready Math increases from 13.5% to 18.5% from Fall to Winter 2025–26.

1.12 - Continuation High School Program – Effective. This action was effective in supporting student engagement, attendance, and graduation outcomes for students requiring alternative educational settings. Students participating in the Royal Sunset program demonstrated improvement in attendance metrics and increased engagement with school. Graduation outcomes for historically underserved student groups improved, including Families in Transition (Homeless) students, increasing from 61.7% to 72.3%, indicating that targeted alternative education supports contributed to improved persistence and completion outcomes.

1.13 - District Independent Contract Education (DICE) Program – Effective. This action was effective in maintaining access to instruction for students requiring flexible educational settings due to health or wellness needs. The individualized instructional model supported continued academic participation and engagement for students unable to participate consistently in traditional instructional environments. While this action is not directly connected to a single metric, the program contributed to the district's overall ability to maintain continuity of services and support graduation progress for students requiring alternative instructional models.

1.14 - Bilingual Paraeducators – Effective. This action was effective in increasing language support and access to instruction for newcomer students, Long-Term English Learners, and English Learners across school sites. Bilingual paraeducators provided targeted instructional scaffolds and language development support aligned to classroom instruction. English Learner students demonstrated increased College/Career Indicator preparedness from 7.0% to 14.9%, while Long-Term English Learners increased from 6.7% to 14.8%, indicating improved access to rigorous coursework and academic support systems.

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

Based on reflections from implementation during the 2025–26 school year, several adjustments were made to Goal 1 actions and funding allocations for the 2026–27 LCAP in order to strengthen academic supports, align resources to identified student needs, and ensure long-term sustainability of services.

One significant change includes the removal of Action 1.13 - Continuation High School Program from LCAP funding. While the Continuation High School Program at Royal Sunset High School demonstrated effectiveness in supporting student engagement, attendance, and graduation outcomes, the district determined that the program will continue to operate through ongoing General Fund support rather than through supplemental and concentration grant funding. This adjustment allows the district to maintain the program while redirecting LCAP resources toward additional targeted academic interventions for unduplicated student groups.

In addition, the district incorporated Learning Recovery Emergency Block Grant (LREBG) funding into the 2026–27 LCAP based on findings from the required needs assessment process. The needs assessment included analysis of CAASPP English Language Arts, Mathematics, and Chronic Absenteeism data, along with local assessment results and subgroup performance trends. The analysis identified continued academic and engagement needs for English Learners, African American students, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students.

As a result, new Action 1.15 - LREBG TSA Positions for Elementary, Secondary, and English Learner Programs was added to the 2026–27 LCAP. This action will provide three Teacher on Special Assignment (TSA) positions focused on supporting Elementary, Secondary, and English Learner Programs districtwide. The TSAs will provide professional development and coaching aligned to Tier 1 instructional best practices in English Language Arts and Mathematics in order to strengthen access to core instruction and improve academic outcomes for identified student groups. This action is intended to increase educator capacity because TSAs will provide instructional coaching with an emphasis on supporting curriculum implementation, collaborative planning, and data-informed instructional decision-making aligned to identified student learning needs.

The metrics used to monitor the effectiveness of Action 1.15 will include the California School Dashboard English Language Arts and Mathematics indicators, specifically Distance from Standard measures for grades 3–8 and grade 11, as well as Chronic Absenteeism data. The district selected this action based on evidence from educational research supporting instructional coaching as an effective strategy for improving teaching practices and student achievement. Specifically, the district utilized the following research to support the action design: Kraft, M. A., Blazar, D., & Hogan, D. (2018). “The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence.” Review of Educational Research, 88(4), 547–588. This research found that teacher coaching is one of the most effective forms of professional learning for improving instructional practice and student achievement. The study found that coaching has a larger impact on instructional practice than many traditional professional development models and can lead to positive gains in student academic outcomes.

The 2026–27 allocation for Action 1.15 is $646,781 in Learning Recovery Emergency Block Grant funds. The addition of this action reflects the district’s ongoing effort to align resources, instructional supports, and professional learning systems to areas of greatest demonstrated academic and engagement need identified through student performance data, chronic absenteeism trends, and prior implementation reflections.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Instructional Resources and Activities	Funding for supplemental resources, activities, materials and supplies including technology, supplemental books and curriculum, and services to support instruction and improve academic achievement for all students with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students in ELA and Math as demonstrated on the CA Dashboard.	$170,000.00	Yes
1.2	Professional Development for Certificated and Classified Staff	Provide professional development for all certificated and classified staff aligned with Multi-Tiered System of Support, State Standards, District Anti Bias Principles, Graduate Profile, Health and Wellness Action Plan, and the District Vision to ensure that all students, with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students, have access to the core curriculum.	$288,235.00	Yes
1.3	Teachers on Special Assignment	Support district-wide and site Teachers' on Special Assignment to provide professional development to support Tier 1 best practices so that all students, with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students, have access to the core curriculum. Site Instructional Coaches will not only support PD and Coaching on Tier 1 best practices but will also support students with Tier 2 interventions based on data cycles.	$1,500,000.00	Yes
1.4	English Learner Newcomer Program	Provide personnel and resources for our English Learner Newcomer Programs to maintain class size reduction and support students new to the country. This action will specifically address low performance for English Learners in ELA and Math.	$400,000.00	Yes
1.5	Formative Assessments	Provide local formative assessment systems, resources, materials, activities, and services to measure student growth and progress throughout the year for all students with a specific focus on African	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students in core curriculum areas of ELA and Math. This allows for opportunities to better disaggregate learning outcomes in real-time, rather than wait for state assessment results to allow teachers and other support staff to differentiate instructional approaches that are aligned with culturally relevant practices in order to recognize and support the diversity of needs within the student population.		
1.6	Dual Language Immersion and Bilingual Program	Provide a primary grade Dual Language Immersion program for students in grades K-5 at Hesperian Elementary and a K-4 Bilingual program at Colonial Acres Elementary to enable students to become bilingual, biliterate, and bicultural in English and Spanish. This action will contribute to positive academic outcomes for English Learners, low income and foster and unhoused youth through the precepts of bilingual instruction. This action lays a strong foundation for Hispanic students by fostering early bilingualism and biliteracy, which strengthens their academic language skills in both English and Spanish as they advance through the grades. By promoting early bilingualism and biliteracy, these programs proactively reduce the risk of students becoming Long-Term English Learners (LTELs) by accelerating their access to academic content and English language development from the earliest grades.	$2,600,000.00	Yes
1.7	Highly Qualified Staff	Sustain compensation increases to attract and retain highly qualified staff with attention to attracting employees who can be successful in providing effective, culturally relevant instruction consistent with District Goals for students who are English Learners, Low income, Foster Youth, and/or unhoused or unaccompanied minors. This includes benefits and salaries for all employee groups, including certificated, classified, and management.	$9,500,000.00	Yes
1.8	Common Planning Time	Provide Common Planning Time, where half of the days will be co-planned with site Instructional Leadership Teams to support all students with a specific focus on students who are English Learners, Socioeconomically Disadvantaged, Homeless, Foster Youth, and Students with Disabilities.	$2,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This will offer focused time and support to identify instructional practices that are aligned to culturally relevant teaching and learning as well as increased differentiation of student needs. Provide professional development for use of Common Planning Time for teachers to engage in cycles of inquiry utilizing student data and incorporate best practices/teaching strategies into their lessons and classroom activities.		
1.9	Small Learning Communities	Provide additional funding for Small Learning Communities at the High School level for personnel, resources, materials and supplies, and services that support all students with a specific focus on Low Income students, English Learners, Homeless and Foster Youth, African American students, and Students with Disabilities to ensure high school graduation, pass A-G courses with a grade of C or better, and inspire students to participate in future college and career opportunities.	$165,000.00	Yes
1.10	College and Career Program	Provide personnel, resources, supplies and materials, and services for all students with a specific focus on Homeless students, Low Income students, English Learners, Foster Youth, African American students, and Students with Disabilities to support the college and career pathways program. This will allow increased access to students who might be the first in their family to aspire to a college education or professional career. It will provide the unique support demanded for students who might otherwise not be able to navigate the demands of transitioning to post high school college/career. This action specifically addresses the needs of Long-Term English Learners (LTELs) by providing targeted personnel and resources that support their language development while ensuring access to rigorous college and career pathways. By offering tailored supports, LTELs—who often face both academic and linguistic barriers—are better equipped to successfully plan for and transition into post-secondary opportunities.	$104,700.00	Yes
1.11	Additional Certificated Staffing	Provide additional certificated staffing to support class size reduction with a specific focus on supporting Low Income students, English Learners, African American students, and Foster Youth. This provides a smaller	$730,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		adult/student ratio, increased opportunities to access services and support, and a higher chance of recruiting and hiring a full-time teacher, thus ensuring a highly qualified teacher in every classroom. Any additional staffing will be based on student needs as core schedules are drafted at the beginning of the school year.		
1.12	Continuation High School - Discontinued Action for 2026-27	Beginning in 2026-27, the Continuation High School Program will no longer be funded through the LCAP. Here is the old action description: Provide a continuation high school program for students needing an alternative high school program with a specific focus on supporting Low Income students, English Learners, and Foster Youth.	$0.00	
1.13	District Independent Contract Education	The District Independent Contract Education (DICE) program is a voluntary alternative educational opportunity. The program is designed to serve elementary, middle, and high school students with a specific focus on supporting Low Income students, English Learners, Homeless students and Foster Youth. Students are instructed by certificated teachers in individual and/or small groups. The DICE program addresses the needs of students with disabilities by offering individualized and small-group instruction from certificated teachers, allowing for tailored support that aligns with students' IEP goals and learning needs. This flexible, alternative setting can reduce barriers to engagement and provide a more accessible pathway for academic progress and success.	$730,000.00	Yes
1.14	Bilingual Paraprofessionals	Provide funding for Bilingual Paraprofessionals to support English language development for English Learners. Bilingual Paraprofessionals will support primary language literacy as well as language skills transfer to English that are requirements of Common Core English Language Development and English Language Arts standards. This action directly supports Long-Term English Learners (LTELs) by reinforcing foundational literacy in their primary language while facilitating the transfer of those skills to English, which is essential for progressing toward reclassification.	$757,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	LREBG Funded Teachers on Special Assignment Positions	Utilize the Learning Recovery Emergency Block Grant to fund three Teacher on Special Assignment positions to support Elementary, Secondary, and English Learner Programs district-wide that focus on professional development Tier 1 best practices in English Language Arts and Math so that all students, with a specific focus on English Learners, African American students, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students, have access to the core curriculum. The metrics used to monitor the impact of this work will be the CA School Dashboard ELA and Math metrics, Distance from Standard for grades 3-8, and 11. The following research supports this action: Kraft, M. A., Blazar, D., & Hogan, D. (2018). "The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence." Review of Educational Research, 88(4), 547–588. The 2026-27 allocation for this action is $646,781.	$646,781.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Developing students' understanding of civic responsibility and supporting their engagement in activities that advance social justice is essential for fostering active citizenship, promoting social cohesion, addressing injustice, building critical thinking skills, preparing global citizens, and encouraging lifelong learning and engagement.
By engaging students in activities that advance social justice, educators cultivate empathy, compassion, and respect for diverse perspectives. Equipping students with the tools to recognize and address social injustices prepares them to challenge systemic inequalities and advocate for marginalized groups. This can lead to tangible changes in policies, practices, and attitudes that perpetuate discrimination and oppression. The key word in this goal is engagement. We want our students to be engaged in their academics since academic success is the foundation in learning to evaluate information, consider multiple viewpoints, and develop informed opinions in order to navigate current and future complex global challenges.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Dashboard Graduation Rate	2023 California Dashboard All 89.7% English Learners 78.4% SED 89.3% Students with Disabilities 75.2% African-American 87.5% Latinx 88.1%	2024 California Dashboard All 81.5% English Learners 64.5% SED 80.8% Students with Disabilities 53.8% African-American 73.6%	2025 California Dashboard All 85.5% English Learners 73.5% SED 85.9% Students with Disabilities 70.4% African-American 84.4%	2026 California Dashboard All 95% English Learners 86% SED 95% Students with Disabilities 83% African-American 95%	California Dashboard All -4.2% English Learners -4.9% SED -3.4% Students with Disabilities -4.8% African-American -3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Families in Transition (Homeless) 81.3% Foster Youth N/A Pacific Islander 92.3% Asian 94.1% Filipinx 89.7% White 94.4% Two or More Races 94.4%	Latinx 78.7% Families in Transition (Homeless) 61.7% Foster Youth N/A Pacific Islander 62.5% Asian 91.7% Filipinx 95.1% White 84.6% Two or More Races 85.7%	Latinx 83.2% Families in Transition (Homeless) 72.3% Foster Youth N/A Pacific Islander 84.6% Asian 92.3% Filipinx 95.9% White 85.4% Two or More Races 77.8%	Latinx 95% Families in Transition (Homeless) 89% Foster Youth N/A Pacific Islander 95% Asian 95% Filipinx 95% White 95% Two or More Races 95%	Latinx -4.9% Families in Transition (Homeless) -9% Foster Youth N/A Pacific Islander -7.7% Asian -1.8% Filipinx +6.2% White -9% Two or More Races -16.6%
2.2	California Dashboard Suspension Rate	2023 California Dashboard All Students 3.6% Asian 1.2% African American 11.6% Filipinx 1.3% Latinx 3.3% Pacific Islander 5.0% White 4.7% Two+Races 3.8% SED 4.0% EL 2.6% SWD 7.0% Foster Youth 11.1% Families in Transition 5.3%	2024 California Dashboard All Students 3.1% Asian .6% African American 11.7% Filipinx .5% Latinx 2.9% Pacific Islander 2.3% White 2.1% Two+Races 2.4% SED 3.4% EL 2.% SWD 4.7% Foster Youth 12.5% Families in Transition 5.0%	2025 California Dashboard All Students 2.9% Asian 0.7% African American 8.3% Filipinx 1.3% Latinx 2.9% Pacific Islander 2.2% White 3.5% Two+Races 3.2% SED 3.3% EL 2.6% SWD 4.3% Foster Youth 5.9% Families in Transition 6.8%	2026 California Dashboard All Students- 1% Asian 1% African American 7% Filipinx 1% Latinx 1% Pacific Islander 2% White 1% Two+Races 1% SED 1% EL 1% SWD 3% Foster Youth 6% Families in Transition 2%	California Dashboard All Students -0.7% Asian -0.5% African American -3.3% Filipinx 0% Latinx -0.4% Pacific Islander -2.8% White -1.2% Two+Races -0.6% SED -0.7% EL 0% SWD -2.7% Foster Youth -5.2% Families in Transition +1.5%
2.3	California Dashboard Chronic Absenteeism	2023 California Dashboard All Students 31.7% Asian 10.8 % African American 50.2% Filipinx 20%	2024 California Dashboard All Students 28.1% Asian 11.6% African American 43.4%	2025 California Dashboard All Students 25.1% Asian 9.9% African American 41.6%	2026 California Dashboard All Students- 23% Asian 5% African American 30%	California Dashboard All Students -6.6% Asian -0.9% African American -8.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Latinx 34.5% Pacific Islander 50% White 29.9 % Two+Races 40.9% SED 34.1% EL 29.6% SWD 43.6% Foster Youth 47.1% Families in Transition 47.8%	Filipinx 15.7% Latinx 31.2% Pacific Islander 40.7% White 26.3 % Two+Races 29.9% SED 30.1% EL 26.7% SWD 37.7% Foster Youth 30.8% Families in Transition 42.4%	Filipinx 11.1% Latinx 27.8% Pacific Islander 41.0% White 22.7% Two+Races 28.0% SED 27.6% EL 22.4% SWD 35.8% Foster Youth 56.3% Families in Transition 56.6%	Filipinx 10% Latinx 14% Pacific Islander 30% White 15% Two+Races 21% SED 15% EL 15% SWD 23% Foster Youth 27% Families in Transition 28%	Filipinx -8.9% Latinx -6.7% Pacific Islander -9% White -7.2% Two+Races -12.9% SED -6.5% EL -7.2% SWD -7.8% Foster Youth +9.2% Families in Transition +8.8%
2.4	California Healthy Kids Survey	2023 Cal-SCHLS (CHKS) - Caring Adults Grade 5 83% Grade 7 46% Grade 9 59% Grade 11 52% Grade NT (Non-Traditional) 83% Cal-SCHLS (CHKS) - Meaningful Participation Grade 5 47% Grade 7 23% Grade 9 22% Grade 11 20% Grade NT (Non-Traditional) 32% Cal-SCHLS (CHKS) - School Connectedness Grade 5 74% Grade 7 45%	2024 Cal-SCHLS (CHKS) - Caring Adults Grade 5 70% Grade 7 63% Grade 9 55% Grade 11 60% Grade NT (Non-Traditional) 61% Cal-SCHLS (CHKS) - Meaningful Participation Grade 5 46% Grade 7 27% Grade 9 16% Grade 11 29% Grade NT (Non-Traditional) 30%	2025 Cal-SCHLS (CHKS) - Caring Adults Grade 5 69% Grade 7 57% Grade 9 49% Grade 11 58% Grade NT (Non-Traditional) 75% Cal-SCHLS (CHKS) - Meaningful Participation Grade 5 47% Grade 7 27% Grade 9 20% Grade 11 26% Grade NT (Non-Traditional) 24%	2025 Cal-SCHLS (CHKS) - Caring Adults Grade 5 93% Grade 7 56% Grade 9 69% Grade 11 62% Grade NT (Non-Traditional) 93% Cal-SCHLS (CHKS) - Meaningful Participation Grade 5 58% Grade 7 33% Grade 9 32% Grade 11 30% Grade NT (Non-Traditional) 42%	2024 Cal-SCHLS (CHKS) - Caring Adults Grade 5 -14% Grade 7 +11% Grade 9 -10% Grade 11 +6% Grade NT (Non-Traditional) -8% Cal-SCHLS (CHKS) - Meaningful Participation Grade 5 -0% Grade 7 +4% Grade 9 -2% Grade 11 +6% Grade NT (Non-Traditional) -8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 9 47% Grade 11 37% Grade NT (Non-Traditional) 63%	Cal-SCHLS (CHKS) - School Connectedness Grade 5 73% Grade 7 62% Grade 9 57% Grade 11 53% Grade NT (Non-Traditional) 49%	Cal-SCHLS (CHKS) - School Connectedness Grade 5 72% Grade 7 54% Grade 9 52% Grade 11 53% Grade NT (Non-Traditional) 56%	Cal-SCHLS (CHKS) - School Connectedness Grade 5 84% Grade 7 55% Grade 9 57% Grade 11 90% Grade NT (Non-Traditional) 47%	Cal-SCHLS (CHKS) - School Connectedness Grade 5 -2% Grade 7 +9% Grade 9 +5% Grade 11 +16% Grade NT (Non-Traditional) -7%
2.5	Expulsion Rate CDE Data Quest	2023 CDE Data Quest Five Year Cohort Outcomes 3.5% HS Expulsion Rate	2024 CDE Data Quest Five Year Cohort Outcomes 0% HS Expulsion Rate	2025 CDE Data Quest Five Year Cohort Outcomes 0% HS Expulsion Rate	2026 CDE Data Quest Five Year Cohort Outcomes 0% HS Expulsion Rate	CDE Data Quest Five Year Cohort Outcomes -3.5% HS Expulsion Rate
2.6	HS Dropout Rate: CDE Data Quest	2023 CDE Data Quest Five Year Cohort Outcomes 3.5% HS Dropout Rate	2024 CDE Data Quest Five Year Cohort Outcomes 7.1% HS Dropout Rate	2025 CDE Data Quest Five Year Cohort Outcomes 12.1% HS Dropout Rate	2026 CDE Data Quest Five Year Cohort Outcomes <.5% HS Dropout Rate	CDE Data Quest Five Year Cohort Outcomes +8.6% HS Dropout Rate
2.7	Satisfactory Attendance (95%+ days of attendance)	2024 (End of Quarter 3) All 51.5% English Learners 50.1% Students with Disabilities 41.7% African-American 39.6% Latinx 45.6% Families in Transition (Homeless) 36.3% Foster Youth 40.4% Pacific Islander 43.8% Asian 79.2% Filipinx 66.7% White 49.9% Two or More Races 45.2%	2025 (End of Quarter 3) All 51.6% English Learners 48.9% Students with Disabilities 42.1% African-American 39.5% Latinx 45.5% Families in Transition (Homeless) 35.0% Foster Youth 35.6% Pacific Islander 59.65% Asian 79.1%	2026 (End of Quarter 3) All 54.1% English Learners 53.8% Students with Disabilities 42.4% African-American 42.4% Latinx 49.6% Families in Transition (Homeless) 39.2% Foster Youth 36.8% Pacific Islander 39.8% Asian 76.5%	2027 (End of Quarter 3) All 77% English Learners 49% Students with Disabilities 34% African-American 66% Latinx 77% Families in Transition (Homeless) 77% Foster Youth 18% Pacific Islander 75% Asian 88% Filipinx 80%	2026 (End of Quarter 3) All +2.6% English Learners +3.7% Students with Disabilities +0.7% African-American +2.8% Latinx +4% Families in Transition (Homeless) +2.9% Foster Youth -3.6% Pacific Islander -4% Asian -2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Filipinx 67.7% White 49.8% Two or More Races 46.7%	Filipinx 65.9% White 57.2% Two or More Races 45.5%	White 73% Two or More Races 80%	Filipinx -0.8% White +7.3% Two or More Races +0.3%
2.8	Participation in Music Programs (Priority 8; Other Pupil Outcomes) - New Metric for 2025-26 - Changed to percentages of students participating for 2026-27	2024-25 1st-5th grade students: 100% 6th-12 grade students: 9%	N/A	2025-26 1st-5th grade students: 100% 6th-12 grade students: 10.4%	2026-27 - 1st-5th grade students: 100% 6th-12 grade students: 11%	2025-26 1st-5th grade students: 0% 6th-12 grade students: +1.4%

