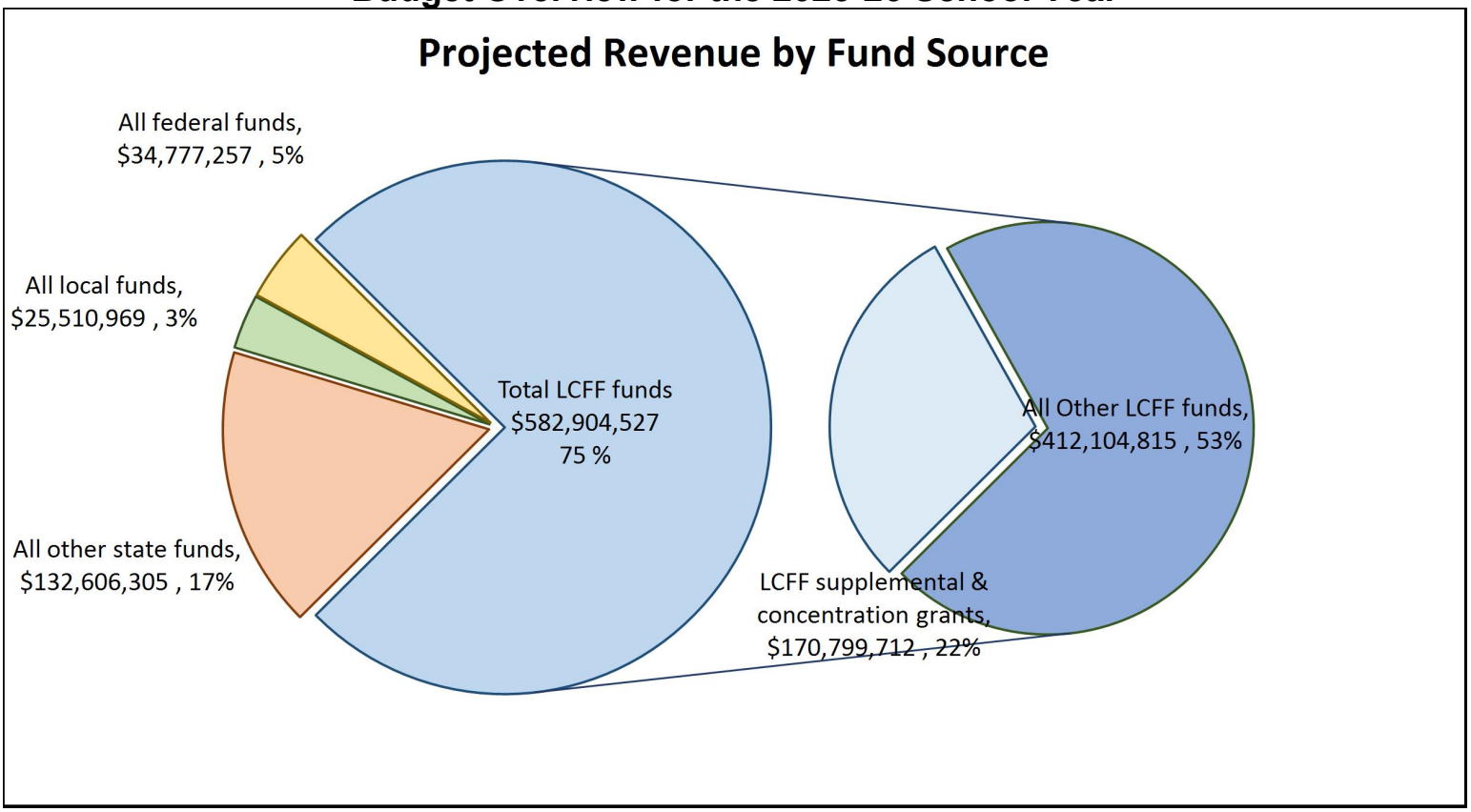
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Ana Unified School District
CDS Code: 30-666700000000
School Year: 2025-26
LEA contact information:
Dr. Lorraine Pérez
Deputy Superintendent, Educational Services
lorraine.perez@sausd.us
(714) 558-5523

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

Budget Overview for the 2025-26 School Year

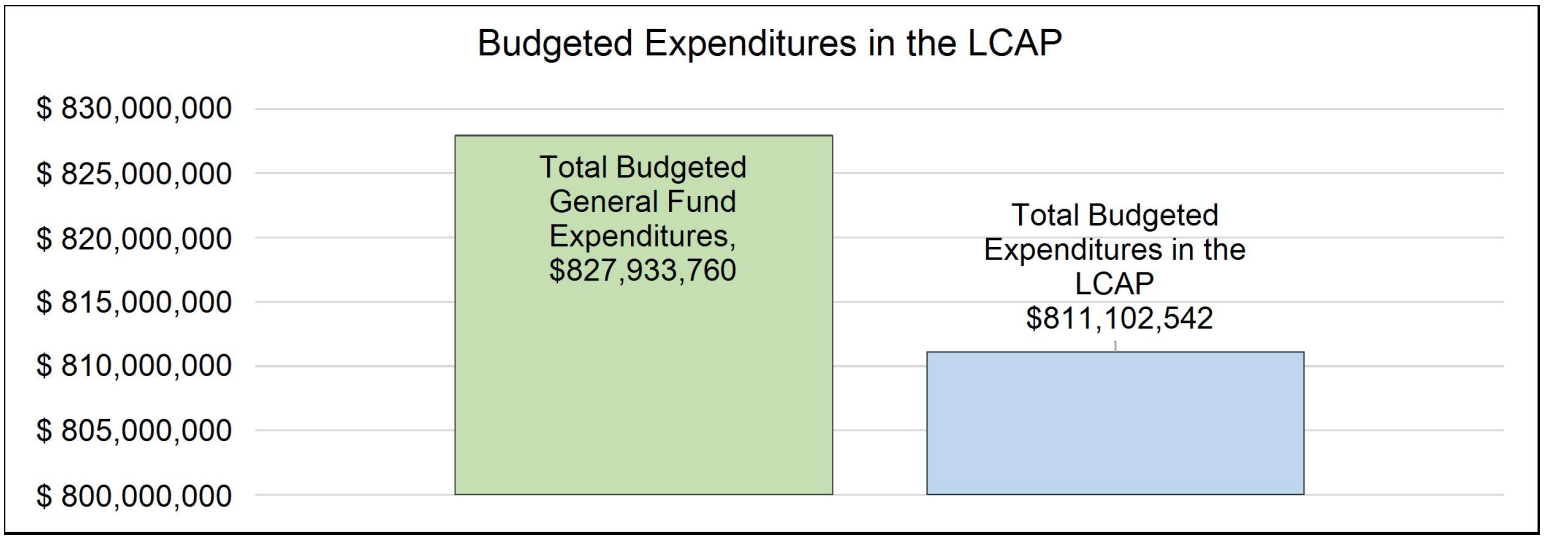


This chart shows the total general purpose revenue Santa Ana Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Ana Unified School District is $775,799,058, of which $582,904,527 is Local Control Funding Formula (LCFF), $132,606,305 is other state funds, $25,510,969 is local funds, and $34,777,257 is federal funds. Of the $582,904,527 in LCFF Funds, $170,799,712 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Santa Ana Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Ana Unified School District plans to spend $827,933,760 for the 2025-26 school year. Of that amount, $811,102,542 is tied to actions/services in the LCAP and $16,831,218 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

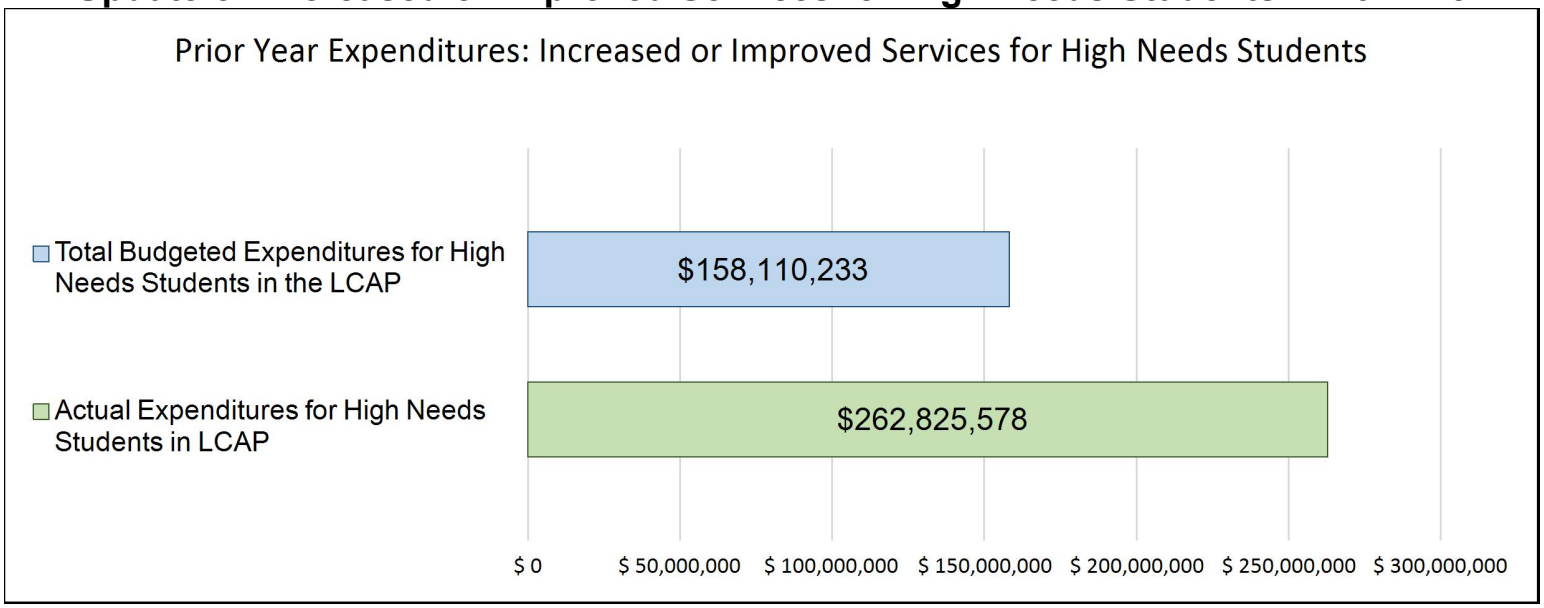
The expenditures excluded from the LCAP are those that are further removed from students or considered base programming, including costs associated with School Police Services, Risk Management, Nutrition Services, Business Services, Human Resources, Construction, Facilities/Planning, and Maintenance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

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Santa Ana Unified School District is projecting it will receive $170,799,712 based on the enrollment of foster youth, English learner, and low-income students. Santa Ana Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Ana Unified School District plans to spend $269,613,945 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Santa Ana Unified School District's LCAP budgeted $158,110,233 for planned actions to increase or improve services for high needs students. Santa Ana Unified School District actually spent $262,825,578 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $104,715,345 had the following impact on Santa Ana Unified School District’s ability to increase or improve services for high needs students:

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

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

Founded in 1888, the Santa Ana Unified School District is the sixteenth-largest school district in the State of California and the second-largest district in Orange County, providing education services to approximately 38,000 students, TK-12, according to 2023-24 enrollment data. Located in central Orange County, SAUSD serves a diverse and densely populated urban community. In total, SAUSD operates 54 schools and programs across the city of Santa Ana. There are thirty-four elementary/K-8 schools, six intermediate schools, six traditional comprehensive high schools, three educational option schools, and two schools of choice, including Middle College High School (located on the campus of Santa Ana College) and Advanced Learning Academy, a K–12 dependent charter. SAUSD also has one Deaf and Hard of Hearing Resource Center, a Workability Program, an Adult Transition Program, an Early Childhood Education Program, an Early Learner Childhood Education Special Needs Developmental Center, and the Santa Ana Virtual Academy. Approximately 96% of our students are Hispanic, with 2% being Asian and 2% Other. Approximately 39% of SAUSD students are English learners, with Spanish, Vietnamese, and Khmer among the most common languages spoken at home. Approximately 85% of the SAUSD student population is designated as coming from low-income families. SAUSD offers a multitude of educational programs, including 12 California-designated community schools, 39 CTE career-focused academies and pathways within the California aligned with all 15 CTE industry sectors, an International Baccalaureate program, a highly competitive speech and debate program, Visual and Performing Arts (VAPA), Dual Immersion programs, and expanded learning opportunities with afterschool programs at every site.