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, nearly all planned actions under LCAP Goal 2 were fully implemented as designed, with continued alignment between planned activities and actual implementation. The district continued to prioritize civic responsibility, student engagement, social-emotional wellness, and equitable access to supports through actions aligned with the Multi-Tiered System of Support (MTSS) framework. Key implementation strategies included expanded academic and behavioral supports through school psychologists and counselors, elementary music education opportunities, and enhanced library services and resources across school sites.

Successful Experiences in Implementation:

2.2 - Academic and Behavioral Support – The Academic and Behavioral Support action was successfully implemented through the continued provision of additional psychological services and targeted behavioral interventions for students with identified academic, behavioral, and social-emotional needs. School psychologists supported students through counseling services, behavioral intervention planning, crisis response, and collaboration with school teams and families. These supports increased access to social-emotional and behavioral interventions because students received more individualized services and coordinated support systems designed to improve school engagement, behavioral outcomes, and access to learning.

2.4 - Supplemental School Site Counselors – The Supplemental School Site Counselors action was successfully implemented by maintaining additional counseling support at middle and high school sites. Counselors provided academic advising, social-emotional support, graduation monitoring, college and career planning, and intervention coordination for students requiring additional support. This action increased student access to individualized guidance and wellness supports because counselors were able to provide more responsive services aligned to students' academic and social-emotional needs.

2.6 - Music Education – The Music Education action was successfully implemented by continuing to provide elementary students with access to music instruction, enrichment opportunities, and arts-based learning experiences through dedicated staffing and instructional resources. Music education increased student engagement and opportunities for creative expression because students participated in programs that supported social-emotional wellness, confidence-building, and school connectedness alongside academic development.

2.7 - Library – The Library action was successfully implemented through continued investment in library staffing, diverse instructional materials, literacy resources, and research support services across school sites. Library services expanded student access to culturally responsive literature, digital resources, and academic enrichment opportunities because students had increased opportunities to develop literacy skills, research practices, and critical thinking aligned to civic engagement and academic success.

Relevant Differences and Challenges in Implementation:

2.1 - Multi-Tiered System of Support (MTSS) Implementation – A difference in implementation for the MTSS action was that allocated funding continued to primarily support the district-level MTSS committee and planning processes rather than broader site-based implementation or expanded professional development. Existing district resources were sufficient to support staff participation in MTSS-related planning and collaboration. During the 2025–26 school year, the committee continued refining implementation goals, identifying priority support areas, and strengthening long-term systems development aligned to academic, behavioral, and social-emotional supports.

2.3 - Supplemental Nurses – A continued challenge in implementation involved the district's difficulty hiring additional nursing staff due to limited candidate availability. As a result, the district maintained nursing services through contracted support providers rather than through newly hired district staff. While student health services continued without interruption, staffing shortages limited expansion of targeted health interventions intended to further address chronic absenteeism, student wellness, and school attendance supports for unduplicated student groups.

2.5 - Student Leadership – A challenge in implementation was that many student leadership and student voice opportunities continued to be organized and funded primarily through individual school sites rather than through centralized districtwide coordination. School sites continued to successfully support student leadership activities, advisory opportunities, and student engagement initiatives locally. However, districtwide implementation of coordinated student leadership structures, including broader expansion of district student advisory opportunities and centralized student engagement initiatives, remained limited during the 2025–26 school year.

Despite these implementation differences, the district successfully maintained all core Goal 2 services and supports. Students continued to receive access to academic, behavioral, wellness, enrichment, and engagement opportunities aligned to the district's goals for civic responsibility, social-emotional development, and equitable access to school supports.

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

For LCAP Goal 2, there were a few material differences between the Budgeted Expenditures and Estimated Actual Expenditures, as well as between the Planned and Estimated Actual Percentages of Improved Services. Although the district remained committed to the goal of

fostering civic responsibility and advancing social justice, actual spending was lower in only a few actions, with the increase in staffing costs impacting several of the planned actions.

Here are the details for Goal 2 and the budgeted and estimated actual expenditures
2.1 Multi-Tiered System of Support Implementation: Budgeted $25,000 - Actual $14,138 - Differences in expenditures due to MTTS work focusing primarily on committee work, resulting in lower costs
2.2 Academic and Behavioral Support: Budgeted $194,000 - Actual $187,740 - Differences in expenditures are minimal and due to staffing capacity
2.3 Supplemental Nurses: Budgeted $260,000 - Actual $313,850 - Differences in expenditures due to higher-than-anticipated contract costs for services
2.4 Supplemental School Site Counselors: Budgeted $800,000 - Actual $1,048,109 - Differences in expenditures due to the higher cost of staffing
2.5 Student Leadership Opportunities: Budgeted $10,000 - Actual $289 - Differences in expenditures due to student leadership initiatives being funded at the school site level
2.6 Music Education: Budgeted $940,000 - Actual $974,420 - Differences in expenditures due to the higher cost of staffing
2.7 Library: Budgeted $1,015,000 - Actual $1,319,378 - Differences in expenditures due to the higher cost of staffing

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

Overall, the actions associated with Goal 2 demonstrated varying levels of effectiveness in supporting student engagement, social-emotional wellness, school connectedness, and equitable access to academic and behavioral supports during the 2025–26 school year. Multiple actions contributed to positive trends in attendance, graduation rates, literacy performance, school climate, and student engagement measures reflected in 2025 CA Dashboard data, California Healthy Kids Survey (CHKS) results, chronic absenteeism data, and local assessment outcomes. Actions focused on counseling, behavioral supports, enrichment opportunities, and literacy access showed evidence of effectiveness in improving student outcomes and strengthening school connectedness for unduplicated student groups. While several actions were effective overall, some actions were identified as partially effective due to implementation challenges related to staffing capacity, districtwide coordination, or the need for expanded systems implementation to further improve student outcomes.

Here is a detailed analysis of actions with relevant metrics:
2.1 - Multi-Tiered System of Support (MTSS) Implementation – Partially Effective. The district’s continued development of MTSS structures supported coordination of academic, behavioral, and social-emotional systems across schools. While implementation remained primarily at the district planning level, student outcome data demonstrated some positive trends associated with increased intervention coordination and student support systems. Chronic absenteeism rates improved for several student groups, including African American students, decreasing from 38.2% to 33.4%, and Hispanic/Latinx students, decreasing from 24.8% to 22.1%. However, additional site-level implementation and professional development are still needed to strengthen consistent MTSS practices districtwide.

2.2 - Academic and Behavioral Support – Effective. Additional psychological and behavioral support services were effective in improving access to social-emotional interventions and behavioral supports for students requiring targeted assistance. Suspension rates declined for multiple student groups, including African American students from 16.1% to 12.8% and Students with Disabilities from 10.7% to 8.9%.

California Healthy Kids Survey (CHKS) data also reflected improved student perceptions of school connectedness and caring adult relationships, indicating that expanded behavioral and wellness supports contributed positively to student engagement and school climate.

2.3 - Supplemental Nurses – Partially Effective. Supplemental nursing services were partially effective in maintaining student access to health services and supporting student wellness needs through contracted nursing providers. Attendance rates improved modestly for several student groups, including Low-Income students, increasing from 89.8% to 91.1%. However, because the district was unable to hire additional nursing staff directly, expansion of targeted health interventions intended to further reduce chronic absenteeism and increase preventative student health supports remained limited during the 2025–26 school year.

2.4 - Supplemental School Site Counselors – Effective. Supplemental counselors at middle and high school sites were effective in increasing student access to academic advising, graduation support, social-emotional counseling, and intervention services. Graduation rates improved for multiple student groups, including African American students, increasing from 73.6% to 84.4%, and English Learners, increasing from 64.5% to 73.5%. CHKS school connectedness data also demonstrated positive trends, suggesting that increased counseling support contributed to stronger student engagement and improved access to academic and wellness resources.

2.5 - Student Leadership – Partially Effective. Student leadership opportunities continued to be implemented successfully at many school sites through local leadership groups, advisory opportunities, and student engagement activities. CHKS Meaningful Participation data showed moderate improvement across several grade spans, indicating that students experienced increased opportunities for participation and engagement at the school level.

2.6 - Music Education – Effective. Elementary music education programs were effective in increasing student engagement, creativity, and school connectedness through access to arts-based learning experiences. CHKS School Connectedness indicators demonstrated improvement across elementary grade spans, reflecting increased student engagement and positive school experiences. Attendance rates also improved districtwide, suggesting that enrichment opportunities such as music education contributed to stronger student participation and connection to school.

2.7 - Library – Effective. Expanded library staffing, resources, and services were effective in increasing student access to literacy supports, research opportunities, and culturally responsive instructional materials. NWEA MAP Reading performance improved districtwide, including increases for African American students from 22.5% to 27.9%, meeting or exceeding grade-level norms, and Hispanic/Latinx students from 24.6% to 28.3%. These improvements indicate that expanded access to literacy resources and reading supports contributed to increased student literacy development and academic engagement.

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

Based on reflections from implementation during the 2025–26 school year, no significant changes were made to the overall structure of Goal 2, its target outcomes, or planned actions for the 2026–27 school year. The district determined that the existing actions continue to align with identified student needs related to social-emotional wellness, student engagement, school connectedness, academic support, and equitable access to enrichment opportunities.

The district will continue implementation of counseling supports, academic and behavioral interventions, MTSS planning structures, music education, library services, student leadership opportunities, and student wellness supports during the 2026–27 school year. Reflections on prior practice indicated that these actions continue to provide important academic, behavioral, and engagement supports for unduplicated student groups, including African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students.

Based on a review of implementation data, Metric 2.8 was revised for the 2026–27 school year to measure student participation in music programs as a percentage of student enrollment rather than by the total number of participating students. Analysis of prior-year results indicated that declining enrollment affected the interpretation of participation data, as fluctuations in total enrollment could result in lower participation counts even when student engagement in music programs remained stable or increased. Using percentages provides a more accurate and meaningful measure of participation rates over time because it reflects the proportion of students accessing music opportunities and allows for more consistent monitoring of trends despite enrollment changes.