The Santa Ana Unified School District Board of Education's Vision and Mission is communicated through the Board Priorities and the Graduate Profile and reflects the district's path to providing a rigorous academic program with career-based learning and workplace experience to ensure all students are college and career ready and prepared to assume the role as part of the global community. We work

collaboratively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career. We assure well-rounded learning experiences that prepare our students for success. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country, and global society. We prepare the student for college, career, and beyond, and develop their capacity to be critical problem solvers with the soft skills also necessary to navigate the demands of today's workforce, such as social awareness, collaboration, effective communication, technical literacy, integrity, and community engagement.

SAUSD has three Equity Multiplier Schools - Cesar Chavez High School, Lorin Griset Academy, and REACH Academy. These three schools are all educational options schools supported by a common LCAP goal with related actions.

Reflections: Annual Performance

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

Santa Ana Unified School District (SAUSD) comprehensively reviewed the 2024 California School Dashboard data, local assessments, and input from over 5,500 stakeholders through its 2024–25 ThoughtExchange engagement. This reflection supports the district's commitment to equity, continuous improvement, and strategic use of resources. Our analysis revealed areas of academic and engagement progress, identifying persistent challenges across specific student groups.

Key Takeaways from 2024 Dashboard and Local Data
*English Language Arts (ELA) status remained Orange, with a small improvement of 0.9 points -> indicating slight positive movement.
*Mathematics remained in Orange, with a +2.6 point shift -> suggesting some progress, but continued need for foundational numeracy interventions.
*Graduation Rate improved slightly -> +0.6% to reach 90.3%, maintaining a level above the statewide average.
*Chronic Absenteeism moved from 20.9% to 16.9% -> a 4.0% improvement <- driven by MTSS, COST supports, and enhanced home-to-school communication.
*College/Career Indicator (CCI) dropped <- 1.2% to 38.8%, indicating a need for expanded postsecondary pathways and student support systems.
*Suspension Rate improved <- 0.4%, moving to Green, reflecting districtwide PBIS and trauma-informed practices.
*English Learner Progress (ELPI) declined <- 9.1%, from 47% to 37.9%, particularly impacting Long-Term English Learners (LTELs), who decreased to 35.9%.

Highlights and Areas of Progress
*SAUSD's Chronic Absenteeism improved meaningfully -> Reflecting MTSS and COST implementation, emphasizing tiered interventions.
*The Suspension Rate decreased districtwide, leading to a shift from Orange to Green, affirming the impact of restorative practices and positive school climate.
*Graduation rates remained strong overall. Particularly notable was the increase in college and career readiness among Foster Youth (+12.7%) and LTELs (+2.2%).

*Asian and Filipino students outperformed districtwide averages in both ELA and Math, with Asian students making significant gains in Math (from +23.4 to +29.2 points above standard).

Persistent Challenges and Equity Gaps
*The English Learner Progress Indicator showed a decline <- especially for LTELs, necessitating deeper Tier 2/3 ELD intervention and system-wide improvements in reclassification support.
*ELA and Math continue to be in Orange for all students. The Red performance level persists for Students with Disabilities, Foster Youth, and Homeless Youth in both indicators.
*The CCI dropped from 40.0% to 38.8%, with English Learners (14.9%), Students with Disabilities (11.1%), and Homeless Youth (29.1%) showing persistent underperformance.
*Graduation rate gaps endure, especially for Students with Disabilities and LTELs, who graduate at significantly lower rates than their peers.

Required Identification of Red Status Student Groups
Per CDE guidelines, the following student groups received a Red performance level on one or more indicators on the 2023 Dashboard and will be included in the LCAP throughout the three-year cycle. These groups are prioritized across all LCAP goals for increased or improved services through targeted academic interventions, expanded learning opportunities, and differentiated professional development:
*Students with Disabilities – ELA, Math, and ELPI
*Foster Youth – ELA, Math, and CCI
*Homeless Youth – ELA, Math, and CCI
*English Learners – ELPI, Math
*African American Students – Math

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

Local Data-Driven Actions and Stakeholder Engagement
SAUSD deepened its use of DataHub to refine interventions under MTSS. The Framework for the Future guided instructional design, embedding personalized, authentic, and competency-based learning districtwide.

Major initiatives informed by local data include:
*Expansion of early literacy instruction through DIBELS-aligned strategies and TK–3 professional learning.
*Strengthening of Community Schools, FACE Liaisons, and tiered SEL supports such as Capturing Kids' Hearts.
*Broad stakeholder engagement via ThoughtExchange, with over 5,500 voices highlighting themes such as mental health, tutoring, safety, and school connectedness.

Learning Recovery Emergency Block Grant (LREBG) Funds
SAUSD retains unexpended LREBG funds for the 2025–26 school year. Consistent with EC Section 52064.4, these funds will support targeted extended learning, acceleration, and social emotional mental health needs as follows:
Goal 1, Action 1.13 school counselors extended services, e.g. home visits
Goal 1 Action 1.8 school counselors

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

Rationale & Alignment:
Learning Recovery and Emergency Block Grant
SAUSD has unexpended LREBG funds for the 2025–26 school year.
LREBG-funded actions may be found in Goal 1, Actions 1.8 and 1.13, and Goal 3, Action 3.3.

The total amount reported for state funds exceeds the annual state revenue due to a contribution from the general fund to specific state resources. For instance, the Special Education resource received a $132 million contribution from the general fund this year.

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

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

These actions align with allowable uses of LREBG funds in the areas of academic support, college and career counseling, and mental health services.
EC 32526(c)(2): Focused learning supports for students most affected by COVID-19.
EC 32526(d): Addressing academic recovery in Math and ELA for Foster Youth, LTELs, and Students with Disabilities.

This annual reflection informs SAUSD’s ongoing commitment to equity and excellence, providing a strategic lens through which we refine our supports, close gaps, and amplify student achievement for all.

2023 Dashboard Required Actions

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

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

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

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

2023 Dashboard Required Actions

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

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

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

	Santa Ana	Tech Asst Status	Equity Multiplier	ELA Goal 1 Actions: 1.1, 1.2, 1.3, 1.4, 1.8, 1.12, 1.14	Math Goal 1 Actions: 1.1, 1.2, 1.3, 1.4, 1.8, 1.12, 1.14	ELPI Goal 1 Actions: 1.10, 1.11	Chronic Absenteeism Goal 3 Actions: 3.2, 3.3, 3.6, 3.7, 3.10	Graduation Rate Goal 1 Actions: 1.1, 1.4, 1.6, 1.7, 1.8	Suspension Rate Goal 3 Actions: 3.2, 3.3, 3.7, 3.9, 3.10	College/Career Goal 1 Action: 1.6
1	**District**	DA, Yr 1	Yes	**EL, FOS, HOM, SWD, AI**	**FOS, HOM, SWD, AA**			**SWD**	**FOS**	
	Romero-Cruz Academy	ATSI		HOM	EL, HOM, SWD		HOM		**ALL, EL, HOM, SED, SWD, HI**	
	Roosevelt Walker Academy					**ALL**				
	Saddleback High			**ALL, HOM, SED, HI**	**ALL, EL, HOM, SED, SWD, HI**				HOM, SWD	
	Santa Ana High			**ALL, EL, HOM, SED, SWD, HI**	HOM					EL
	Santiago Elementary	ATSI		EL	EL	**ALL**			**ALL, EL, HOM, SED, SWD, HI**	
	Segerstrom High								SWD	
	Sierra Prep Academy			**ALL, EL, HOM, SED, SWD, HI**	HOM, SWD				**ALL, EL, SED, HI**	
	Edison Elementary			**ALL, EL, HOM, SED, HI**	EL, HOM, SWD					
2	**Valley High**	CSI LP		**ALL, EL, HOM, SED, SWD, HI**	**ALL, SED, HI**	**ALL**			SWD	
&	**Washington Elementary**			EL, SWD		**ALL**				
	Willard Intermediate	CSI LP		**ALL, EL, HOM, SED, HI**	**ALL, EL, HOM, SED, SWD, HI**	**ALL**				
3	Wilson Elementary			HOM, SWD						

Please note: Indicators are only present if LEA or school has a student group in the RED performance level on that indicator. For example, an Elementary School District will not have the Graduation Rate Indicator column.

Student Groups		
ALL		Black/African American
EL		Amer Indian/Alaska Native
FOS		Asian
HOM		Filipino
SED		Hispanic
SWD		Pacific Islander
		White
		Multiple Races

Reflections: Technical Assistance

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

SAUSD is eligible for differentiated assistance, based on the 2023 CA Dashboard, for two student groups, Foster Youth (FY) and students with Disabilities (SWD). Both groups were in red status on the 2023 CA dashboard for the academic indicators in ELA and Mathematics. SWD was also in red status for the Graduation Rate. FY was in red status for suspensions. To support improvement for students in these areas, two LCAP actions were created, one in our Student Achievement Goal for FY and SWD to support ELA and Mathematics achievement graduation rate, and one in our Wellness Goal for FY to improve the suspension rate. Due to improved outcomes for Students

with Disabilities on the 2024 CA Dashboard, SAUSD is now identified for differentiated assistance for only one group—Foster Youth—based on chronic absenteeism and suspension.

SAUSD worked with the Orange County Department of Education (OCDE) to support a deep dive of our data and the implementation of an initiative mapping protocol to assist us with planning. Teams met to review actions and initiatives within each of the 2023-24 LCAP areas, along with the LCAP Mid-Year Report data, to make adjustments and recommendations for improvements to the LCAP to improve outcomes for FY and SWD in these areas. Based on the 2024 Dashboard results, SAUSD continues this close work with OCDE.

SAUSD is utilizing the newly developed Framework for the Future, updated Graduate Profile, and related learning progressions according to grade level spans, with special emphasis on FY and SWDs. A clear focus on connecting students to authentic and personalized learning will be able to address the specific needs of FY to continue to reduce chronic absenteeism and suspension rates. Schools will continue to review monthly progress monitoring updates for their FY student groups in suspensions, office referrals, incidents of bullying/harassment, and implementation of restorative practices to provide early-tiered interventions.

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.

2023/24- Lorin Griset Academy, Chavez HS, Valley HS, Willard Intermediate

Support for Identified Schools

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

The SAUSD Improvement Network features Improvement Science as a framework, we provide cross-school and cross-district learning tailored to the context-specific needs of CSI schools. A network of Dashboard Instructional Coaches supports school leadership in the following:
-Identify systemic needs and examine root causes/drivers that impact them by supporting a comprehensive needs assessment.
-Identify any resource inequities to be addressed through the implementation of the CSI plan.
-Develop a Dashboard Coach Support Plan, identifying evidence-based actions tied to SMART goals.
-Monitor progress towards SMART goals and adjust based on cycles of improvement and context.
-Support site development of corresponding areas of the School Plan for Student Achievement at CSI sites.
-Convene for virtual meetings on evidence-based practices, leadership, and issues critical to improvement. Convenings include sharing with peers, as well as technical assistance and professional learning.
-Work with other school leaders in affinity groups based on needs and problems of practice, organized around the three student subgroups most associated with criteria: Students with Disabilities, Economically-Disadvantaged, and English Language Learners.