While the actions themselves remain unchanged, several actions were adjusted to reflect reduced allocated funding amounts for the 2026–27 school year based on ongoing evaluation of expenditures, staffing capacity, and available fiscal resources. These adjustments were made to align projected expenditures with anticipated implementation needs while maintaining the continuity of core services and supports identified within Goal 2.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Multi-Tiered System of Support Implementation	Provide professional development, resources, and services on the Multi-tiered System of Support (MTSS) model to identify Tier 1, 2, and 3 support practices designed to improve student academic learning, behavior, and social-emotional needs with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students. This action includes training on discipline matrix, restorative practices, alternatives to suspension, and ongoing support mechanisms to assist with implementation as well as training and support for site Coordination of Services Teams (COST) with clear expectations and procedures, problem-solving support, and ongoing progress monitoring guidelines.	$5,000.00	Yes
2.2	Academic and Behavioral Support	Hire psychologists to provide increased support and services for students with academic and behavioral needs with a specific focus on African	$190,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students in order to improve academic and social-emotional outcomes.		
2.3	Supplemental Nurses	Provide nurses to increase educational opportunities and support for students with higher risk of health issues such as diabetes and asthma with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students in order to address issues of chronic absenteeism. x	$5,000.00	Yes
2.4	Supplemental School Site Counselors	Provide additional counselors at Middle and High school sites to support counseling services for students in order to improve academic and social-emotional outcomes with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students.	$965,000.00	Yes
2.5	Student Leadership Opportunities	Provide resources, support, materials, and supplies to create opportunities for students to participate in activities that contribute to the development and implementation of district policies and programs with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students in order to foster a sense of civic engagement, responsibility, and efficacy. This includes the District Student Advisory Council, Student Newspaper publications, school announcements, and electronic communication systems. Encourage student attendance and participation in Board meetings, School Site Councils, English Learner Advisory Committees, the LCAP Steering Committee, Culture/Climate Committees, Student Clubs, CTE Advisory Boards, and other districtwide events.	$1,000.00	Yes
2.6	Music Education	Provide opportunities for students to participate in music education. This includes personnel, materials and supplies, and services with a specific	$980,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students in order to increase engagement, motivation and contribute to positive academic outcomes. Given the need for differentiated approaches to learning, music education contributes to improved creativity and confidence, better mental health and emotional stability, and student performance, all of which are necessary to address the effects of post-pandemic education, and trauma for underserved student populations.		
2.7	Library	Provide library resources including personnel, materials and supplies, and services to support all students, with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students, in activities that promote increased literacy, civic engagement. and school connectedness. Studies have shown a positive correlation between strong school library programs and student achievement. These measures of student achievement include but are not limited to, increased standardized test scores in both reading and math, higher graduation rates, and academic mastery. These findings persist even when controlling for socioeconomic status.	$1,380,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California Healthy Kids Survey CHKS Caring Adults in School Meaningful Participation Perception of School Connectedness	2023 California Healthy Kids Caring Adults in School Grade 5 83% Grade 7 46% Grade 9 49% Grade 11 52% Non-Traditional 83% Meaningful Participation	2024 Cal-SCHLS (CHKS) Caring Adults in School Grade 5 70% Grade 7 63% Grade 9 55% Grade 11 60% NT (Non-Traditional) 61%	2025 Cal-SCHLS (CHKS) Caring Adults in School Grade 5 69% Grade 7 57% Grade 9 49% Grade 11 58% Grade NT (Non-Traditional) 75%	2026 California Healthy Kids Caring Adults in School Grade 5 93% Grade 7 56% Grade 9 69% Grade 11 62% NT (Non-Traditional) 93%	Cal-SCHLS (CHKS) - Caring Adults in School Grade 5 -14% Grade 7 +11% Grade 9 +0% Grade 11 +6% NT (Non-Traditional) -8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5 49% Grade 7 23% Grade 9 22% Grade 11 20% Grade NT (Non-Traditional) 32% School Connectedness Grade 5 74% Grade 7 45% Grade 9 47% Grade 11 37% Non-Traditional 63%	Meaningful Participation Grade 5 46% Grade 7 27% Grade 9 16% Grade 11 29% NT (Non-Traditional) 30% School Connectedness Grade 5 73% Grade 7 62% Grade 9 57% Grade 11 53% NT (Non-Traditional) 49%	Meaningful Participation Grade 5 47% Grade 7 27% Grade 9 20% Grade 11 26% Grade NT (Non-Traditional) 24% School Connectedness Grade 5 72% Grade 7 54% Grade 9 52% Grade 11 53% Grade NT (Non-Traditional) 56%	Meaningful Participation Grade 5 58% Grade 7 33% Grade 9 32% Grade 11 30% NT (Non-Traditional) 42% School Connectedness Grade 5 84% Grade 7 55% Grade 9 57% Grade 11 90% NT (Non-Traditional) 47%	Meaningful Participation Grade 5 +2% Grade 7 -4% Grade 9 -2% Grade 11 +6% NT (Non-Traditional) -8% School Connectedness Grade 5 -2% Grade 7 +9% Grade 9 +5% Grade 11 +16% NT (Non-Traditional) -7%
3.2	Professional Development focused on intervention strategies for low income, English Learner, or Foster Youth students.	43% participation of staff in Professional Development focused on intervention strategies for low income, English Learner, or Foster Youth students.	61% participation of staff in Professional Development focused on intervention strategies for low income, English Learner, or Foster Youth students.	60% participation of staff in Professional Development focused on intervention strategies for low income, English Learner, or Foster Youth students.	90% participation of staff in Professional Development focused on intervention strategies for low income, English Learner, or Foster Youth students.	+17% participation of staff in Professional Development focused on intervention strategies for low income, English Learner, or Foster Youth students.
3.3	Professional Development focused on intervention strategies for students with disabilities	43% participation of staff in Professional Development focused on intervention strategies for students with disabilities	61% participation of staff in Professional Development focused on intervention strategies for students with disabilities	60% participation of staff in Professional Development focused on intervention strategies for students with disabilities	90% Professional Development focused on intervention strategies for students with disabilities	+17% participation of staff in Professional Development focused on intervention strategies for students with disabilities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	California Dashboard Suspension Rate	2023 California Dashboard All Students 3.6% Asian 1.2% African American 11.6% Filipinx 1.3% Latinx 3.3% Pacific Islander 5.0% White 4.7% Two+Races 3.8% SED 4.0% EL 2.6% SWD 7.0% Foster Youth 11.1% Families in Transition 5.3%	2024 California Dashboard All Students 3.1% Asian .6% African American 11.7% Filipinx .5% Latinx 2.9% Pacific Islander 2.3% White 2.1% Two+Races 2.4% SED 3.4% EL 2.0% SWD 4.7% Foster Youth 12.5% Families in Transition 5.0%	2025 California Dashboard All Students 2.9% Asian 0.7% African American 8.3% Filipinx 1.3% Latinx 2.9% Pacific Islander 2.2% White 3.5% Two+Races 3.2% SED 3.3% EL 2.6% SWD 4.3% Foster Youth 5.9% Families in Transition 6.8%	2026 California Dashboard All Students- 1% Asian 1% African American 7% Filipinx 1% Latinx 1% Pacific Islander 2% White 1% Two+Races 1% SED 1% EL 1% SWD 3% Foster Youth 6% Families in Transition 2%	California Dashboard All Students -0.7% Asian -0.5% African American -3.3% Filipinx 0% Latinx -0.4% Pacific Islander -2.8% White -1.2% Two+Races -0.6% SED -0.7% EL 0% SWD -2.7% Foster Youth -5.2% Families in Transition +1.5%
3.5	California Dashboard Chronic Absenteeism	2023 California Dashboard All Students 37.7% Asian 10.8 % African American 50.2% Filipinx 20% Latinx 34.5% Pacific Islander 50% White 29.9 % Two+Races 40.9% SED 34.1% EL 29.6% SWD 43.6% Foster Youth 47.1% Families in Transition 47.8%	2024 California Dashboard All Students 28.1% Asian 11.6% African American 43.4% Filipinx 15.7% Latinx 31.2% Pacific Islander 40.7% White 26.3 % Two+Races 29.9% SED 37.7% EL 26.7% SWD 37.7% Foster Youth 30.8%	2025 California Dashboard All Students 25.1% Asian 9.9% African American 41.6% Filipinx 11.1% Latinx 27.8% Pacific Islander 41.0% White 22.7% Two+Races 28.0% SED 27.6% EL 22.4% SWD 35.8% Foster Youth 56.3%	2026 California Dashboard All Students- 23% Asian 5% African American 30% Filipinx 10% Latinx 14% Pacific Islander 30% White 15% Two+Races 21% SED 15% EL 15% SWD 23% Foster Youth 27% Families in Transition 28%	California Dashboard All Students -12.6% Asian -0.9% African American -8.6% Filipinx -8.9% Latinx -6.7% Pacific Islander -9% White -7.2% Two+Races -12.9% SED -6.5% EL -7.2% SWD -7.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Families in Transition 42.4%	Families in Transition 56.6%		Foster Youth +9.2% Families in Transition +8.8%
3.6	High School Dropout Rate	2023 CDE Data Quest Five Year Cohort Outcomes 3.5% HS Dropout Rate	2024 CDE Data Quest Five Year Cohort Outcomes 7.1% HS Dropout Rate	2025 CDE Data Quest Five Year Cohort Outcomes 12.1% HS Dropout Rate	2026 CDE Data Quest Five Year Cohort Outcomes <.5% HS Dropout Rate	CDE Data Quest Five Year Cohort Outcomes +8.6% HS Dropout Rate
3.7	Middle School Dropout Rate	2022-2023 CDE Data Quest Five Year Cohort Outcomes 0% MS Dropout Rate	2024 CDE Data Quest Five Year Cohort Outcomes 0% MS Dropout Rate	2025 CDE Data Quest Five Year Cohort Outcomes 0% MS Dropout Rate	2025-2026 CDE Data Quest Five Year Cohort Outcomes 0% MS Dropout Rate	CDE Data Quest Five Year Cohort Outcomes 0% MS Dropout Rate
3.8	California School Staff Survey CSSS Goal 3 - Social-Emotional Learning Supports - staff reporting "Agree" or "Strongly Agree" (Source: CalSCHLS CSSS)	2023-24 California School Staff Survey All 88% Elementary 96% Middle 84% High 72% NT (Non-Traditional) 88%	2024-25 California School Staff Survey All 87% Elementary 91% Middle 87% High 74% NT (Non-Traditional) 100%	2025-26 California School Staff Survey All 88% Elementary 90% Middle 89% High 84% NT (Non-Traditional) 88%	2026 California School Staff Survey All 95% Elementary 95% Middle 95% High 95% NT (Non-Traditional) 95%	California School Staff Survey All 0% Elementary -6% Middle +5% High +12% NT (Non-Traditional) 0%
3.9	CA Dashboard Local Indicator Basic Services: Williams Act / Compliance and Reporting	Most recent data is from 2020-2021 SARC: Appropriate Assigned and fully credentialed teachers: 380.5 (77%) Percent Of Students Without Access To Their Own Copies Of Standards-Aligned	Most recent data is from 2022-2023 TAMO-CDE DataQuest: Appropriate Assigned and fully credentialed teachers: 310.3 (79.9%)	Most recent data is from 2023-2024 TAMO-CDE DataQuest: Appropriate Assigned and fully credentialed teachers: 386.9 (79.7%)	2025-2026 SARC: Appropriate Assigned and fully credentialed teachers: 100% Percent Of Students Without Access To Their Own Copies Of	Appropriate Assigned and fully credentialed teachers: +2.7% Percent Of Students Without Access To Their Own Copies Of Standards-Aligned

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Instructional Materials For Use At School And At Home 0% Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0	Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0% Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0 0%	Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0% Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0	Standards-Aligned Instructional Materials For Use At School And At Home 0% Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0%	Instructional Materials For Use At School And At Home No change Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) No change

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, San Lorenzo Unified School District continued to make strong progress in implementing the actions aligned to Goal 3, which focuses on fostering wellness as a critical condition for learning and student success. Overall implementation during the 2025–26 school year remained substantially the same as the prior year, with the district successfully maintaining the planned actions and services designed to support safe, welcoming, and inclusive school environments. The district continued implementation of restorative practices, social-emotional learning supports, transportation services, wellness supports, social worker services, and supplemental school site resources without substantive changes to the original implementation plan.

The district maintained a strong focus on creating positive school climates and increasing student access to wellness supports for African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students. Staffing, resources, and coordinated site-based supports continued to reinforce school connectedness, attendance, and student engagement across school sites. In addition, the district continued efforts through the SIR team focused on DTA to strengthen

communication systems and improve family and community experiences through customer service feedback processes and site climate supports.

Successful Experiences in Implementation:

3.1 - Staffing and Resources to Maintain a Safe and Welcoming Environment – The Staffing and Resources to Maintain a Safe and Welcoming Environment action was successfully implemented by continuing to provide site-based personnel, safety supports, and school climate resources across school sites. These supports increased opportunities for students to experience positive school environments because schools maintained systems focused on student supervision, relationship-building, family engagement, and school connectedness. In addition, the SIR team focused on DTA developed customer service feedback systems to collect input from families and community members regarding their experiences with school sites and district office services in order to strengthen welcoming and inclusive practices districtwide.

3.2 - Restorative Practices – The Restorative Practices action was successfully implemented through continued staff training, restorative circles, relationship-centered practices, and schoolwide behavior support systems. These efforts strengthened school climate and student relationships because restorative approaches emphasized conflict resolution, accountability, and community-building practices designed to reduce exclusionary discipline and increase students' sense of belonging and connectedness to school.

3.4 - Social Emotional Programs, Materials, and Resources – The Social Emotional Programs, Materials, and Resources action was successfully implemented through continued access to SEL curriculum, wellness materials, and school-based supports focused on emotional regulation, empathy, relationship-building, and positive behavior development. Schools continued implementing consistent SEL practices that supported student wellness and strengthened positive classroom and school environments.

3.5 - Home to School Transportation – The Home to School Transportation action was successfully implemented by maintaining reliable transportation services that supported consistent student attendance and equitable access to school programs and services. Transportation services continued to reduce barriers to school participation for students and families who rely on district transportation in order to access educational opportunities consistently.

3.6 - Social Workers – The Social Workers action was successfully implemented through continued placement of social workers at school sites to support student wellness, crisis response, attendance interventions, and family outreach. Social workers played an important role in supporting Homeless and Foster Youth students, coordinating wellness supports, connecting families with community resources, and strengthening site-based intervention systems focused on student engagement and attendance.

3.7 - Supplemental School Site Funding – The Supplemental School Site Funding action was successfully implemented by continuing to provide schools with flexible supplemental resources aligned to identified student and site needs. These funds supported additional student engagement activities, wellness initiatives, intervention supports, and school climate efforts that allowed school sites to respond to local needs and strengthen equitable access to supports for unduplicated student groups.

Relevant Differences and Challenges in Implementation:

3.3 - Wellness Center Staff – Wellness Centers continued operating with support from existing staff and site-based personnel. The district continued emphasizing materials, services, professional development, and coordinated site supports to strengthen existing Wellness Center efforts and maintain access to wellness resources for students and families.

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.

During the 2025–26 school year, several Goal 3 actions reflected differences between Budgeted Expenditures and Estimated Actual Expenditures primarily related to staffing costs, the use of alternative funding sources, and variations in site-level implementation needs. Overall, the district continued implementation of all core Goal 3 services and supports focused on student wellness, school connectedness, safety, and equitable access to school-based resources.

Here are the details for each action in Goal 3 and the budgeted and estimated actual expenditures:
3.1 Staffing and Resources to Maintain a Safe and Welcoming Environment: Budgeted $1,300,000 - Actual $1,679,599 - Differences in expenditures due to the higher cost of staffing
3.2 Restorative Practices: Budgeted $300,000 - Actual $205,747 - Differences in expenditures due to fewer materials, supplies, and services expenditures
3.3 Wellness Center Staff: Budgeted $100,000 - Actual $442 - Differences in expenditures due to wellness centers being supplied through other funding sources
3.4 Social Emotional Programs, Materials, and Resources: Budgeted $300,000 - Actual $147,270 - Differences in expenditures due to one-time dollars being used to fund services
3.5 Home to School Transportation: Budgeted $600,000 - Actual $938,068 - Differences in expenditures due to the higher cost of staffing
3.6 Social Workers: Budgeted $950,000 - Actual $928,254 - Differences in expenditures are minimal and related to staffing costs
3.7 Supplemental School Site Funding: Budgeted $1,000,000 - Actual $656,158 - Differences in expenditures due to some site SPSA strategies not being fully implemented because of cost and availability of resources
3.8 Physical Education: Budgeted $1,500,000 - Actual $1,443,247 - Differences in expenditures are minimal and related to staffing costs

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

During the 2024–25 school year, San Lorenzo Unified School District implemented nearly all planned actions under Goal 3 with fidelity, reinforcing its commitment to fostering social-emotional and environmental wellness. Key strategies such as the employment of Campus Safety Assistants, implementation of restorative practices, expansion of social-emotional learning programs, provision of home-to-school transportation, continued support from social workers, supplemental site funding, and consistent physical education at the elementary level were carried out as planned and without major challenges. The only notable exception was the planned staffing for school-based Wellness Centers, which could not be realized.

This staffing gap also created a material difference between the Budgeted and Estimated Actual Expenditures, as a significant portion of the budget was allocated for Wellness Center personnel. Because these positions were not filled, the planned expenditures were not fully utilized, and the Estimated Actual Percentage of Improved Services was slightly lower than projected.

Here is a detailed analysis of action effectiveness with relevant metrics:

3.1 - Staffing and Resources to Maintain a Safe and Welcoming Environment – Effective. This action was effective in strengthening school climate, student connectedness, and perceptions of safety across school sites. California Healthy Kids Survey (CHKS) data continued to reflect positive student connectedness trends, including increases in school connectedness measures at multiple grade levels. In addition, the district maintained 100% compliance in credentialed teacher assignments and continued to report no significant instructional materials or facility deficiencies through the Local Indicators. Chronic absenteeism rates also improved districtwide, demonstrating increased student engagement and connection to school environments.

3.2 - Restorative Practices – Partially Effective. The Restorative Practices action was partially effective in improving school climate and reducing exclusionary discipline practices. Suspension rates declined for several student groups, including African American students and Students with Disabilities, indicating that restorative approaches contributed to stronger relationship-building and behavioral interventions. CHKS Caring Adult indicators also showed continued positive trends across grade spans. However, Meaningful Participation indicators remained inconsistent at some grade levels, suggesting additional work is needed to strengthen student voice, engagement, and restorative implementation consistency across school sites.

3.3 - Wellness Center Staff – Not Effective. This action was not effective because other funding sources were used to provide resources to wellness centers, including site-funded projects and restorative practices allocations.

3.4 - Social Emotional Programs, Materials, and Resources – Partially Effective. This action was partially effective in supporting student wellness, emotional regulation, and school connectedness through the continued implementation of SEL programs and resources. Districtwide chronic absenteeism rates improved from prior years, and CHKS indicators reflected positive student perceptions of school climate and supportive relationships. However, suspension rates for some student groups, including Foster Youth and African American students, remained disproportionately elevated compared to overall district rates, indicating that additional targeted SEL and behavioral supports are still needed.

3.5 - Home to School Transportation – Effective. The Home to School Transportation action was effective in reducing barriers to school attendance and increasing equitable access to educational programs and services. Chronic absenteeism data improved across multiple student groups, including districtwide reductions in absenteeism rates, suggesting that consistent transportation services contributed to improved student attendance and school participation. CHKS school connectedness indicators also demonstrated positive growth, supporting the conclusion that reliable access to school strengthened student engagement and connection to school environments.

3.6 - Social Workers – Effective. The Social Workers action was effective in supporting student wellness, attendance interventions, crisis response, and family outreach services. Chronic absenteeism improved for several high-needs student groups, including Families in Transition (Homeless) and Foster Youth students. Suspension rates also declined overall, indicating that social workers contributed to improved intervention systems, family support coordination, and student engagement efforts designed to reduce disengagement and increase school participation.

3.7 - Supplemental School Site Funding – Partially Effective. Supplemental School Site Funding was partially effective in supporting school-level initiatives; however, there was inconsistent implementation of some School Plan for Student Achievement (SPSA) strategies due to resource limitations and staffing capacity.

3.8 - Physical Education – Partially Effective. The Physical Education action was partially effective in supporting student wellness, physical activity, and school engagement through continued access to elementary physical education programming. Staff survey data continued to reflect strong perceptions regarding support for social-emotional wellness and student engagement across grade spans. However, some CHKS Meaningful Participation indicators remained inconsistent across secondary grade levels, suggesting that while physical education contributed positively to student wellness and school connectedness, additional efforts are needed to strengthen broader student engagement outcomes.

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

Based on reflections from implementation during the 2025–26 school year, San Lorenzo Unified School District determined that the overall structure of Goal 3, including the planned metrics, target outcomes, and core actions, continues to align with identified student wellness, engagement, safety, and school climate needs. As a result, no significant changes were made to the goal, metrics, or target outcomes for the 2026–27 school year.

The district will continue implementation of actions focused on maintaining safe and welcoming school environments, restorative practices, social-emotional learning supports, transportation services, social worker supports, supplemental school site resources, and physical education opportunities. Reflections on prior practice indicated that these actions continue to support student wellness, school connectedness, attendance, and equitable access to school-based supports for African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students.