Dashboard Instructional Coaches are proud to support identified CA Dashboard schools year-round in identified areas of need. Working daily with individual teachers, teams, and administrative leadership, DB coaches bring a wealth of experience and knowledge to the table. Coaches also serve as liaisons between the district and sites, leveraging the resources and support personnel available.
-Coaches collaborate with site administrators and teachers to identify collective areas of instructional focus that guide site improvement efforts.
-Coaches create & facilitate teacher-centered staff professional learning around site areas of focus
-Coaches facilitate PLCs via Improvement Science processes around shared problems of practice.
-Coaches provide 1:1 teacher support, classroom demonstration lessons, and co-planning & teaching
-Coaches provide teachers opportunities to observe and engage with colleagues to experience high-leverage instructional strategies in action.
-Coaches support teachers in retrieving & analyzing relevant data to drive instructional decision-making.
-Coaches support the implementation of district instructional initiatives

Monitoring and Evaluating Effectiveness

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

The Dashboard Coach, Site Administrator, and District CSI Leadership member develop a Dashboard Plan. This plan becomes a blueprint for support. It includes the following:
-CA Dashboard Areas and Student Groups
-Identified Needs and Root Cause Analysis
-SMART Goals related to identified needs
-Evidence-Based Actions for Coach
-Mid-year Progress monitoring
-End-of-Year Summative Assessment

August - January: The Dashboard Coach supports actions outlined in the plan, making necessary adjustments informed by improvement cycles and ongoing data review.
January - February: The Dashboard Coach, Site Administrator, and District CSI Leadership member hold a Progress Monitoring meeting, making adjustments as needed.
February - May: Dashboard Coach support continues, with a focus on summative data collection.
May-June: The Dashboard Coach, Site Administrator, and District CSI Leadership member hold a summative assessment triad and plan for the following school year.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
The 2024–25 LCAP Participation Breakdown: Total Participants: 5,545 Total Thoughts Submitted: 8,404 Group Representation: Students: 40% (1,850) Staff: 38% (1,789) Certificated: 69% (1,163) Classified: 27% (449) Administrators: 5% (82) Parents/Caregivers/Community Members: 22% (1,033) 95% of parent/caregiver participants had children enrolled in SAUSD All SAUSD sites were represented including Equity Multiplier Schools Educational Partners - staff, students, parents/caregivers	Santa Ana Unified School District (SAUSD) implemented a comprehensive, inclusive, and yearlong process to authentically engage educational partners in the development of the 2025–26 Local Control and Accountability Plan (LCAP). In alignment with Education Code 52064(e)(1), SAUSD ensured that all statutorily required groups were consulted, including teachers, principals, administrators, classified and certificated staff, local bargaining units, parents, students, and educational partners from Equity Multiplier schools. The special education local plan area (SELPA) administrator and school site advisory groups were also included. Engagement Summary by Group: Teachers, Principals, Administrators, Other School Personnel: Site-based LCAP listening sessions were facilitated by administrators, FACE liaisons, and counselors. These sessions occurred during November 2024 through February 2025 and were embedded into staff meetings and planning time to maximize participation. Representatives from local bargaining units (CSEA, SAEA, SAPOA) were invited to participate in designated feedback meetings with District LCAP leadership to review draft goals and provide input. Parents, Guardians, and Community Members: Six LCAP community input sessions were conducted during January 2025 across the

Educational Partner(s)	Process for Engagement
	district in hybrid formats. Outreach was conducted via ParentSquare, flyers, and social media. Additional engagement occurred through DAC, DELAC, CAC, and AIPAC meetings, where feedback was gathered and responded to. Students: Randomly selected students participated in site-based listening sessions. Additional feedback was collected through student advisory groups and surveys. Equity Multiplier Schools (Cesar Chavez HS, Griset Academy, REACH Academy): Targeted engagement with students, families, and staff was conducted at each site to support the development of school-specific focus goals. Special Education Local Plan Area (SELPA): SELPA administrators participated in goal alignment meetings to support the needs of students with disabilities. School Site Advisory Groups: School Site Councils, ELACs, and student leadership groups reviewed draft goals and actions to provide site-specific input. Use of ThoughtExchange for Broad Community Input SAUSD used ThoughtExchange, an interactive, open-ended digital tool, to expand access and transparency. Participants were asked: “What are the most important things SAUSD should do to help every student be successful?” Data were collected beginning in November 2024 through February 2025. ThoughtExchange allowed participants to anonymously rate the thoughts of others, enabling collective prioritization. The District’s Research & Evaluation team aligned themes with Board Priority Areas: Student Achievement, Family and Community Engagement, Wellness, and Organizational Efficiency. Confidence in SAUSD’s Direction Participants were asked: “Do you believe SAUSD will be successful in achieving its LCAP goals this year?”

Educational Partner(s)	Process for Engagement
	61% responded positively (41% probably yes, 20% definitely yes) 28% were unsure 10% responded negatively (7% probably not, 3% definitely not) Confidence was highest among: Administrators (76.8%) Classified staff (59.6%) Certificated staff showed the lowest confidence (38.2%) This indicates the need for improved classroom-level alignment and communication of LCAP strategies.

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

How the Adopted LCAP Was Influenced by Educational Partner Feedback

The 2025–26 LCAP for Santa Ana Unified School District was meaningfully shaped by robust and sustained engagement with educational partners throughout the school year. The district collected and analyzed input through in-person and virtual meetings, school site councils, advisory committees, student listening sessions, and a districtwide ThoughtExchange platform. This feedback informed the development, revision, prioritization, and funding decisions across all five LCAP goals, including the development of a required Focus Goal for schools receiving Equity Multiplier funds.