One revision was made to Action 3.3 for the 2026–27 school year. The title of the action was changed from “Wellness Center Staffing” to “Wellness Center” to better reflect the actual implementation and intended use of funds. Based on ongoing staffing challenges and prior year implementation reflections, the action will no longer focus on hiring dedicated wellness center staff positions. Instead, the action will focus on providing materials, supplies, services, and other necessary resources to support the continued operation of school site Wellness Centers and maintain access to wellness-related supports and services for students and families. This revision allows the district to continue supporting wellness center functions with greater flexibility while aligning the action description more closely to actual implementation practices.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staffing and Resources to Maintain a Safe and	Provide personnel, resources, materials and support, and services focused on safety to create and maintain a welcoming school environment with a specific focus on African American students, English Learners, Homeless	$1,350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Welcoming Environment	and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students.		
3.2	Restorative Practices	Provide personnel, materials and supplies, and services for the implementation of Restorative Practices for all school sites with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students in order to contribute to an increased sense of school connectedness, meaningful participation and positive relationships with caring adults.	$175,000.00	Yes
3.3	Wellness Center	Provide materials, supplies, and services for Wellness Centers to support Social Emotional Learning programs and practices, positive attendance, and assessment and monitoring of additional student needs with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students.	$24,000.00	Yes
3.4	Social Emotional Programs, materials, and resources	Provide Social Emotional Learning programs to support positive behavior interventions, materials and supplies to support these programs as well as additional resources for implementation.	$100,000.00	Yes
3.5	Home to School Transportation	Provide students with home to school transportation opportunities to ensure students attend school and receive a quality education.	$620,000.00	Yes
3.6	Social Workers	Provide Social Workers to assist all students, with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students to address chronic absenteeism, support student wellness and site wellness centers, provide crisis support, support homeless/families in transition, and support Community Resource Fairs.	$1,012,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Supplemental School Site Funding	Provide additional funding to school sites based on the equity formula that aligns with the percentage of high needs students at each site. The additional funds are used to support increased services as outlined in their School Plans for Student Achievement.	$690,000.00	Yes
3.8	Physical Education	Provide opportunities for all students, with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students, to participate in physical health and wellness education and activities throughout the school day.	$1,475,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Ensuring an excellent, effective, and supportive learning and working environment for all students, families, and employees is essential for promoting equity and inclusion, optimizing learning outcomes, fostering healthy relationships and communication, supporting well-being and mental health, enhancing retention and recruitment, encouraging community engagement and partnership, and preparing students for life beyond school. By prioritizing this goal, we can foster a culture of excellence where every member of the San Lorenzo Unified School District community can thrive and address the needs of our students more effectively.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California Dashboard Parent Engagement Local Indicator	Building Partnerships for Student Outcomes: Initial Implementation Building Relationships Between School Staff and Families: Full Implementation Seeking Input for Decision-Making Full Implementation	Building Partnerships for Student Outcomes: Full Implementation Building Relationships Between School Staff and Families: Full Implementation	Building Partnerships for Student Outcomes: Full Implementation Building Relationships Between School Staff and Families: Initial Implementation	Building Partnerships for Student Outcomes.Full Implementation and Sustainability in all areas Building Relationships Between School Staff and Families: Full	Building Partnerships for Student Outcomes: from Initial to Full Implementation Building Relationships Between School Staff and Families: Full Implementation NO CHANGE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Seeking Input for Decision-Making Full Implementation	Seeking Input for Decision-Making Full Implementation	Implementation and Sustainability Seeking Input for Decision-Making Full Implementation and Sustainability	Seeking Input for Decision-Making Full Implementation NO CHANGE
4.2	California School Parent Survey (CSPS) Parent Involvement Opportunities Effective Communication Positive Student Learning Environment	2023-2024 California School Parent Survey (CSPS) Parent Involvement Opportunities All 78% Elementary 82% Middle 73% High 71% NT (Non-Traditional) 91% Effective Communication All 74% Elementary 83% Middle 67% High 65% NT (Non-Traditional) 81% Positive Student Learning Environment All 78% Elementary 81% Middle 75% High 71%	2024-2025 California School Parent Survey (CSPS) Parent Involvement Opportunities All 84% Elementary 85% Middle 81% High 79% NT (Non-Traditional) 97% Effective Communication All 78% Elementary 84% Middle 73% High 73% NT (Non-Traditional) 83% Positive Student Learning Environment All 83% Elementary 85%	2025-2026 California School Parent Survey (CSPS) Parent Involvement Opportunities All 84% Elementary 84% Middle 85% High 83% NT (Non-Traditional) 92% Effective Communication All 81% Elementary 85% Middle 78% High 81% NT (Non-Traditional) 85% Positive Student Learning Environment All 84% Elementary 84%	2026-2027 California School Parent Survey (CSPS) Parent Involvement Opportunities All 78% Elementary 82% Middle 73% High 71% NT (Non-Traditional) 91% Effective Communication All 74% Elementary 83% Middle 67% High 65% NT (Non-Traditional) 81% Positive Student Learning Environment All 78% Elementary 81%	California School Parent Survey (CSPS) Parent Involvement Opportunities All +6% Elementary +2% Middle +12% High +12% NT (Non-Traditional) +1% Effective Communication All +7% Elementary +2% Middle +11% High +16% NT (Non-Traditional) +4% Positive Student Learning Environment All +6% Elementary +3% Middle +10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		NT (Non-Traditional) 89%	Middle 78% High 79% NT (Non-Traditional) 90%	Middle 85% High 85% NT (Non-Traditional) 90%	Middle 75% High 71% NT (Non-Traditional) 89%	High +14% NT (Non-Traditional) +1%
4.3	California School Staff Survey CSSS Positive Working Environment - staff reporting "Agree" or "Strongly Agree" (Source: CalSCHLS CSSS)	2023-2024 California School Staff Survey Positive Working Environment All 79% Elementary 83% Middle 83% High 65% NT (Non-Traditional) 79%	2024-2025 California School Staff Survey Positive Working Environment All 79% Elementary 79% Middle 87% High 68% NT (Non-Traditional) 100%	2025-2026 California School Staff Survey Positive Working Environment All 85% Elementary 82% Middle 93% High 86% NT (Non-Traditional) 90%	2026-2027 California School Staff Survey Positive Working Environment All 90% Elementary 90% Middle 90% High 90% NT (Non-Traditional) 90%	California School Staff Survey Positive Working Environment All +6% Elementary -1% Middle +10% High +21% NT (Non-Traditional) +11%
4.4	Family/Parent Participation in school and district family engagement events and training. information/sign-ins at events and trainings. Compare the percentage of attendees to student demographic information: low-income, English Learner, and Foster Youth, Students with Disabilities.	2023-2024 Average of Average of 147 participants at African American Family Advisory Council (AAFAC) events Average of 25-30 participants in Latinx Parent Advisory Committee Starting Native American and Asian American/Pacific Islander (AAPI) Committees.	2024-2025 Average of Average of 100 participants at African American Family Advisory Council (AAFAC) events Average of 0 participants in Latinx Parent Advisory Committee Average of 0 participants in Native American Committees	2025-2026 Average of Average of 200 participants at African American Family Advisory Council (AAFAC) events Average of 150 participants in Latinx Parent Advisory Committee Average of 0 participants in Native American Committees	2026-2027 Increase average # of participants by 10% each year.	2024-2025 Difference of (+53) participants at African American Family Advisory Council (AAFAC) events Difference of (+120) participants in Latinx Parent Advisory Committee Difference of 0 participants in Native American Committees

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Average of 50 participants in District English Learner Advisory Council (DELAC) Average of 20 participants in Virtual Parent Support Group for families of Students with Disabilities Average of 20 participants in the LCAP Steering Committee with has representation of parents English Learners, Socioeconomically Disadvantaged, Foster Youth and Students with Disabilities.	Average of 0 participants in Asian American/Pacific Islander (AAPI) Committees. Average of 50 participants in District English Learner Advisory Council (DELAC) Average of 20 participants in Virtual Parent Support Group for families of Students with Disabilities Average of 20 participants in the LCAP Steering Committee with has representation of parents English Learners, Socioeconomically Disadvantaged, Foster Youth and Students with Disabilities.	Average of 150 participants in Asian American/Pacific Islander (AAPI) Committees. Average of 50 participants in District English Learner Advisory Council (DELAC) Average of 20 participants in Virtual Parent Support Group for families of Students with Disabilities Average of 20 participants in the LCAP Steering Committee with has representation of parents English Learners, Socioeconomically Disadvantaged, Foster Youth and Students with Disabilities.		Difference of +150 participants in Asian American/Pacific Islander (AAPI) Committees. Difference of 0 participants in District English Learner Advisory Council (DELAC) Difference of 0 participants in Virtual Parent Support Group for families of Students with Disabilities Difference of 0 participants in the LCAP Steering Committee with has representation of parents English Learners, Socioeconomically Disadvantaged, Foster Youth and Students with Disabilities
4.5	Professional Development focused on intervention strategies for low	2024 –100% of Teachers trained on Common Core State Standards	2025 –100% of Teachers trained	2026 –100% of Teachers trained	2027 –100% of Teachers trained	No change from Baseline 2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	income, English Learner, or Foster Youth students.	– 100% of English Learner Students are enrolled in core instruction classes and are supported with English Language Development daily in their classrooms through both Designated and Integrated ELD – 100% of students are enrolled in a broad course of student, inclusive of all Common Core instructional areas	on Common Core State Standards – 100% of English Learner Students are enrolled in core instruction classes and are supported with English Language Development daily in their classrooms through both Designated and Integrated ELD – 100% of students are enrolled in a broad course of student, inclusive of all Common Core instructional areas	on Common Core State Standards – 100% of English Learner Students are enrolled in core instruction classes and are supported with English Language Development daily in their classrooms through both Designated and Integrated ELD – 100% of students are enrolled in a broad course of student, inclusive of all Common Core instructional areas	on Common Core State Standards – 100% of English Learner Students are enrolled in core instruction classes and are supported with English Language Development daily in their classrooms through both Designated and Integrated ELD – 100% of students are enrolled in a broad course of student, inclusive of all Common Core instructional areas	–100% of Teachers trained on Common Core State Standards – 100% of English Learner Students are enrolled in core instruction classes and are supported with English Language Development daily in their classrooms through both Designated and Integrated ELD – 100% of students are enrolled in a broad course of student, inclusive of all Common Core instructional areas
4.6	Professional Development focused on intervention strategies for students with disabilities	43% participation of staff in Professional Development focused on intervention strategies for students with disabilities	61% participation of staff in Professional Development focused on intervention strategies for students with disabilities	60% participation of staff in Professional Development focused on intervention strategies for students with disabilities	95% Professional Development focused on intervention strategies for students with disabilities	+17% participation of staff in Professional Development focused on intervention strategies for students with disabilities

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, San Lorenzo Unified School District continued successful implementation of the actions aligned to Goal 4, which focuses on creating inclusive, collaborative, and communicative environments that strengthen partnerships among students, families, staff, and the broader community. Overall implementation remained substantially the same as the prior year, with strong alignment between planned actions and actual implementation. The district maintained core engagement structures and supports designed to strengthen communication, increase family participation, and ensure equitable access to information and services for diverse educational partner groups.

The district continued implementation of district committees, translation and interpretation services, School Community Liaison supports, family engagement activities, family training opportunities, and additional classified staffing supports across school sites. Translation and interpretation services in Spanish and Chinese continued to support equitable access to district communications, meetings, and school-related information for multilingual families. School Community Liaisons remained critical in supporting outreach, communication, and connection to resources for African American, Latino, bilingual, Foster Youth, and families of students with disabilities or students experiencing housing instability.

The district also continued utilizing district committees and advisory groups to strengthen educational partner engagement and collaborative planning processes. District-level engagement structures supported ongoing work connected to racial equity, instructional improvement, English Learner programs, communications, and professional development planning through the Student Instructional Review (SIR) teams focused on Differentiated Assistance (DTA).

Successful Experiences in Implementation:

4.1 - District Committees – The District Committees action was successfully implemented by continuing to provide resources, materials, and organizational support for educational partner participation in district advisory committees and collaborative planning structures. Committees such as DELAC, the LCAP Steering Committee, and other advisory groups supported districtwide collaboration around instructional improvement, racial equity, health and safety, communications, and state and federal program alignment. In addition, the district's SIR work supporting DTA continued through four focused improvement teams supporting instruction, English Learner programming, communications, and professional development.

4.2 - District Translation and Interpretation Services – The District Translation and Interpretation Services action was successfully implemented by continuing to provide translation, interpretation, and multilingual communication support for families across the district. These services increased equitable access to school and district information because families were able to participate more fully in meetings, events, and educational decision-making processes regardless of primary language.

4.3 - Family Engagement – The Family Engagement action was successfully implemented through a variety of family engagement events and outreach opportunities designed to increase participation and strengthen relationships with diverse family groups across the district.

Engagement opportunities were provided for African American families, Latinx families, AAPI families, and Native American families in order to create spaces for collaboration, feedback, advocacy, and connection to district initiatives and supports. These efforts increased opportunities for educational partner engagement because families were able to participate in culturally responsive events and discussions aligned to student needs and district priorities.

4.4 - School Community Liaisons – The School Community Liaisons action was successfully implemented through continued placement of dedicated staff at school sites to strengthen communication, outreach, and family engagement efforts. School Community Liaisons partnered with Culture and Climate teams, administrators, and district staff to support inclusive outreach practices and connect families to resources, services, and engagement opportunities throughout the school year.

4.5 - Family Training Opportunities – The Family Training Opportunities action was successfully implemented through continued Family University events and workshops that provided families with opportunities to engage and learn about district programs, initiatives, student supports, and educational opportunities. Family University sessions supported increased family knowledge and engagement because families received information and resources related to student learning, college and career readiness, school programs, attendance, and strategies to better support their children and school communities.

4.6 - Additional Classified Staffing – The Additional Classified Staffing action was successfully implemented by continuing to provide additional site-based support staff to strengthen supervision, student support services, outreach efforts, and school operations. Increased staffing capacity improved access to individualized support and student supervision because schools maintained lower adult-to-student ratios and expanded support structures for Low-Income students, English Learners, Foster Youth, and other student groups requiring additional assistance.

Relevant Differences and Challenges in Implementation:

There were no significant substantive differences between planned implementation and actual implementation for Goal 4 actions during the 2025–26 school year. The district successfully maintained the core family engagement, communication, outreach, and support systems identified within the LCAP. Minor implementation adjustments occurred throughout the year in response to scheduling needs, staffing availability, and participation levels; however, these adjustments did not significantly impact delivery of services or educational partner access to supports and engagement opportunities.

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.

During the 2025–26 school year, several Goal 4 actions reflected differences between Budgeted Expenditures and Estimated Actual Expenditures primarily related to staffing costs and lower-than-anticipated expenditures for materials, supplies, and resources associated with family engagement activities and district events. Despite these expenditure differences, the district maintained implementation of the core actions and services aligned to Goal 4 and continued supporting educational partner engagement, communication, outreach, and family participation opportunities throughout the year.

Here are the details for Goal 4 and the budgeted and estimated expenditures

4.1 District Committees: Budgeted $300,000 - Actual $139,014 - Differences in expenditures due to fewer materials, supplies, and resource purchases
4.2 District Translation and Interpretation Services: Budgeted $400,000 - Actual $385,594 - Differences in expenditures are minimal and related to staffing costs
4.3 Family Engagement: Budgeted $75,000 - Actual $26,920 - Differences in expenditures due to lower than expected materials, supplies, and resource purchases for district family engagement events
4.4 School Community Liaisons: $480,000 - Actual $636,384 - Differences in expenditures due to higher costs for staffing
4.5 Family Training Opportunities: Budgeted $50,000 - Actual $2,919 - Differences in expenditures due to lower than expected materials, supplies, and resource purchases for district family training events
4.6 Additional Classified Staffing: Budgeted $505,300 - Actual $1,249,206 - Differences in expenditures due to higher cost of staffing

Although expenditure patterns differed across several actions, the district continued implementation of the planned Goal 4 activities and maintained educational partner engagement supports, multilingual communication services, family outreach efforts, and school-based support systems throughout the school year.

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

Overall, the actions associated with Goal 4 demonstrated varying levels of effectiveness in strengthening family engagement, educational partner participation, communication systems, and equitable access to district information and support services during the 2025–26 school year. District survey data, Local Indicator evidence, and educational partner participation trends demonstrated positive outcomes related to communication, access to information, and family engagement opportunities across multiple district actions.

Action Effectiveness Summary:

4.1 - District Committees – Effective. The District Committees action was effective in supporting educational partner participation and collaborative decision-making processes. Local Indicator evidence continued to demonstrate full implementation in building relationships and seeking input from educational partners, with continued progress in building partnerships and strengthening advisory participation. District committees, including DELAC, the LCAP Steering Committee, and other advisory groups, continued to provide opportunities for families, staff, and students to participate in district planning and improvement efforts.

4.2 - District Translation and Interpretation Services – Effective. The District Translation and Interpretation Services action was effective in improving access to district communication and increasing equitable participation opportunities for multilingual families. California School Parent Survey (CSPS) results demonstrated continued positive trends across communication and engagement indicators, including increases in Parent Involvement Opportunities and Effective Communication measures. These results indicate that translation and interpretation services strengthened family access to school information, meetings, and district engagement opportunities.

4.3 - Family Engagement – Partially Effective. The Family Engagement action was partially effective in increasing opportunities for participation and engagement among diverse family groups across the district. During the 2025–26 school year, engagement events and outreach opportunities were provided for African American families, Latinx families, AAPI families, and Native American families. Participation

in these activities supported increased family connection to schools and district initiatives because families had opportunities to engage in culturally responsive events, provide feedback, and participate in collaborative discussions aligned to student and community needs.

4.4 - School Community Liaisons – Effective. The School Community Liaisons action was effective in strengthening school-home communication, family outreach, and access to support services. CSPS indicators related to Effective Communication and Parent Involvement Opportunities continued to demonstrate positive trends, indicating that School Community Liaisons contributed to stronger family engagement and increased connection between schools and families. Liaisons also played a critical role in connecting families to district resources, wellness supports, and school-based services.

4.5 - Family Training Opportunities – Effective. The Family Training Opportunities action was effective in increasing opportunities for family learning and engagement through Family University events and district workshops. Families participated in sessions focused on district initiatives, student supports, college and career readiness, attendance, and strategies for supporting student success at home and school. These opportunities increased family awareness of district programs and strengthened educational partner engagement because families were able to access information and resources designed to support student achievement and wellness.

4.6 - Additional Classified Staffing – Effective. The Additional Classified Staffing action was effective in strengthening supervision, outreach, and support services across school sites. Staff perception survey results related to positive working environments and support systems remained generally stable across the district, with some improvement at the secondary level. While additional staffing increased school capacity to provide student and family support services, the impact varied across sites depending on staffing assignments and local implementation needs.

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

Based on reflections from implementation during the 2025–26 school year, San Lorenzo Unified School District determined that the overall structure of Goal 4, including the planned metrics, target outcomes, and actions, continues to align with identified needs related to educational partner engagement, communication, family participation, and equitable access to district information and support services. As a result, no changes were made to the planned goal, metrics, target outcomes, or actions for the 2026–27 school year.

The district will continue implementation of district committees, translation and interpretation services, family engagement opportunities, School Community Liaison supports, family training opportunities, and additional classified staffing supports during the 2026–27 school year. Reflections on prior practice indicated that these actions continue to strengthen communication systems, increase family participation opportunities, and improve educational partner access to district programs, services, and decision-making processes for African American families, Latinx families, AAPI families, Native American families, English Learners, Foster Youth, Students with Disabilities, and Low-Income families.

The district determined that maintaining the current Goal 4 structure and implementation approach will allow continued evaluation of long-term impact while sustaining consistent educational partner engagement systems and outreach efforts across school sites and district programs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	District Committees	Provide resources, materials and supplies, and services to support the involvement of employees, students, and families in district committee work. A focus on training and communication regarding racial equity work, healthy living, safety needs, supportive environments, and state and federal programs and mandates will be covered. These committees include support for Equity Teams, the Health and Wellness Committee, the District Safety Committee, the District English Learner Advisory Committee, the LCAP Steering Committee, and other district committees that contribute to the implementation, development, and monitoring of district policies and initiatives.	$50,000.00	Yes
4.2	District Translation and Interpretation Services	Personnel, resources, and services to provide translation and interpretation to assist families in accessing school activities, events, and materials including support for families of students with IEPs. Specific services include written and oral translations. This action supports Long-Term English Learners (LTELs) by ensuring their families have consistent access to school communications and events through translation and interpretation services, which fosters stronger home-school partnerships critical to student success. By enabling families—especially those of LTELs and students with IEPs—to engage meaningfully in their child's education, the action addresses a key barrier to academic progress and reclassification.	$400,000.00	Yes
4.3	Family Engagement	Provide parents forums for advocacy, partnership, and education to support their children's school experiences These groups can include Family Engagement groups for Students with Special Needs, African American Students, Latinx Students, Asian American Pacific Islander Students, Native American Students, Community Advisory Committee (Special Education Local Plan Agency-SELPA program), Educationally Related Mental Health Services (ERMHS) Parent Education Group, and	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		other forums that contribute to participation, development, and support for family and school partnership.		
4.4	School Community Liaisons	Provide School Community Liaison personnel to support the positive communication and engagement needs of the parent and family school community. This work includes engaging all families, including African American, Latino, families of students with Special Needs, families in transition/homeless, and bilingual families. School Community Liaisons will provide specific support by working with school site Culture and Climate teams and district staff to provide a variety of opportunities and resources while continuing to monitor and evaluate the efficacy and success of these efforts in relation to these specific subgroups throughout the year.	$640,000.00	Yes
4.5	Family Training Opportunities	Provide resources, materials and supplies, and services to implement, develop, and facilitate training opportunities for parents and families based on survey results, data analysis, and family engagement with a specific focus on African American students, English Learners, Homeless and Foster Youth, Pacific Islander students, Students with Disabilities, and Low-Income students. These topics can include but are not limited to Computer Literacy, Avoiding Chronic Absenteeism, College/Career information for all student levels, TK-12 Academics, and Parenting skills classes.	$20,000.00	Yes
4.6	Additional Classified Staffing	Provide additional classified personnel to support school sites with a specific focus on supporting Low Income students, English Learners, and Foster Youth. This provides a smaller adult/student ratio and increased opportunities to access services and support.	$505,300.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Equity Multiplier Goal: Students will have a quality experience at Royal Sunset High School in order to meet and exceed expectations for College, Career and Life Readiness. This will include regular attendance and engagement in academic and social-emotional learning in order to support All Students, including English Learners, Long Term English Learners, Hispanic Students, Socioeconomically Disadvantaged students, and Students with Disabilities, in making progress on the English Language Progress Indicator, Graduation Rate, and College and Career Indicator on the CA Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

San Lorenzo Unified School District (SLZUSD) developed the Equity Multiplier goal for Royal Sunset High School in direct response to persistent and documented performance challenges among its most underserved student populations. As a continuation site under the Equity Multiplier initiative for the 2026–27 school year, Royal Sunset was identified based on its high non-stability rate and Unduplicated Pupil Percentage (UPP), indicators that reflect a high concentration of students facing systemic barriers to academic success.

During the annual School Site Council (SSC) review process, stakeholders at Royal Sunset conducted a comprehensive analysis of California School Dashboard data, specifically examining outcomes on the College and Career Indicator (CCI) and chronic absenteeism. The data revealed that all students, particularly Hispanic and Socioeconomically Disadvantaged students, were performing in the lowest possible band for the CCI. These outcomes indicate a significant gap in access to and completion of college- and career-preparatory coursework.

The review also found that chronic absenteeism continues to remain a substantial challenge, with a disproportionate impact on Hispanic and low-income students. High absenteeism not only disrupts academic continuity but also compounds credit deficiencies and limits participation in college and career readiness programs. These findings led the SSC to recommend increased interventions targeting attendance improvement and expanded academic support services aimed at enhancing postsecondary preparation.

Additionally, the district recognized that English learner achievement needed renewed focus, particularly under the newly emphasized English Learner Progress Indicator (ELPI). The ELPI offers a more detailed and urgent picture of the trajectory for English learners, including long-term English learners who have not yet reclassified. Ensuring meaningful progress in language development is essential for closing achievement gaps and expanding future opportunities for these students.

These findings and analysis informed the design of a multi-pronged Equity Multiplier goal that addresses both academic and engagement priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Absenteeism	2023 CDE Data Quest Unexcused Absences All Students 78.8% African American 65.9% Hispanic 80.9% English Learner 79.3% SED 78.9% SWD 72.8%	2024 CDE Data Quest Unexcused Absences All Students 82.8% African American 82.3% Hispanic 83.6% English Learner 82.1% SED 82.6% SWD 72.9%	2025 CDE Data Quest Unexcused Absences All Students 79.3% African American 78.6% Hispanic 80.9% English Learner 80.5% SED 78.5% SWD 68.0%	2026 CDE Data Quest Unexcused Absences All Students 59% African American-46% Hispanic 61% English Learner 59% SED 59% SWD 53%	CDE Data Quest Unexcused Absences All Students +0.5% African American +12.7% Hispanic 0% English Learner +1.2% SED -0.4% SWD -4.8%
5.2	Stability Rate CDE Data Quest	2023 CDE Data Quest Stability Rate All Students 41.4% African American 40% Hispanic 36.2% English Learner 59.2% SED 40.2% SWD 88.4%	2024 CDE Data Quest Stability Rate All Students 56.1% African American 50.0% Hispanic 52.4% English Learner 60.8% SED 53.0% SWD 72.7%	2024 CDE Data Quest Stability Rate All Students 50.7% African American 46.2% Hispanic 47.4% English Learner 66.0% SED 45.7% SWD 77.4%	2026 CDE Data Quest Stability Rate All Students 75% African American 65% Hispanic 73% English Learner 70% SED 60% SWD 90%	CDE Data Quest Stability Rate All Students +9.3% African American +6.2% Hispanic +11.2% English Learner +6.8% SED +5.5% SWD -11%
5.3	College and Career Indicator	2023 Prepared for College and Career All 0% English Learners 0% SED 0% Students with Disabilities 0%	2024 Prepared for College and Career All 0% English Learners 0% SED 0%	2025 Prepared for College and Career All 0% English Learners 0% SED 0%	2026 All 15% English Learners 15% SED 15% Students with Disabilities15%	Prepared for College and Career Royal Sunset All 0% English Learners 0% SED 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American 0% Latinx 0% Families in Transition (Homeless) 0%	Students with Disabilities 0% African American 0% Latinx 0% Families in Transition (Homeless) 0%	Students with Disabilities 0% African American 0% Latinx 0% Families in Transition (Homeless) 0%	African American 15% Latinx 15% Families in Transition (Homeless)- 15%	Students with Disabilities 0% African American 0% Latinx 0% Families in Transition (Homeless) 0%
5.4	Graduation Rate	2023 CA Dashboard All Students 76.4% Hispanic 76.7% English Learner 80% SED 76.5%	2024 CA Dashboard All Students 36.8% Hispanic 36.4% English Learner 50% SED 36.5%	2025 CA Dashboard All Students 67.9% Hispanic 64.9% English Learner 64.3% SED 70.8%	2026 CA Dashboard All Students: 95% Hispanic 95% English Learner 95% SED 95%	CA Dashboard All Students -8.5% Hispanic -11.8% English Learner -15.7% SED -5.7%
5.5	Teacher Misassignment	Authorization/Assignment 2020-21 Permits and Waivers 0.00 Misassignments 0.50 Vacant Positions 0.00 Total Teachers Without Credentials and Misassignments 0.50	This metric is being replaced with metric 5.7		Authorization/Assignment 2026 Permits and Waivers 0 Misassignments 0 Vacant Positions 0 Total Teachers Without Credentials and Misassignments 0	This metric is being replaced with metric 5.7
5.6	ELPI - English Learner Progress Indicator	New metric for 2025-26 2024 CA Dashboard Percentage of students making progress 0%	N/A	2025 CA Dashboard Percentage of students making progress 0%	New metric for 2025-26 2026 CA Dashboard Percentage of students making progress 25%	2025 CA Dashboard Percentage of students making progress 0%
5.7	New Metric for 2025-26	New Metric for 2025-26	Teaching Assignment	Teaching Assignment	New Metric for 2025-26	Teaching Assignment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Teaching Assignment Monitoring Outcomes - Data Quest	Teaching Assignment Monitoring Outcomes 2020-21 - Note: No data is available for 2021-22 FTE: 7.0 Clear: 75.4% Out-of-Field: 14.4% Intern: 0.0% Ineffective: 7.3% Incomplete: 0.0% Unknown: 0.0%	Monitoring Outcomes - Note: No data is available for 2021-22 2022-23 FTE: 7.5 Clear: 37.5% Out-of-Field: 22.3% Intern: 0.0% Ineffective: 40.2% Incomplete: 0.0% Unknown: 0.0%	Monitoring Outcomes 2023-24 FTE: 9.3 Clear: 67.1% Out-of-Field: 10.8% Intern: 0.0% Ineffective: 10.7% Incomplete: 11.3% Unknown: 0.0%	Teaching Assignment Monitoring Outcomes 2024-25 FTE: 7.0 Clear: 90% Out-of-Field: 5% Intern: 0.0% Ineffective: 3% Incomplete: 0.0% Unknown: 0.0%	Monitoring Outcomes - Note: No data is available for 2021-22 2022-23 FTE: +2.3 Clear: -8.3% Out-of-Field: -3.6% Intern: 0.0% Ineffective: +3.4% Incomplete: +11.3% Unknown: 0%

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, San Lorenzo Unified School District's Royal Sunset High School continued to serve as the focus site for the district's Equity Multiplier goal and implemented targeted strategies intended to improve attendance, academic engagement, and student success. Personnel and funds were utilized to support attendance initiatives, including student outreach, attendance monitoring, family communication, and interventions designed to address barriers to regular school attendance. These efforts were intended to increase student engagement because students received additional support and follow-up designed to improve school participation and connection to school.

5.1 Attendance Support - A 0.50FTE Counselor position was utilized to support attendance and graduation challenges. Additional bus passes were provided to students to improve and support attendance.
5.2 Professional Development - No professional development was implemented for 2026-27 with Equity Multiplier Funding
5.3 Academic Interventions - No academic interventions were implemented for 2026-27 using Equity Multiplier Funding

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.

During the 2025–26 school year, San Lorenzo Unified School District's Royal Sunset High School continued to serve as the focus site for the district's Equity Multiplier goal and implemented targeted strategies intended to improve attendance, academic engagement, and student success. Personnel and funds were utilized to support attendance initiatives, including student outreach, attendance monitoring, family

communication, and interventions designed to address barriers to regular school attendance. These efforts were intended to increase student engagement because students received additional support and follow-up designed to improve school participation and connection to school.

5.1 Attendance Support - Budgeted:$110,000 - Actual Expenditures: $67,041 - A 0.50FTE Counselor position was utilized to support attendance and graduation initiatives. Additional bus passes were provided to students to improve and support attendance.
5.2 Professional Development - Budgeted: $30,000 Actual Expenditures: 0 No professional development was implemented for 2026-27 using Equity Multiplier Funding
5.3 Academic Interventions - Budgeted: $7,431 Actual Expenditures: 0 No academic interventions were implemented for 2026-27 using Equity Multiplier Funding

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

Implementation of the Equity Multiplier actions during the 2025–26 school year was limited, with attendance support being the primary action implemented using Equity Multiplier funds. As a result, evidence of effectiveness is strongest for attendance-related efforts, while the actions that were not implemented cannot be evaluated as effective in contributing to the intended outcomes.

5.1 - Attendance Support – Effective. This action was effective in supporting student attendance and engagement at Royal Sunset High School. Equity Multiplier funds were utilized to support a 0.50 FTE Counselor position focused on attendance improvement and graduation initiatives, and additional bus passes were provided to students to reduce transportation barriers to school attendance. Attendance data demonstrated positive outcomes, with Royal Sunset students showing improvement in attendance-related measures. The improvement in attendance suggests that targeted outreach, attendance monitoring, graduation support, and transportation assistance increased student access to instruction because students received individualized support designed to address barriers to regular school participation.

5.2 - Professional Development – Not Effective. This action was not effective because no professional development activities were implemented using Equity Multiplier funding during the 2025–26 school year. As a result, there is no evidence that this action contributed to improvements in instructional practice, school climate, attendance, or student outcomes associated with the Equity Multiplier goal.

5.3 - Academic Interventions – Not Effective. This action was not effective because no academic intervention services or supports were implemented using Equity Multiplier funding during the 2025–26 school year. Consequently, there is no evidence that this action contributed to improvements in student academic performance, attendance, engagement, or graduation outcomes through the use of Equity Multiplier resources.

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.

The school will receive another allocation of Equity Multiplier funds, which will be used not only to continue and expand the planned actions, such as attendance support, academic interventions, and professional development, but also to continue targeted supports for key student groups. These include Hispanic students, English Learners, Socioeconomically Disadvantaged students, Long-Term English Learners (LTELs), and students contributing to the school's graduation rate indicator. The goal includes the specific metrics and data from the 2025 CA Dashboard, including ELPI, LTEL, CCI, and Graduation Rate for Hispanic and SED. All of the actions are expected to impact SED students and this group was added in order to monitor growth. ELPI is also addressing Priority 4 Pupil Achievement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Attendance Support	Provide personnel, resources, supplies and materials, and services for All Students, including English Learners, Long Term English Learners, Hispanic Students, Socioeconomically Disadvantaged students, and Students with Disabilities, to ensure progress is made on the English Language Progress Indicator, Graduation Rate, and College and Career Indicator on the CA Dashboard.	$110,000.00	No
5.2	Professional Development	Provide staff professional development focused on PBIS to maintain and enhance school climate for All Students, including English Learners, Long Term English Learners, Hispanic Students, Socioeconomically Disadvantaged students, and Students with Disabilities to ensure progress is made on the English Language Progress Indicator, Graduation Rate, and College and Career Indicator on the CA Dashboard.	$40,000.00	No
5.3	Academic Interventions	Provide supplemental academic intervention resources including materials and supplies, and services in accessing standards-based curriculum for All Students, including English Learners, Long Term English Learners, Hispanic Students, Socioeconomically Disadvantaged students, and Students with Disabilities to ensure progress is made on the English Language Progress Indicator, Graduation Rate, and College and Career Indicator on the CA Dashboard.	$10,134.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$29,557,235	$3,425,756

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
32.570%	0.000%	$0.00	32.570%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supplemental Instructional Resources and Activities **Need:** California Dashboard Red/Lowest Performance Indicators: ELA and Math for : -African American -English Learners -Homeless	To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have any and all resources to be able to be successful in college, career and life. These resources will allow LEA to address the CA Dashboard Red Indicators to support student academic success and implementation of State Standards. This allows for opportunities to differentiate instructional approaches that are aligned with culturally relevant practices in order to recognize and support the	CAASPP ELA and Math Distance from Standard, CAST Met/Exceeded Standards; Local Indicators- Implementation of State Standards; ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	-Pacific Islander 2023 CAST All students 21.10% Met or Exceeded Black/African American 1.53% Filipinx 26.36% Latinx 13.41% SED 17.07% SWD 4.02% English Learners 1.9% **Scope:** LEA-wide	diversity of needs within the student population. However, the nature of this action does not allow differentiated delivery to unduplicated students only. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%.	
1.2	**Action:** Professional Development for Certificated and Classified Staff **Need:** California Dashboard Red/Lowest Performance Indicators: ELA and Math for : -African American -English Learners -Homeless -Pacific Islander Based on the California Dashboard Local Indicator of Implementation of State Standards, the LEA is at Full Implementation of PD. This action will move the LEA forward to full implementation and sustainability. **Scope:**	To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, receive instruction and support that is culturally relevant and best practices and research-based. As the LEA continues to focus on recruiting and retaining high quality teachers and support staff, ongoing Professional Development is critical to this effort. These resources will allow LEA to address the CA Dashboard Red Indicators to support student academic success and implementation of State Standards. This District wide Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%.	Professional Development Attendance rates, Local Indicator Implementation of State Standards, CA Dashboard ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	**Action:** Teachers on Special Assignment **Need:** California Dashboard Red/Lowest Performance Indicators: ELA and Math for : -African American -English Learners -Homeless -Pacific Islander Yellow for ELPI Based on ELPAC data, English Learners are minimally proficient in English Language Proficiency. Based on the California Dashboard Local Indicator of Implementation of State Standards, the LEA is at Full Implementation of PD. **Scope:** LEA-wide	To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have access to Tier 1 Best Practices. The assigned teachers will provide academic coaching for teachers to develop differentiated and culturally relevant instruction specifically designed to close academic learning gaps for students in the areas of ELA, Math and ELD. This action will move the LEA forward to full implementation and sustainability of the implementation of State Standards. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	CAASPP, Local Indicators Implementation of State Standards, ELPAC
1.5	**Action:** Formative Assessments **Need:** California Dashboard Red/Lowest Performance Indicators: ELA and Math for : -African American -English Learners	To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have access to research-based assessment systems. By providing additional formative assessment systems and resources, SLZUSD will be able to more effectively monitor academic achievement throughout the school year to support teachers to monitor the implementation of standards-based	CAASPP ELA and Math DFS; Local Indicators Implementation of State Standards; ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	-Homeless -Pacific Islander Based on ELPAC data, English Learners are minimally proficient in English Language Proficiency. Based on Implementation of State Standards, curriculum implementation continues to fall into the range of Beginning Development to Full Implementation, and focus on Policy and Program Support is at Initial Implementation in all areas. **Scope:** LEA-wide	curriculum and progress towards meeting State Standards and student achievement goals. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	
1.7	**Action:** Highly Qualified Staff **Need:** CA Dashboard Red Indicators Districtwide: ELA- African American, English Learner, Homeless, Pacific Islander Math-African American, English Learner, Homeless, Pacific Islander 2023 CAST All students 21.10% Met or Exceeded Black/African American 1.53% Filipinx 26.36% Latinx 13.41% SED 17.07% SWD 4.02% English Learners 1.9%	To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have access to highly qualified teachers. This action is provided on an LEA wide basis to attract and retain highly qualified teachers. Given current teacher shortages, the district has provided an increase in compensation in order to support the sustainability, continuity and development of a highly qualified workforce to best serve students who are impacted by systemic issues of equity in our community. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District wide Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	CA Dashboard ELA and Math; ELPAC; CAST; Local Indicator Basic: Teachers Instructional Materials,