Feedback from students, staff, parents, and community members played a direct role in refining the district's academic strategies under Goal 1, Student Achievement. A strong and consistent theme across all groups was the desire for smaller class sizes to support individualized instruction and reduce combination classrooms. In response, Action 1.4 was preserved and reinforced to maintain TK–3 class size protections. Stakeholders also emphasized the need for tutoring and academic support, particularly outside of regular school hours. As a result, Action 1.8 was expanded to include after-school tutoring, Saturday programs, and a new system of structured Individual Student Education Plans (ISEPs) that allow for more personalized support. Students and families further expressed interest in a broader course of study, including more field trips, exposure to career pathways, and greater access to electives. This input informed revisions to Actions 1.6 and 1.10, which now provide additional opportunities for students to participate in AP, STEM, CTE, Ethnic Studies, World Languages, and enrichment courses. In addition to changes in services, the district updated several performance metrics in response to partner feedback. Benchmarks for reclassification, absenteeism, A–G completion, and early literacy were revised, and disaggregation was added for student groups such as Long-Term English Learners, Foster Youth, and Students with Disabilities to provide a clearer picture of equity gaps.

In the area of Family and Community Engagement, or Goal 2, parent and staff feedback emphasized the importance of clear, responsive, and multilingual communication from schools and the district. As a result, Actions 2.1 through 2.5 were revised to expand the roles of Family and Community Engagement (FACE) liaisons, strengthen leadership development opportunities for caregivers, and ensure that information is accessible in families' home languages. The district also added new survey-based metrics using Panorama constructs such as “Family Efficacy,” “Family Support,” and “School Welcome” to more accurately measure the quality of relationships and outreach efforts.

Under Goal 3, Wellness, students and staff called attention to the need for stronger mental health supports, safer schools, and access to wellness services. Based on this input, the district expanded Actions 3.2 and 3.3 to increase the number of mental health professionals, support schoolwide Tier 2 services, and strengthen coordination of wraparound services. Stakeholders also requested more attention to school safety and inclusivity. This led to enhancements in Actions 3.4 and 3.5, which now include restorative and trauma-informed practices, anti-bullying strategies, and professional development aimed at fostering welcoming, safe school environments. Corresponding metric targets were also adjusted to reflect increased expectations for chronic absenteeism reduction, improved student sense of belonging, and increased safety perceptions among students and families.

In response to partner concerns about campus safety, student supervision, and facility maintenance, SAUSD also made refinements to Goal 4, Organizational Efficiency. Action 4.3 was updated to prioritize clean and well-maintained facilities, with a focus on bathrooms, HVAC systems, and shaded outdoor areas. Additionally, Action 4.4 was strengthened to improve communication channels and ensure staff and families can quickly report concerns and receive timely support.

To analyze and act on feedback, the district leadership team was convened. These teams reviewed stakeholder input alongside local and Dashboard data, then assessed each pertinent initiative. Recommendations from these groups led to the reinforcement of high-impact services such as tutoring and mental health support, revision of others such as class size implementation due to fiscal realities, and reallocation of resources toward stakeholder priorities. In addition, the district conducted a deeper analysis of 1,690 top-rated thoughts from the more than 7,000 submitted through ThoughtExchange. Each thought was coded to one or more LCAP actions to quantify stakeholder priorities across four domains: Student Achievement, Family and Community Engagement, Wellness, and Organizational Efficiency.

As a district receiving Equity Multiplier funds, SAUSD also consulted with stakeholders at Cesar Chavez High School, Griset Academy, and REACH Academy, which serve students in educational options programs. Each site conducted student, staff, and family input sessions and reviewed school-specific ThoughtExchange results to guide planning. Feedback from these schools identified the need for stronger student connectedness, individualized case management, and trauma-informed supports, particularly given the social and academic challenges students face when leaving their home schools. In direct response to this input, SAUSD developed Goal 5, a required Focus Goal, which includes actions that support mentoring, belonging, and restorative learning environments at these schools. Site administrators worked closely with the district’s Secondary Education Director to ensure that their plans were fully integrated into the LCAP and aligned with student needs.

To ensure accountability and transparency, SAUSD has committed to communicating the outcomes of this process back to educational partners. Updates on LCAP revisions are shared through presentations at DAC, DELAC, CAC, AIPAC, and site council meetings. The district also publishes accessible information on its website, distributes messages via ParentSquare, and produces translated infographics and summary videos. Community forums and year-end reports further support public understanding of how stakeholder input shaped final decisions.

In summary, the 2025–26 LCAP reflects a deep integration of partner feedback, including changes to goals, actions, metrics, and expenditures. The plan demonstrates SAUSD's commitment to inclusive, responsive, and data-informed planning that prioritizes equity and shared accountability.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

The 2024 California School Dashboard data illustrates both areas of improvement and continued need:
-English Language Arts (ELA): SAUSD students remain 51.6 points below standard overall. English Learners (86.6 PBS), Foster Youth (92.2 PBS), Students with Disabilities (114 PBS), and Socioeconomically Disadvantaged students (56.6 PBS) are still performing significantly below grade-level expectations.
-Mathematics: While there was slight growth, students are still 82.9 points below standard overall. Performance gaps persist, with Students with Disabilities (139.9 PBS), Long-Term English Learners (171 PBS), and Foster Youth (111.2 PBS) among the lowest-performing subgroups.
-Graduation Rate: The district maintained a 90.3% rate, but disparities remain—Students with Disabilities graduated at 75.3% and Foster Youth at 81.6%.
-College/Career Indicator (CCI): 38.8% of students were deemed prepared, with English Learners (14.9%), Long-Term English Learners (13.7%), and Students with Disabilities (11.1%) significantly underrepresented.
-English Learner Progress: Only 37.9% of English Learners are making expected progress toward proficiency, a decline of 9.1 percentage points from the prior year.

This Dashboard data confirms the relevance and urgency of continuing the actions in Goal 1. Additionally, early literacy performance—where only 49.7% of students in grades K–3 scored proficient on DIBELS—emphasizes the need to strengthen foundational skills and early learning systems.