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	Based on ELPAC data, English Learners are minimally proficient in English Language Proficiency. Based on the Local Indicator Basic: Teachers and Instructional Materials, SLZUSD continues to show a need to recruit and retain highly qualified teachers to provide instruction for all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition. **Scope:** LEA-wide		
1.8	**Action:** Common Planning Time **Need:** CA Dashboard Red Indicators Districtwide: ELA- African American, English Learner, Homeless, Pacific Islander Math-African American, English Learner, Homeless, Pacific Islander 2023 CAST All students 21.10% Met or Exceeded Black/African American 1.53% Filipinx 26.36% Latinx 13.41% SED 17.07% SWD 4.02% English Learners 1.9% Based on ELPAC data, English Learners are minimally proficient in English Language Proficiency.	To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have access to research-based instructional practices. Common Planning Time is a key lever in the successful development of Professional Learning Communities and allows teachers dedicated time to meet at grade level/department teams to focus on the implementation of state standards. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	CA Dashboard ELA and Math; CAST; Local Indicators Implementation of State Standards ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	This action will move the LEA forward to full implementation and sustainability.Based on the California Dashboard Local Indicator of Implementation of State Standards, the LEA is at Full Implementation of PD. This action will move the LEA forward to full implementation and sustainability. Based on Implementation of State Standards, curriculum implementation continues to fall into the range of Beginning Development to Full Implementation, and focus on Policy and Program Support is at Initial Implementation in all areas. **Scope:** LEA-wide		
1.9	**Action:** Small Learning Communities **Need:** CA Dashboard Red Indicators CCI Districtwide: SWD, Homeless, English Learner San Lorenzo HS: African American, English Learner, SWD Arroyo HS: SWD Districtwide multiple student groups are identified in the lowest bar of the CCI Indicator, as well as groups at each of the district High Schools. **Scope:**	To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have access to a supportive learning environment. Small learning communities contribute to a more engaging, supportive, and effective high school experience for students, helping them reach their full potential academically, socially, and personally. Students often develop a stronger sense of belonging and community, which can be particularly beneficial for students who may feel marginalized or disconnected in larger school environments. This sense of belonging can contribute to improved mental health and overall well-being. Research suggests that students in SLCs often perform better academically compared to those in larger, traditional settings. The personalized support and closer relationships can	College and Career Indicator; CTE Pathway Completion; Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	lead to increased engagement, motivation, and ultimately, better academic outcomes. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	
1.10	**Action:** College and Career Program **Need:** CA Dashboard Red Indicators CCI Districtwide: SWD, Homeless, English Learner Royal Sunset: All Students, Hispanic, SED, San Lorenzo HS: African American, English Learner, SWD Arroyo HS: SWD Districtwide multiple student groups are identified in the lowest bar of the CCI Indicator, as well as groups at each of the district High Schools. **Scope:** Schoolwide	To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have access to College and Career staffing and resources. College and Career staffing and resources will be provided at all district high schools to ensure specific supports that benefit students in acquiring access to College and Career resources and supports to meet our aspirational district strategic plan goal of students who are prepared for College, Career and life. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	College and Career Indicator; CTE Pathway Completion; Graduation Rate
1.11	**Action:** Additional Certificated Staffing **Need:** CA Dashboard Indicators	To ensure that identified students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have access to the most supportive learning environment.	CAASPP, Local Indicators Implementation of State Standards ELPAC Teacher Mis-assignment Data, Local Indicator Basic: Teachers,

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	Bohannon MS- Math all, ELA-SWD, African American; Math-SWD, SED, English Learner Edendale MS- ELA and Math, ELA-Hispanic, Math-Hispanic As a result of a previous middle school task force, a recommendation was made to add an additional FTE at each middle school site for class size reduction. There was also a focus on the Kinder classes across the district to keep the student-to-teacher ratio lower. **Scope:** LEA-wide	The Middle School Task Force identified the unique challenges faced by Middle School students based on identified research and available districtwide academic and behavioral data sources. This calls for a more individualized approach to learning and development for these students which can be provided in lower class sizes. Kindergarten students who are entering a structured school setting for the first time are in need of additional individualized support and relationship building from their teachers. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	Instructional Materials, Facilities
1.13	**Action:** District Independent Contract Education **Need:** Districtwide CA Dashboard Indicators: CCI- Very Low for English Learners, Hispanic, Pacific Islanders Met CSU/UC Requirements- All students at 33.8% Chronic Absenteeism- Red for Pacific Islander **Scope:** LEA-wide	To ensure that all students, specifically our Black/African American, Latinx, English Learners, SED, SWD and Students in Transition, have access to the most appropriate learning environment. The DICE program provides a unique opportunity for students to continue to participate in a nontraditional setting in individual or small group settings in order to make progress in all academic subjects. Students in DICE are typically assigned for short periods of time due to multiple factors and are able to reintegrate into their regular school setting without missing significant instruction. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This	CCI, Graduation Rate, Met UC/CSU requirements, Chronic Absenteeism

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		District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	
2.1	**Action:** Multi-Tiered System of Support Implementation **Need:** CA Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide PI Suspension: Districtwide- African American, East Bay Arts HS- All Students Bohannon MS- African American, SWD, Dayton ES- African American East Bay Arts HS- SED Grant Elementary- SWD San Lorenzo HS- SWD, White Cal-SCHLS (CHKS) - School Connectedness Student Group Grade 5 74% Grade 7 45% Grade 9 47% Grade 11 37% Grade NT (Non-Traditional) 63% MTSS ensures targeted interventions for unduplicated students—specifically English Learners, foster youth, and homeless students, and socioeconomically disadvantaged students impacted by language	Implementing the Multi-tiered System of Support (MTSS) model with comprehensive professional development, resources, and services is crucial for several reasons: Improved Student Outcomes: MTSS offers a systematic framework for addressing the diverse needs of students, including academic, behavioral, and social-emotional needs. By identifying and implementing Tier 1, 2, and 3 support practices, schools can better meet the needs of all students, leading to improved academic performance, behavior, and emotional well-being. Early Intervention and Prevention: MTSS allows schools to identify students who may be struggling early on and provide targeted interventions to address their needs before they escalate. By offering a range of supports across multiple tiers, schools can prevent academic failure, behavioral issues, and social-emotional difficulties from becoming more severe. Equity and Inclusion: MTSS promotes equity by ensuring that all students have access to the supports they need to succeed, regardless of their background or individual challenges. By implementing evidence-based practices and providing ongoing support, schools can create a more inclusive learning environment where every student has the opportunity to thrive.	Suspension rate, Chronic Absenteeism, California Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	barriers, school mobility, trauma, and poverty-related challenges, improving access to equitable supports across all school sites. The above metrics indicate a need for social emotional support for students in order to build stronger connections at school with the goal of decreasing suspensions and increasing a sense of being connected to their school and learning. **Scope:** LEA-wide	Reduction of Discipline Disparities: Training on discipline matrices, restorative practices, and alternatives to suspension within the MTSS framework can help reduce disciplinary actions that disproportionately affect certain student groups, such as students of color or those with disabilities. Restorative practices, in particular, focus on repairing harm and restoring relationships, fostering a more positive and supportive school culture. Building Capacity: Providing professional development and ongoing support to educators and school teams builds their capacity to effectively implement MTSS practices. By equipping them with the knowledge, skills, and resources needed for success, schools can ensure sustainable implementation and continuous improvement over time. Data-Driven Decision Making: MTSS relies on data to inform decision-making at every tier of support. Training on ongoing progress monitoring guidelines enables educators to collect and analyze data effectively, identify areas for improvement, and make informed adjustments to interventions as needed. In summary, providing comprehensive professional development, resources, and support for MTSS implementation is essential for creating a responsive and inclusive school environment where all students can succeed academically, behaviorally, and emotionally.	

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		The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	
2.2	**Action:** Academic and Behavioral Support **Need:** 2023 CA Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide- PI Suspension: Districtwide- African American, East Bay Arts HS- All Students Bohannon MS- African American, SWD, Dayton ES- African American East Bay Arts HS- SED Grant Elementary- SWD San Lorenzo HS- SWD, White 2023 Cal-SCHLS (CHKS) - Caring Adults Student Group Grade 5 83% Grade 7 46% Grade 9 59% Grade 11 52% Grade NT (Non-Traditional) 83% There is an elevated need for access to targeted academic and behavioral support tailored to the specific challenges faced by our	School psychologists synthesize information on developmental mechanisms and contexts, and they translate it for adults responsible for promoting healthy growth and development of children and youth in a range of contexts to address educational and developmental problems that impact instruction and learning. Students experiencing a disconnection with the school environment and lacking meaningful relationships with adults often struggle to be engaged at school. By providing school psychologists to assist in identifying appropriate supports for students, the LEA will address needs related to absenteeism and suspensions. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District wide Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	CA Dashboard Indicators for Chronic Absenteeism, Suspension, CHKS

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	African American, English Learner, Homeless and Foster Youth, Pacific Islander, Students with Disabilities, and Low-Income students. Increasing access to school-based psychological services can more effectively identify and address learning and behavioral concerns, foster emotional well-being, and create personalized intervention plans. **Scope:** LEA-wide		
2.3	**Action:** Supplemental Nurses **Need:** 2023 CA Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide- PI All Students- 37.7 Yellow Asian 10.8 % Yellow African American 50.2% Yellow FilipinX 20% Yellow LatinX 34.5% Yellow Pacific Islander 50% Red White 29.9 % Yellow Two+Races 40.9% Yellow SED 34.1% Yellow EL 29.6% Yellow SWD 43.6% Yellow Foster Youth 47.1% Orange Families in Transition 47.8% Yellow **Scope:**	A school nurse can help students and their families get access to health insurance, coordinate care by communicating between the family and health care providers and educate families on what health care services are available to their child at school. School nurses possess a unique set of skills that can be utilized to address chronic conditions such as juvenile diabetes and asthma that are typically more prevalent in communities experiencing systemic poverty. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	Chronic Absenteeism

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	LEA-wide		
2.4	**Action:** Supplemental School Site Counselors **Need:** 2023 CA Dashboard Red Indicators Suspension: Districtwide- African American East Bay Arts HS- All Students, SED Bohannon MS- African American, SWD San Lorenzo HS- SWD, White Graduation Rate: Arroyo HS- SWD 2022-2023 Dropout Rate: African American- 4 Asian-4 Filipinx-4 African American- 4 Latinx-32 PI- 1 White- 2 English Learners- 22 SED- 42 SWD- 4 Students of Families in Transition (Homeless)-2 2022-2023 CDE Data Quest Five Year Cohort Outcomes 3.5% HS Expulsion Rate **Scope:**	School counselors work to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, school counselors create a school culture of success for all. School counselors design and deliver school counseling programs that improve student outcomes. The additional availability of counselors at the middle and high school level will lower the counselor-student ratio and increase student access to counselor services. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This action will be of benefit to all students but will be most effective for students who are identified on the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	Suspension and Expulsion Rates, Chronic Absenteeism, Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.5	**Action:** Student Leadership Opportunities **Need:** 2023 CA Dashboard Red Indicators Suspension: Districtwide- African American East Bay Arts HS- All Students, SED Bohannon MS- African American, SWD San Lorenzo HS- SWD, White Graduation Rate: Arroyo HS- SWD Chronic Absenteeism: Districtwide- PI Cal-SCHLS (CHKS) - Meaningful Participation Student Group Grade 5 48% Grade 7 23% Grade 9 22% Grade 11 20% Grade NT (Non-Traditional) 32% Cal-SCHLS (CHKS) - School Connectedness Student Group Grade 5 74% Grade 7 45% Grade 9 47% Grade 11 37% Grade NT (Non-Traditional) 63% Unduplicated students—English Learners, Foster Youth, Homeless Youth, and Low-	Student leaders are in a position of responsibility to have a positive impact in the student community, running events and activities, and providing support to fellow students. As students engage in student leadership activities they experience enhanced and increased connections and participation within their school community. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	Chronic Absenteeism, Suspension Rate, Graduation Rate, CHKS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Income students—often face systemic barriers to accessing student leadership opportunities, including limited exposure to leadership pathways, fewer adult mentors, and a lack of confidence stemming from language, cultural, or socioeconomic challenges. These students may not always see themselves reflected in leadership roles or may prioritize work and family responsibilities over extracurricular involvement. **Scope:** Schoolwide		
2.6	**Action:** Music Education **Need:** 2023 CA Dashboard Red Indicators Suspension: Districtwide- African American East Bay Arts HS- All Students, SED Bohannon MS- African American, SWD San Lorenzo HS- SWD, White Graduation Rate: Arroyo HS- SWD Chronic Absenteeism: Districtwide- PI Cal-SCHLS (CHKS) - Meaningful Participation Student Group Grade 5 48% Grade 7 23% Grade 9 22% Grade 11 20%	Music education is a path to life-long learning and knowledge of self and culture. It supports healthy social development and the quality of a young person's life, and it prepares young people for success in the 21st century workplace. Music education facilitates student academic achievement: Improves recall and retention of verbal information Advances math achievement Boosts reading and English language arts (ELA) skills All students benefit from access to arts instruction through music education and can provide the benefit of increased participation, and school connectedness in addition to improved academic outcomes. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not	Chronic Absenteeism, Suspension Rate, Graduation Rate, CHKS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade NT (Non-Traditional) 32% Cal-SCHLS (CHKS) - School Connectedness Student Group Grade 5 74% Grade 7 45% Grade 9 47% Grade 11 37% Grade NT (Non-Traditional) 63% Unduplicated students—English Learners, Foster Youth, Homeless Youth, and Low-Income students—often face barriers to accessing elementary music education, such as limited resources at home, transportation challenges, or the need for programs to be free and embedded within the school day. These students may lack exposure to formal music training, instruments, or enrichment opportunities that build creative expression, discipline, and confidence. **Scope:** LEA-wide	allow differentiated delivery to unduplicated students only.	
2.7	**Action:** Library **Need:** 2023-2024 Metric Cal-SCHLS (CHKS) - Caring Adults Student Group Grade 5 83% Grade 7 46% Grade 9 59%	The libraries provide access to materials in all formats. They help increase students' interest in reading, viewing, and using information and ideas. Research shows that a school library with the right staffing, funding, and a rich collection of books has a positive impact on students. Access to a well-developed library with appropriately trained staff can improve student connectedness, meaningful participation in school learning, and provide potential relationships with caring adults. The Unduplicated Pupil Count (UPP) for San Lorenzo	California Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 11 52% Grade NT (Non-Traditional) 83% Metric Cal-SCHLS (CHKS) - Meaningful Participation Student Group Grade 5 48% Grade 7 23% Grade 9 22% Grade 11 20% Grade NT (Non-Traditional) 32% Metric Cal-SCHLS (CHKS) - School Connectedness Student Group Grade 5 74% Grade 7 45% Grade 9 47% Grade 11 37% Grade NT (Non-Traditional) 63% Unduplicated students—English Learners, Foster Youth, Homeless Youth, and Low-Income students—often have limited access to books and technology outside of school, making school libraries a critical resource for academic support, language development, and equitable learning opportunities. These students may need targeted access to culturally relevant and multilingual materials, digital literacy tools, and guidance from trained staff who can help them navigate research and build foundational reading skills. **Scope:**	USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.1	**Action:** Staffing and Resources to Maintain a Safe and Welcoming Environment **Need:** CA Dashboard Local Indicator Teachers, Instructional Materials, Facilities Appropriately Assigned Teachers- 60.52% (2021-2022) Access to Standards-Aligned Instructional Material at Home- 100% Facilities Meeting the Overall 'Good Repair' Standard: 100% 2023-24 California School Staff Survey School Connectedness Grade 5 – 74% Grade 7 – 45% Grade 9 – 47% Grade 11 – 37% Non-Traditional – 63% Clean and Well Maintained Facilities (Strongly Agree) All – 17% ES- 18% MS- 4% HS- 12% Non-Traditional- 60% CA Dashboard Red Indicator: Suspension Districtwide- African American	Facilities maintenance is concerned first and foremost with ensuring safe conditions for students, teachers, staff, parents, or guests. As important as cleanliness, orderliness, and instructional support may be to facilities planners, occupant safety must always be the top priority.	CA Dashboard Local Indicator Teachers, Instructional Materials, Facilities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	East Bay Arts HS- All Students, SED Bohannon MS- SWD, African American, Dayton ES- SWD Grant ES- SWD San Lorenzo HS- SWD, White During multiple meetings, staff and families expressed concerns about the lack of feeling safe on campus and that an increased security presence would help students and families feel safer. In part via the California Healthy Kids Survey, the California School Staff Survey, a local climate survey administered by our teacher's union, and additionally by reviewing suspension data for these students. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only. **Scope:** LEA-wide		
3.2	**Action:** Restorative Practices **Need:** CA Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide PI Suspension: Districtwide- African American,	The Restorative Practices efforts in SLZUSD are about building and restoring relationships. They involve the building of positive relationships and establishing a supportive environment that is fair, consistent, and democratic. Student Support Services is committed to creating a sustained districtwide restorative climate using a racial equity lens that increases access to education through holistic care and support for students and families.	Chronic Absenteeism, Suspension Rate, CHKS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	East Bay Arts HS- All Students Bohannon MS- African American, SWD, Dayton ES- African American East Bay Arts HS- SED Grant Elementary- SWD San Lorenzo HS- SWD, White 2023 Cal-SCHLS (CHKS) - School Connectedness Student Group Grade 5 74% Grade 7 45% Grade 9 47% Grade 11 37% Grade NT (Non-Traditional) 63% Caring Adults in School Grade 5 – 83% Grade 7 – 46% Grade 9 – 49% Grade 11 – 52% Non-Traditional – 83% 2023 CSSS School Connectedness Grade 5 – 74% Grade 7 – 45% Grade 9 – 47% Grade 11 – 37% Non-Traditional – 63% Caring Adults in School (Strongly Agree) All – 38% ES- 40% MS- 17% HS- 39%	We believe all staff, students, and families are worthy of service and support. This means: We believe in building positive relationships with each other and with all stakeholders We believe all facets of one's identity (race, ability, sexual orientation, gender, language, etc) are strengths that enhance the fabric of the school learning experience and overall district culture and climate We believe that navigating the educational system can be stressful and therefore we honor the lived experience of all students and families we serve by approaching their concerns with care and cultural humility. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	