SAUSD's 2024–25 ThoughtExchange engagement also elevated several community priorities addressed in this goal, including smaller class sizes, expanded mental health supports, tutoring and interventions, and broader access to academic and enrichment opportunities. These align with the core components of Goal 1, which include:
-Actions 1.1–1.3: High-quality instruction with integrated technology and data cycles to improve student outcomes.
-Action 1.4–1.5: Smaller class sizes and strong early learning programs to support foundational literacy and readiness.
-Action 1.8: A responsive, data-driven MTSS to deliver effective interventions.
-Actions 1.9–1.13: Targeted supports for ELs, LTELs, Foster Youth, and Students with Disabilities to close persistent equity gaps.
-Actions 1.6–1.7, 1.12: Access to a broad course of study, including AP, Dual Enrollment, STEM, VAPA, and enrichment.
-Action 1.14: Professional learning to build educator capacity aligned to SAUSD's Learning Model and Graduate Profile.

SAUSD's USG enrollment exceeds 87%, and Goal 1 represents a systemwide commitment to academic excellence and equity. By fully implementing the Framework for the Future and Goal 1's strategic actions, SAUSD will create inclusive learning environments where every student is empowered to thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA)	2022-2023 All: 30.74% AA: 36.17% AI: 25.42% HI: 29.71% ELs: 7.78% LTELs: 2.01% SED: 28.66% Foster: 13.16% SpEd: 8.29% M-V: 22.97%	2023-2024 All: 30.81% AA: 39.53% AI: 24.49% HI: 29.73% ELs: 5.44% LTELs: 2.22% SED: 28.98% Foster: 15.15% SpEd: 7.39% M-V: 20.97%		Baseline +9% for all targeted student groups	All: +0.07% AA: +3.36% AI: –0.93% HI: +0.02% ELs: –2.34% LTELs: +0.21% SED: +0.32% Foster: +1.99% SpEd: –0.90% M-V: –2.00%
1.2	CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math)	2022-2023 All: 19.88% AA: 21.28% AI: 28.07%	2023-2024 All: 21.08% AA: 16.28% AI: 20.00%		Baseline +9% for all targeted student groups	All: +1.20% AA: –5.00% AI: –8.07% HI: +1.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: 18.85% ELs: 6.07% LTELs: 0.66% SED: 18.42% Foster: 11.84% SpEd: 6.07% M-V: 14.85%	HI: 19.85% ELs: 5.65% LTELs: 0.85% SED: 19.72% Foster: 9.09% SpEd: 5.38% M-V: 14.90%			ELs: –0.42% LTELs: +0.19% SED: +1.30% Foster: –2.75% SpEd: –0.69% M-V: +0.05%
1.3	3rd Grade DIBELS: % of students at core/core+ Spring	2023-2024 All: 56.6% ELs: 42.4% SED: 54.5% Foster: 47.1% SpEd: 26.4% M-V: 45.0%	2024-2025 All: 52.4% ELs: 36.2% SED: 51.0% Foster: 23.1% SpEd: 23.1% M-V: 45.1%		Baseline +15% increase across all targeted student groups	All: -4.2% ELs: -6.2% SED: -3.5% Foster: -24.0% SpEd: -3.3% M-V: +0.1%
1.4	3rd Grade mCLASS Lectura: % of students at or above benchmark Spring	2023-2024 All: 65.9% ELs: 63.1% SED: 64.3% Foster: 100.0% SpEd: 18.5% M-V: 64.8%	2024-2025 All: 65.3% ELs: 66.1% SED: 64.6% Foster: NA SpEd: 20.7% M-V: 58.1%		Baseline +15% increase across all targeted student groups	All: -0.6% ELs: +3% SED: +0.3% Foster: No student in 2024-2025 SpEd: +2.2% M-V: -6.7%
1.5	% 4 & 5 years old scoring at levels 3/4 in Literacy and Language Development	2022-2023 79%	2023-2024 77%		Baseline +9%	-2.00%
1.6	% 4 & 5 years old scoring at levels 3/4 in Cognition Math	2022-2023 79%	2023-24 83%		Baseline +9%	+4.00%
1.7	EL Reclassification Rate, including disaggregated for LTELs (NEW)	2022-2023 All: 8.37% LTELs: TBD	2023-2024 All: 9.62% LTELs: TBD		Baseline +9% for ELs and LTELs	All: +1.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	ELPI: (ELs Making Progress or maintaining 4 on ELPAC), including disaggregated for LTELs (NEW)	2022-2023 ELs: 47% LTELs: TBD	2023-2024 ELs: 37.9% LTELs: 35.9%		Baseline +9% for ELs LTELs - +9% for LTELs	ELs: -9.1%
1.9	Met UC/CSU Requirements (A-G%)	2023 All: 39.8% ELs: 17.0% LTELs: NA SED: 38.4% Foster: 17.1% SpEd: 12.4% M-V: 32.4%	2024 All: 38.4% ELs: 17.3% LTELs: 16.7% SED: 37.5% Foster: 20.4% SpEd: 13.3% M-V: 26.9%		Baseline +9% for all targeted student groups	All: –1.4% ELs: +0.3% LTELs: N/A SED: –0.9% Foster: +3.3% SpEd: +0.9% M-V: –5.5%
1.10	Completed at Least One Career Technical Education (CTE) Pathway	2023 All: 19.5% ELs: 15.7% LTELs: NA SED: 19.4% Foster: 17.1% SpEd: 16.1% M-V: 17.5%	2024 All: 22.0% ELs: 18.2% LTELs: 19.3% SED: 22.1% Foster: 18.4% SpEd: 16.1% M-V: 19.4%		Baseline +6% for all targeted student groups	All: +2.5% ELs: +2.5% LTELs: N/A SED: +2.7% Foster: +1.3% SpEd: 0.0% M-V: +1.9%
1.11	Completed both A-G and CTE Pathway (%)	2023 All: 10.2% ELs: 5.1% SED: 9.8% Foster: 8.6% SpEd: 4.8% M-V: 8.2%	2024 All: 11.7% ELs: 6.5% SED: 11.5% Foster: 4.1% SpEd: 4.9% M-V: 8.6%		Baseline +6% for all targeted student groups	All: +1.5% ELs: +1.4% SED: +1.7% Foster: –4.5% SpEd: +0.1% M-V: +0.4%
1.12	AP Pass (score of 3 or higher) Rate	2023 All: 22.1% ELs: 19.7% SED: 20.6% Foster: 50%	2024 All: 23.8% ELs: 12.7% LTELs: 3.8% SED: 22.7%		Baseline +9% for all targeted student groups	All: +1.7% ELs: –7.0% LTELs: N/A SED: +2.1% Foster: –41.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SpEd: 7.5% M-V: 15.7%	Foster: 8.3% SpEd: 7.3% M-V: 18.2%			SpEd: –0.2% M-V: +2.5%
1.13	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA	2022-2023 All: 40.52% ELs: 4.44% LTELs: 4.90% SED: 38.65% Foster: 16.67% SpEd: 8.99% M-V: 34.45%	2023-2024 All: 43.26% ELs: 3.71% LTELs: 5.38% SED: 42.07% Foster: NA SpEd: 8.72% M-V: 29.78%		Baseline +6% for all targeted student groups	All: +2.74% ELs: –0.73% LTELs: +0.48% SED: +3.42% Foster: N/A SpEd: –0.27% M-V: –4.67%
1.14	Early Assessment Program (EAP) - Percentage of Students Prepared for College – Math	2022-2023 All: 15.63% ELs: 0.90% LTELs: 0.77% SED: 14.49% Foster: 0.00% SpEd: 2.54% M-V: 14.11%	2023-2024 All: 16.37% ELs: 1.32% LTELs: 0.74% SED: 15.80% Foster: NA SpEd: 1.46% M-V: 10.21%		Baseline +6% for all targeted student groups	All: +0.74% ELs: +0.42% LTELs: –0.03% SED: +1.31% Foster: N/A SpEd: –1.08% M-V: –3.90%
1.15	State Seal of Biliteracy %	2023 All: 37.6% ELs: 10.9% SED: 39.0% Foster: 25.0% SpEd: 5.7% M-V: 78.6%	2024 All: 30.9% ELs: 16.8% LTELs: 14.3% SED: 32.2% Foster: 25.0% SpEd: 9.1% M-V: 30.5%		Baseline +6% for all targeted student groups	All: –6.7% ELs: +5.9% LTELs: N/A SED: –6.8% Foster: 0.0% SpEd: +3.4% M-V: –48.1%
1.16	College/Career Indicator	2023 All: 40.0% HI: 39.2% ELs: 13.7% SED: 38.8%	2024 All: 38.8% HI: 37.7% ELs: 14.9% LTELs: 13.7%		Baseline +9% for all targeted student groups	All: –1.2% HI: –1.5% ELs: +1.2% LTELs: N/A SED: –0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: 11.8% SpEd: 11.7% M-V: 31.9%	SED: 37.9% Foster: 24.5% SpEd: 11.1% M-V: 29.1%			Foster: +12.7% SpEd: –0.6% M-V: –2.8%
1.17	Average response rate on a 1-5 scale on the CDE Reflection Tool for Priority 2	3.48	3.52		4.0 or higher	+0.04
1.18	High School Graduation Rate	2022-2023 All: 89.7% HI: 89.7% ELs: 80.7% LTELs: NA SED: 89.5% Foster: 82.4% SpEd: 75.9% M-V: 84.9%	2023-2024 All: 90.3% HI: 90.1% ELs: 81.4% LTELs: NA SED: 90.1% Foster: 81.6% SpEd: 75.7% M-V: 84.1%		93% for all targeted student groups	All: +0.6% HI: +0.4% ELs: +0.7% LTELs: N/A SED: +0.6% Foster: –0.8% SpEd: –0.2% M-V: –0.8%
1.19	Kinder/1st Grade DIBELS: % of students at core/core+ Spring	2023-2024 All: 59.9% ELs: 48.8% SED: 57.4% Foster: 37.9% SpEd: 42.1% M-V: 49.7%	2024-2025 All: 57.7% ELs: 48.6% SED: 56.0% Foster: 34.4% SpEd: 39.8% M-V: 48.8%		Baseline +15% increase across all targeted student groups	All: -2.2% ELs: -0.2% SED: -1.4% Foster: -3.5% SpEd: -2.3% M-V: -0.9%