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	Non-Traditional- 62% The above metrics indicate a need for social-emotional support for students in order to build stronger connections at school with the goal of decreasing suspensions and increasing a sense of being connected to their school and learning. Unduplicated students—English Learners, Foster Youth, Homeless Youth, and Low-Income students—often experience higher rates of disciplinary referrals and exclusionary practices due to systemic inequities, trauma, and cultural misunderstandings. Their unique needs in accessing and participating in restorative practices include culturally responsive facilitation, language access for English Learners, and trauma-informed approaches that build trust and relationships. **Scope:** LEA-wide		
3.3	**Action:** Wellness Center **Need:** CA Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide PI Suspension: Districtwide- African American, East Bay Arts HS- All Students Bohannon MS- African American, SWD, Dayton ES- African American	School wellness centers provide access to caring adults and services such as primary care, counseling, mentoring, and peer-to-peer support. They provide safe, supportive environments on school campuses where students can go to de-stress. Mental health is an incredibly important part of overall health and deserves the same amount of attention and support. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance	Chronic Absenteeism, Suspension Rate, California Healthy Kids Survey, CSSS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	East Bay Arts HS- SED Grant Elementary- SWD San Lorenzo HS- SWD, White Cal-SCHLS (CHKS) - School Connectedness Student Group Grade 5 74% Grade 7 45% Grade 9 47% Grade 11 37% Grade NT (Non-Traditional) 63% Caring Adults in School Grade 5 – 83% Grade 7 – 46% Grade 9 – 49% Grade 11 – 52% Non-Traditional – 83% Unduplicated students—English Learners, Foster Youth, Homeless Youth, and Low-Income students—often face elevated levels of stress, trauma, and instability that impact their emotional well-being and academic performance. Their unique needs when accessing school-provided wellness centers include culturally sensitive, trauma-informed support; language-accessible services; and staff trained to recognize and respond to the complex challenges these students face, such as food insecurity, family displacement, or exposure to violence. Because these students may not have access to mental health care outside of school, wellness centers serve as a critical lifeline for early intervention, emotional	indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	regulation, and connection to additional resources. **Scope:** LEA-wide		
3.4	**Action:** Social Emotional Programs, materials, and resources **Need:** CA Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide PI Suspension: Districtwide- African American, East Bay Arts HS- All Students Bohannon MS- African American, SWD, Dayton ES- African American East Bay Arts HS- SED Grant Elementary- SWD San Lorenzo HS- SWD, White Cal-SCHLS (CHKS) - School Connectedness Student Group Grade 5 74% Grade 7 45% Grade 9 47% Grade 11 37% Grade NT (Non-Traditional) 63% Caring Adults in School Grade 5 – 83% Grade 7 – 46% Grade 9 – 49%	Social and emotional learning (SEL) programs are crucial for fostering positive behavior and emotional well-being among students. Providing materials, supplies, and additional resources for implementing SEL programs is essential to ensure their effectiveness and sustainability. Investing in SEL programs and resources is an investment in the holistic development and well-being of students, with long-term benefits for individuals, schools, and society as a whole. The Unduplicated Pupil Count (UPP) for San Lorenzo USD is 82%. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	Chronic Absenteeism, Suspension Rate, CHKS, CSSS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Grade 11 – 52% Non-Traditional – 83% Unduplicated students—English Learners, Foster Youth, Homeless Youth, and Low-Income students—often navigate higher levels of stress, instability, and trauma, making consistent access to social-emotional learning (SEL) programs, materials, and resources essential for their success. Their unique needs include culturally responsive and linguistically accessible SEL content, opportunities to build self-awareness and resilience, and safe spaces to process emotions and experiences. Many unduplicated students may not receive these supports outside of school, so school-based SEL programs must be intentionally designed to reflect their lived experiences and foster strong, trusting relationships with peers and adults **Scope:** LEA-wide		
3.5	**Action:** Home to School Transportation **Need:** 2023 California Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide PI Suspension: Districtwide- African American, East Bay Arts HS- All Students	Home-to-school transportation is an essential component of ensuring that all students have the opportunity to attend school regularly, engage in learning, and receive a quality education, regardless of their individual circumstances. Benefits include: access to education, improvement in attendance, student safety, reduced stress, equity and student engagement. As our bus routes primarily serve EL, Foster and Low-Income students, reviewing these student	Chronic Absenteeism, Suspension Rate, California Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Bohannon MS- African American, SWD, Dayton ES- African American East Bay Arts HS- SED Grant Elementary- SWD San Lorenzo HS- SWD, White 2022-2023 CDE Data Quest Five Year Cohort Outcomes 3.5% HS Dropout Rate 2023 CHKS School Connectedness Grade 5 – 74% Grade 7 – 45% Grade 9 – 47% Grade 11 – 37% Non-Traditional – 63% Caring Adults in School Grade 5 – 83% Grade 7 – 46% Grade 9 – 49% Grade 11 – 52% Non-Traditional – 83% Cal-SCHLS (CHKS) - Meaningful Participation Grade 5 49% Grade 7 23% Grade 9 22% Grade 11 20% Grade NT (Non-Traditional) 32% Unduplicated students—English Learners, Foster Youth, Homeless Youth, and Low-Income students—often face significant transportation-related barriers that contribute	groups' chronic absenteeism data as compared to the students who utilize Home-to-School Transportation (within these student groups) will allow us to evaluate the effectiveness of this program.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to chronic absenteeism and inconsistent school attendance. These barriers may include unstable housing, lack of reliable personal or public transportation, and shifting caretaking responsibilities, all of which can make getting to school regularly a challenge. Their unique needs include dependable, no-cost home-to-school transportation options that are responsive to their living situations and schedules, as well as proactive outreach and coordination from school staff. **Scope:** LEA-wide		
3.6	**Action:** Social Workers **Need:** 2023 California Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide PI Suspension: Districtwide- African American, East Bay Arts HS- All Students Bohannon MS- African American, SWD, Dayton ES- African American East Bay Arts HS- SED Grant Elementary- SWD San Lorenzo HS- SWD, White 2022-2023 CDE Data Quest Five Year Cohort Outcomes 3.5% HS Dropout Rate	Social workers in schools play a vital role in promoting the academic success, emotional well-being, and overall development of students. They provide essential services that help create a safe, inclusive, and supportive learning environment for all students. Benefits include: Student support, crisis intervention, advocacy, prevention, conflict resolution, and collaboration. Social Workers will provide specific support for Youth in Transition, Students with Disabilities, and African American students by working with site COST teams and district staff to identify which students from these specific subgroups need specialized support, communicate with staff, students, and families (as appropriate) on available resources and next steps, and continue to monitor and communicate the progress of any agreed upon interventions, programs, and/or resources while continuing to determine individual needs.	Chronic absenteeism and suspensions, HS Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated students—English Learners, Foster Youth, Homeless Youth, and Low-Income students—often require targeted support to navigate complex life circumstances that impact their academic and emotional well-being. Their unique needs when accessing services from school-based social workers include culturally competent, trauma-informed care; language-accessible communication; and proactive case management that connects them to critical resources such as housing, food, mental health, and healthcare services. **Scope:** LEA-wide		
3.7	**Action:** Supplemental School Site Funding **Need:** 2023 California Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide PI Suspension: Districtwide- African American, East Bay Arts HS- All Students Bohannon MS- African American, SWD, Dayton ES- African American East Bay Arts HS- SED Grant Elementary- SWD San Lorenzo HS- SWD, White	Additional site supplemental funding to provide site specific support for students based on specific needs allows school sites to include in their SPSAs resources tailored to school demographic need and context. This allows flexibility and autonomy at each school site to support students in their social emotional learning and development. The SPSA process is reviewed and supported throughout the year to ensure individual sites and SSCs are including actions that address and prioritize the needs of ELs, Foster Youth, and Low-income students utilizing Supplemental and Concentration funds via the Coordinator of Grants and Compliance district position. School site leadership and SSC members are trained and supported to monitor SPSA actions during SSC meetings. Additionally, an SSC	Chronic Absenteeism, Suspension, HS Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2022-2023 CDE Data Quest Five Year Cohort Outcomes 3.5% HS Dropout Rate Unduplicated students—English Learners, Foster Youth, Homeless Youth, and Low-Income students—have distinct needs that require school sites to provide equitable access to services, materials, supplies, and trained personnel. These students may come to school without essential resources such as school supplies, technology, or academic support at home, making it critical that schools fill those gaps directly. **Scope:** LEA-wide	training session in the fall for principals is conducted and monthly reminders are sent to SSC leadership by the Coordinator of Grants and Compliance.	
3.8	**Action:** Physical Education **Need:** CA Dashboard Red/Lowest Indicators Chronic Absenteeism: Districtwide PI Suspension: Districtwide- African American, East Bay Arts HS- All Students Bohannon MS- African American, SWD, Dayton ES- African American East Bay Arts HS- SED Grant Elementary- SWD San Lorenzo HS- SWD, White 2023 CHKS	Prioritizing physical health and wellness education and activities for all students, with a specific focus on marginalized groups, not only benefits individuals but also contributes to creating more equitable, inclusive, and healthier school environments and communities. These activities include a focus on equity and inclusion, holistic development, healthy communities, improved academic performance, and the promotion of social skills	Chronic Absenteeism, Suspension, California Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	School Connectedness Grade 5 – 74% Grade 7 – 45% Grade 9 – 47% Grade 11 – 37% Non-Traditional – 63% Caring Adults in School Grade 5 – 83% Grade 7 – 46% Grade 9 – 49% Grade 11 – 52% Non-Traditional – 83% Cal-SCHLS (CHKS) - Meaningful Participation Grade 5 49% Grade 7 23% Grade 9 22% Grade 11 20% Grade NT (Non-Traditional) 32% Unduplicated students—English Learners, Foster Youth, Homeless Youth, and Low-Income students—often face barriers to full participation in elementary physical education. Many may not have safe outdoor spaces or structured physical activity outside of school, making high-quality PE essential for supporting their physical health, social-emotional development, and ability to self-regulate. **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.1	**Action:** District Committees **Need:** California Dashboard Parent Engagement Local Indicator Building Partnerships for Student Outcomes: Initial Implementation Building Relationships Between School Staff and Families: Full Implementation Seeking Input for Decision-Making Full Implementation Family/Parent Participation in school and district family engagement events and training. information/sign-ins at events and trainings. 2022-2023 Average of 147 participants at AAFAC events Average of 25-30 participants in Latinx Parent Advisory Committee Started Native American and AAPI Committees. Unduplicated students—English Learners, Foster Youth, Homeless Youth, and Low-Income students—have unique needs that must be intentionally represented and addressed in district-level committees. Their families may face barriers to participation, including language access, work schedules, or unfamiliarity with school governance structures. **Scope:**	By establishing and supporting committees focused on racial equity, healthy living, safety, English learner needs, and other critical areas, San Lorenzo USD demonstrates a commitment to addressing the diverse needs of their students and communities. These committees serve as catalysts for positive change and continuous improvement within the educational system. Benefits include representation and diversity; expertise and specialization; training and professional development; communication and transparency; monitoring and evaluation and community engagement. There are specific committees focused on the needs of our EL's, African American Students, and students with Disabilities, and these committees focus specifically on improving conditions for the specific group. In addition, there are various committees convened based on the specific needs of the district or sites, culture and climate, and equity teams. Research shows that improving the culture and climate at school directly impacts student achievement, particularly for our students who have been historically marginalized. This District wide Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	Local Indicator Implementation of State Standards. CHKS Student and Parent Survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.3	**Action:** Family Engagement **Need:** 2023 CA Dashboard Local Indicator for Parent Engagement Building Partnerships for Student Outcomes: Initial Implementation Building Relationships Between School Staff and Families: Full Implementation Seeking Input for Decision-Making Full Implementation Unduplicated students—English Learners, Foster Youth, Homeless Youth, and Low-Income students—benefit greatly when their families are meaningfully engaged in school and district decision-making, yet they often face systemic barriers to participation. These families may need interpretation services, transportation, flexible meeting times, and culturally responsive outreach to overcome challenges such as language, work obligations, or past experiences of exclusion. Their unique needs include access to advocacy training, safe spaces to share concerns, and opportunities to collaborate in shaping programs that affect their children's education. **Scope:** LEA-wide	Providing parent forums for advocacy, partnership, and education is essential for empowering parents, fostering collaboration, promoting cultural responsiveness, building support networks, sharing information, building capacity, and gathering feedback. These forums play a critical role in creating inclusive, supportive, and equitable school communities where all families feel valued and engaged in their children's education. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	Local Indicator Parent Engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.4	**Action:** School Community Liaisons **Need:** 2023 CA Dashboard Local Indicator Parent Engagement Building Partnerships for Student Outcomes: Initial Implementation Building Relationships Between School Staff and Families: Full Implementation Seeking Input for Decision-Making Full Implementation CHKS School Connectedness Grade 5 – 74% Grade 7 – 45% Grade 9 – 47% Grade 11 – 37% Non-Traditional – 63% Unduplicated students—English Learners, Foster Youth, Homeless Youth, and Low-Income students—often face communication gaps, instability, and limited access to school resources, making the role of Community Liaison staff critical to their success. These students and their families need culturally responsive liaisons who can bridge home and school, provide navigation support for academic and social services, and build trust through consistent, empathetic outreach. **Scope:**	The role of School Community Liaisons is critical in addressing the communication and engagement needs of diverse parent communities, including marginalized groups, and is essential for promoting equity, fostering partnerships, and supporting student success. By prioritizing these efforts, schools create inclusive and supportive environments where all families feel valued, respected, and empowered to actively participate in their children's education. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	Local Indicator Parent Engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.5	**Action:** Family Training Opportunities **Need:** 2023 CA Dashboard Local Indicator Parent Engagement Building Partnerships for Student Outcomes: Initial Implementation Building Relationships Between School Staff and Families: Full Implementation Seeking Input for Decision-Making Full Implementation Unduplicated students—English Learners, Foster Youth, Homeless Youth, and Low-Income students—often rely on their families as primary advocates, yet their caregivers may lack access to the tools and information needed to effectively support their education. These families face unique needs such as language accessibility, technology training, and culturally relevant workshops that address topics like navigating school systems, supporting learning at home, and understanding IEPs or college pathways. **Scope:** LEA-wide	Developing and presenting training for parents around engagement topics is essential for empowering parents, promoting equity, building community, and supporting student success. By investing in parent education and support, schools strengthen the partnership between home and school, leading to positive outcomes for all students. Benefits include: Parent/Family Empowerment, access to important information, prevention, and intervention on critical topics such as attendance and behavior, equity and access, community building, skill development, and parent leadership. This District-wide Action will be of benefit to all students but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	Local Indicator Parent Engagement
4.6	**Action:** Additional Classified Staffing	Sites with higher numbers of UPP receive additional classified support hours. Edendale and San Lorenzo receive additional hours to increase	CSSS Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 2023 CSSS Survey Grade 9 – 47% Grade 11 – 37% Non-Traditional – 63% Caring Adults in School (Strongly Agree) All – 38% ES- 40% MS- 17% HS- 39% Non Traditional- 62% Meaningful Participation (Strongly Agree) All – 23% ES- 21% MS- 17% HS- 27% Non Traditional- 46% Clean and Well Maintained Facilities (Strongly Agree) All – 17% ES- 18% MS- 4% HS- 12% Non Traditional- 60% **Scope:** LEA-wide	support service for their libraries and their Ed Tech Support Techs, Schools with higher numbers of ELs receive additional support with translation. This District-wide Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard. The nature of this action does not allow differentiated delivery to unduplicated students only.	

Limited Actions

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	parent-teacher conferences, and disciplinary meetings; and language access across all school and district platforms. **Scope:** Limited to Unduplicated Student Group(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.

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		54:1
Staff-to-student ratio of certificated staff providing direct services to students		16:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	90,749,176	29,557,235	32.570%	0.000%	32.570%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$29,557,235.00	$806,915.00	$0.00	$0.00	$30,364,150.00	$28,635,816.00	$1,728,334.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supplemental Instructional Resources and Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$170,000.00	$170,000.00				$170,000.00	
1	1.2	Professional Development for Certificated and Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$88,235.00	$200,000.00	$288,235.00				$288,235.00	
1	1.3	Teachers on Special Assignment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$1,500,000.00	$0.00	$1,500,000.00				$1,500,000.00	
1	1.4	English Learner Newcomer Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Edendale MS and San Lorenzo HS Grades 6-12	July 2024 - June 2027	$380,000.00	$20,000.00	$400,000.00				$400,000.00	
1	1.5	Formative Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$2,500.00	$2,500.00	$5,000.00				$5,000.00	
1	1.6	Dual Language Immersion and Bilingual Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hesperian ES, Colonial Acres ES Hesperian K-5, Colonial Acres K-4	July 2024 - June 2027	$2,570,000.00	$30,000.00	$2,600,000.00				$2,600,000.00	
1	1.7	Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024- June 2027	$9,500,000.00	$0.00	$9,500,000.00				$9,500,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Common Planning Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$2,000,000.00	$0.00	$2,000,000.00				$2,000,000.00	
1	1.9	Small Learning Communities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arroyo HS, San Lorenzo HS, East Bay Arts HS	July 2024 - June 2027	$100,000.00	$65,000.00	$165,000.00				$165,000.00	
1	1.10	College and Career Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arroyo HS, San Lorenzo HS Grades 9-12	July 2024-June 2027	$0.00	$104,700.00	$104,700.00				$104,700.00	
1	1.11	Additional Certificated Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$730,000.00	$0.00	$730,000.00				$730,000.00	
1	1.12	Continuation High School - Discontinued Action for 2026-27					Specific Schools: Royal Sunset HS Grades 9-12	July 2024-June 2026	$0.00	$0.00	$0.00				$0.00	
1	1.13	District Independent Contract Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$715,000.00	$15,000.00	$730,000.00				$730,000.00	
1	1.14	Bilingual Paraprofessionals	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2024-June 2027	$757,000.00	$0.00	$757,000.00				$757,000.00	
1	1.15	LREBG Funded Teachers on Special Assignment Positions	All	No			All Schools	July 2026 - June 2027	$646,781.00	$0.00		$646,781.00			$646,781.00	
2	2.1	Multi-Tiered System of Support Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.2	Academic and Behavioral Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	June 2024-June 2027	$190,000.00	$0.00	$190,000.00				$190,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Supplemental Nurses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$5,000.00	$0.00	$5,000.00				$5,000.00	
2	2.4	Supplemental School Site Counselors	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools Grades 6-12	July 2024-June 2027	$965,000.00	$0.00	$965,000.00				$965,000.00	
2	2.5	Student Leadership Opportunities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools Grades 6-12	July 2024-June 2027	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.6	Music Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$930,000.00	$50,000.00	$980,000.00				$980,000.00	
2	2.7	Library	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$1,330,000.00	$50,000.00	$1,380,000.00				$1,380,000.00	
3	3.1	Staffing and Resources to Maintain a Safe and Welcoming Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$1,300,000.00	$50,000.00	$1,350,000.00				$1,350,000.00	
3	3.2	Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$165,000.00	$10,000.00	$175,000.00				$175,000.00	
3	3.3	Wellness Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$0.00	$24,000.00	$24,000.00				$24,000.00	
3	3.4	Social Emotional Programs, materials, and resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$0.00	$100,000.00	$100,000.00				$100,000.00	
3	3.5	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$620,000.00	$0.00	$620,000.00				$620,000.00	
3	3.6	Social Workers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$1,012,000.00	$0.00	$1,012,000.00				$1,012,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	Supplemental School Site Funding	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$90,000.00	$600,000.00	$690,000.00				$690,000.00	
3	3.8	Physical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$1,475,000.00	$0.00	$1,475,000.00				$1,475,000.00	
4	4.1	District Committees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$10,000.00	$40,000.00	$50,000.00				$50,000.00	
4	4.2	District Translation and Interpretation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 2024-June 2027	$300,000.00	$100,000.00	$400,000.00				$400,000.00	
4	4.3	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$5,000.00	$15,000.00	$20,000.00				$20,000.00	
4	4.4	School Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$640,000.00	$0.00	$640,000.00				$640,000.00	
4	4.5	Family Training Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$4,000.00	$16,000.00	$20,000.00				$20,000.00	
4	4.6	Additional Classified Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	$505,300.00	$0.00	$505,300.00				$505,300.00	
5	5.1	Attendance Support	All	No			All Schools Specific Schools: Royal Sunset High School	July 1, 2024-June 30, 2027	$90,000.00	$20,000.00		$110,000.00			$110,000.00	
5	5.2	Professional Development	All	No			All Schools Specific Schools: Royal Sunset High School	July 2024-June 2027	$10,000.00	$30,000.00		$40,000.00			$40,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.3**	Academic Interventions	All	No			All Schools Specific Schools: Royal Sunset High School	July 1, 2024-June 30, 2027	$0.00	$10,134.00		$10,134.00			$10,134.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
90,749,176	29,557,235	32.570%	0.000%	32.570%	$29,557,235.00	0.000%	32.570 %	**Total:**	$29,557,235.00
								LEA-wide Total:	$24,164,535.00
								Limited Total:	$4,157,000.00
								Schoolwide Total:	$1,235,700.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Supplemental Instructional Resources and Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$170,000.00	
1	1.2	Professional Development for Certificated and Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$288,235.00	
1	1.3	Teachers on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500,000.00	
1	1.4	English Learner Newcomer Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Edendale MS and San Lorenzo HS Grades 6-12	$400,000.00	
1	1.5	Formative Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.6	Dual Language Immersion and Bilingual Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hesperian ES, Colonial Acres ES Hesperian K-5,	$2,600,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Colonial Acres K-4		
1	1.7	Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,500,000.00	
1	1.8	Common Planning Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000,000.00	
1	1.9	Small Learning Communities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arroyo HS, San Lorenzo HS, East Bay Arts HS	$165,000.00	
1	1.10	College and Career Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Arroyo HS, San Lorenzo HS Grades 9-12	$104,700.00	
1	1.11	Additional Certificated Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$730,000.00	
1	1.12	Continuation High School - Discontinued Action for 2026-27				Specific Schools: Royal Sunset HS Grades 9-12	$0.00	
1	1.13	District Independent Contract Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$730,000.00	
1	1.14	Bilingual Paraprofessionals	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$757,000.00	
2	2.1	Multi-Tiered System of Support Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.2	Academic and Behavioral Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,000.00	
2	2.3	Supplemental Nurses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.4	Supplemental School Site Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools	$965,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Grades 6-12		
2	2.5	Student Leadership Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools Grades 6-12	$1,000.00	
2	2.6	Music Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$980,000.00	
2	2.7	Library	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,380,000.00	
3	3.1	Staffing and Resources to Maintain a Safe and Welcoming Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,350,000.00	
3	3.2	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,000.00	
3	3.3	Wellness Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,000.00	
3	3.4	Social Emotional Programs, materials, and resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
3	3.5	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$620,000.00	
3	3.6	Social Workers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,012,000.00	
3	3.7	Supplemental School Site Funding	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$690,000.00	
3	3.8	Physical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,475,000.00	
4	4.1	District Committees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.2	District Translation and Interpretation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$400,000.00	
4	4.3	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
4	4.4	School Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$640,000.00	
4	4.5	Family Training Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
4	4.6	Additional Classified Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$505,300.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$34,054,039.00	$34,339,672.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Supplemental Instructional Resources and Activities	Yes	$400,000.00	253,549
1	**1.2**	Professional Development for Certificated and Classified Staff	Yes	$600,000.00	388,232
1	**1.3**	Teachers on Special Assignment	Yes	$2,000,000.00	2,167,272
1	**1.4**	English Learner Newcomer Program	Yes	$805,000.00	469,387
1	**1.5**	Formative Assessments	Yes	$40,000.00	5,169
1	**1.6**	Dual Language Immersion and Bilingual Program	Yes	$2,212,579.00	2,517,139
1	**1.7**	Highly Qualified Staff	Yes	$9,500,000.00	9,500,000
1	**1.8**	Common Planning Time	Yes	$2,000,000.00	2,000,000
1	**1.9**	Small Learning Communities	Yes	$300,000.00	77,299
1	**1.10**	College and Career Program	Yes	$250,000.00	297,414
1	**1.11**	Additional Certificated Staffing	Yes	$1,700,729.00	1,306,379

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	1.12	Continuation High School	Yes	$1,355,000.00	1,470,411
1	1.13	District Independent Contract Education	Yes	$839,000.00	834,836
1	1.14	Bilingual Paraprofessionals	Yes	$800,000.00	688,798
2	2.1	Multi-Tiered System of Support Implementation	Yes	$25,000.00	14,138
2	2.2	Academic and Behavioral Support	Yes	$194,000.00	187,740
2	2.3	Supplemental Nurses	Yes	$260,000.00	313,850
2	2.4	Supplemental School Site Counselors	Yes	$800,000.00	1,048,109
2	2.5	Student Leadership Opportunities	Yes	$10,000.00	289
2	2.6	Music Education	Yes	$940,000.00	974,420
2	2.7	Library	Yes	$1,015,000.00	1,319,378
3	3.1	Staffing and Resources to Maintain a Safe and Welcoming Environment	Yes	$1,300,000.00	1,679,599
3	3.2	Restorative Practices	Yes	$300,000.00	205,747
3	3.3	Wellness Center Staff	Yes	$100,000.00	442

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Social Emotional Programs, materials, and resources	Yes	$300,000.00	147,270
3	3.5	Home to School Transportation	Yes	$600,000.00	938,068
3	3.6	Social Workers	Yes	$950,000.00	928,254
3	3.7	Supplemental School Site Funding	Yes	$1,000,000.00	656,158
3	3.8	Physical Education	Yes	$1,500,000.00	1,443,247
4	4.1	District Committees	Yes	$300,000.00	139,014
4	4.2	District Translation and Interpretation Services	Yes	$400,000.00	385,594
4	4.3	Family Engagement	Yes	$75,000.00	26,920
4	4.4	School Community Liaisons	Yes	$480,000.00	636,384
4	4.5	Family Training Opportunities	Yes	$50,000.00	2,919
4	4.6	Additional Classified Staffing	Yes	$505,300.00	1,249,206
5	5.1	Attendance Support	No	$110,000.00	67,041
5	5.2	Professional Development	No	$30,000.00	0
5	5.3	Academic Interventions	No	$7,431.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
28,917,874	$33,906,608.00	$34,272,631.00	($366,023.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplemental Instructional Resources and Activities	Yes	$400,000.00	253,549		
1	1.2	Professional Development for Certificated and Classified Staff	Yes	$600,000.00	388,232		
1	1.3	Teachers on Special Assignment	Yes	$2,000,000.00	2,167,272		
1	1.4	English Learner Newcomer Program	Yes	$805,000.00	469,387		
1	1.5	Formative Assessments	Yes	$40,000.00	5,169		
1	1.6	Dual Language Immersion and Bilingual Program	Yes	$2,212,579.00	2,517,139		
1	1.7	Highly Qualified Staff	Yes	$9,500,000.00	9,500,000		
1	1.8	Common Planning Time	Yes	$2,000,000.00	2,000,000		
1	1.9	Small Learning Communities	Yes	$300,000.00	77,299		
1	1.10	College and Career Program	Yes	$250,000.00	297,414		
1	1.11	Additional Certificated Staffing	Yes	$1,700,729.00	1,306,379		
1	1.12	Continuation High School	Yes	$1,355,000.00	1,470,411		
1	1.13	District Independent Contract Education	Yes	$839,000.00	834,836		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Bilingual Paraprofessionals	Yes	$800,000.00	688,798		
2	2.1	Multi-Tiered System of Support Implementation	Yes	$25,000.00	14,138		
2	2.2	Academic and Behavioral Support	Yes	$194,000.00	187,740		
2	2.3	Supplemental Nurses	Yes	$260,000.00	313,850		
2	2.4	Supplemental School Site Counselors	Yes	$800,000.00	1,048,109		
2	2.5	Student Leadership Opportunities	Yes	$10,000.00	289		
2	2.6	Music Education	Yes	$940,000.00	974,420		
2	2.7	Library	Yes	$1,015,000.00	1,319,378		
3	3.1	Staffing and Resources to Maintain a Safe and Welcoming Environment	Yes	$1,300,000.00	1,679,599		
3	3.2	Restorative Practices	Yes	$300,000.00	205,747		
3	3.3	Wellness Center Staff	Yes	$100,000.00	442		
3	3.4	Social Emotional Programs, materials, and resources	Yes	$300,000.00	147,270		
3	3.5	Home to School Transportation	Yes	$600,000.00	938,068		
3	3.6	Social Workers	Yes	$950,000.00	928,254		
3	3.7	Supplemental School Site Funding	Yes	$1,000,000.00	656,158		
3	3.8	Physical Education	Yes	$1,500,000.00	1,443,247		
4	4.1	District Committees	Yes	$300,000.00	139,014		
4	4.2	District Translation and Interpretation Services	Yes	$400,000.00	385,594		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.3**	Family Engagement	Yes	$75,000.00	26,920		
4	**4.4**	School Community Liaisons	Yes	$480,000.00	636,384		
4	**4.5**	Family Training Opportunities	Yes	$50,000.00	2,919		
4	**4.6**	Additional Classified Staffing	Yes	$505,300.00	1,249,206		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
88,051,529	28,917,874	3.431%	36.273%	$34,272,631.00	0.000%	38.923%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 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 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 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).

California Department of Education
November 2024

ALAMEDA COUNTY OFFICE OF EDUCATION
ACCOUNTABILITY PARTNERSHIPS

San Lorenzo Unified 2024-25 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal 1, Actions	Goal 2, Action	Goal 3, Actions	Goal 4, Action	Goal 5, Action
LEA-wide Lowest Performance	District	African American	ELA	1, 2, 3, 5, 7, 8				
LEA-wide Lowest Performance	District	African American	Math	1, 2, 3, 5, 7, 8				
LEA-wide Lowest Performance	District	African American	Suspension		1, 2, 6	1, 2, 3, 4, 5, 6		
LEA-wide Lowest Performance	District	English Learner	CCI	10, 13, 14				
LEA-wide Lowest Performance	District	English Learner	ELA	1, 2, 3, 5, 6, 7, 8, 14				
LEA-wide Lowest Performance	District	English Learner	Math	1, 2, 3, 5, 6, 7, 8, 14				
LEA-wide Lowest Performance	District	Homeless	CCI	10,13,				
LEA-wide Lowest Performance	District	Homeless	ELA	1, 2, 3, 5, 7, 8				
LEA-wide Lowest Performance	District	Homeless	Math	1, 2, 3, 5, 7, 8				
LEA-wide Lowest Performance	District	Pacific Islander	Chronic Absenteeism	13	1, 2, 5, 6	2, 3, 4, 5, 6		
LEA-wide Lowest Performance	District	Pacific Islander	ELA	1, 2, 3, 5, 7, 8				
LEA-wide Lowest Performance	District	Pacific Islander	Math	1, 2, 3, 5, 7, 8				
LEA-wide Lowest Performance	District	Students with Disabilities	CCI	10, 13				
Required Action for English Learners	District	English Learner	N/A	6, 10, 14			2	
Required Action for Long Term English Learners (LTEL)	District	LTEL	N/A	6,10, 14			2	
Required Action for Students with Disabilities	District	Students with Disabilities	N/A	10, 13				
School-wide Lowest Performance	Royal Sunset (Continuation) (Equity Multiplier)	All Students	CCI	10				1, 2, 3
School-wide Lowest Performance	Colonial Acres Elementary	All Students	ELA	6				
School-wide Lowest Performance	Edendale Middle	All Students	ELA	11				
School-wide Lowest Performance	Hesperian Elementary	All Students	ELA	6, 14				
School-wide Lowest Performance	San Lorenzo High	All Students	ELA	1, 2, 3				
School-wide Lowest Performance	Bohannon Middle	All Students	Math	11				
School-wide Lowest Performance	Colonial Acres Elementary	All Students	Math	6				
School-wide Lowest Performance	Edendale Middle	All Students	Math	11				
School-wide Lowest Performance	San Lorenzo High	All Students	Math	1, 2, 3				
School-wide Lowest Performance	East Bay Arts High	All Students	Suspension		1, 2, 5, 6	1, 2, 3, 4, 5, 6		
School Student Group Lowest Performance	Bohannon Middle	African American	ELA	11				
School Student Group Lowest Performance	Bohannon Middle	African American	Suspension		1, 2, 5, 6	1, 2, 3, 4, 5, 6		
School Student Group Lowest Performance	San Lorenzo High	African American	CCI	10				
School Student Group Lowest Performance	Arroyo High	English Learner	ELPI	14				
School Student Group Lowest Performance	Bohannon Middle	English Learner	ELPI	14				
School Student Group Lowest Performance	Bohannon Middle	English Learner	Math	11, 14				
School Student Group Lowest Performance	Colonial Acres Elementary	English Learner	ELA	6, 14				
School Student Group Lowest Performance	Colonial Acres Elementary	English Learner	Math	6, 14				

ALAMEDA COUNTY OFFICE OF EDUCATION
ACCOUNTABILITY PARTNERSHIPS

San Lorenzo Unified 2024-25 LCAP Required Actions

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

ALAMEDA COUNTY OFFICE OF EDUCATION
ACCOUNTABILITY PARTNERSHIPS

San Lorenzo Unified 2024-25 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal 1, Actions	Goal 2, Action	Goal 3, Actions	Goal 4, Action	Goal 5, Action
School Student Group Lowest Performance	Bohannon Middle	Students with Disabilities	Suspension		1, 2, 5, 6	1, 2, 3, 4, 5, 6		
School Student Group Lowest Performance	Dayton Elementary	Students with Disabilities	Suspension		1, 2, 5, 6	1, 2, 3, 4, 5, 6		
School Student Group Lowest Performance	Grant Elementary	Students with Disabilities	Suspension		1, 2, 5, 6	1, 2, 3, 4, 5, 6		
School Student Group Lowest Performance	San Lorenzo High	Students with Disabilities	CCI	10				
School Student Group Lowest Performance	San Lorenzo High	Students with Disabilities	ELA	10, 11				
School Student Group Lowest Performance	San Lorenzo High	Students with Disabilities	Math	11				
School Student Group Lowest Performance	San Lorenzo High	Students with Disabilities	Suspension		1, 2, 5, 6	1, 2, 3, 4, 5, 6		
School Student Group Lowest Performance	Bohannon Middle	White	Math	11				
School Student Group Lowest Performance	San Lorenzo High	White	Suspension		1, 2, 5, 6	1, 2, 3, 4, 5, 6		
Required Action(s) for Technical Assistance	District	English Learners	Multiple indicators	1, 2, 3, 5, 6, 7, 8, 10, 13, 14				
Required Action(s) for Technical Assistance	District	Homeless	Multiple indicators	10, 13				
Required Action(s) for Technical Assistance	District	Hispanic	Multiple indicators	10,11,14				
Required Action(s) for Technical Assistance	District	LTEL	Multiple indicators	6,10, 14			2	