Goal Analysis [2024-25]

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

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

All actions under Goal 1 were substantially implemented, with expanded integration of community schools, MTSS systems, and student-centered instruction. Instruction was guided by California State Standards and the district's Framework for the Future, emphasizing authentic, personalized, and competency-based learning.

Academic programming included structured literacy and math routines, designated and integrated ELD, and universal design through AVID, GLAD, Thinking Maps, and UDL strategies. High school sites deepened their focus on postsecondary access and readiness through AP/IB, dual enrollment, and CTE pathways. Early literacy and family engagement were further strengthened through initiatives such as RISE and library-based programming.

Within Community Schools, MTSS structures were enhanced through COST teams that used data-informed practices to coordinate Tier 2 and 3 interventions. COST meetings became more efficient and equity-driven, supported by coaching and aligned with site SPSAs.

The Improvement Science Cycles, led in partnership with the National Equity Project, were introduced at all 15 Community Schools. Though the 2024–25 year was a capacity-building phase, all sites participated in intensive training focused on equity-based inquiry models. This foundational work set the stage for deeper site-based implementation in 2025–26. Additionally, support to sites identified as Additional Targeted Support & Improvement (ATSI) and Comprehensive Support & Improvement (CSI) was provided a Dashboard Instructional Coach (DBIC). Led by a CORE Consultant and expert, Coaches led cycles of improvement at sites, facilitating change ideas and monitoring progress toward the goals set on the DBIC Plan and Single Plan for Student Achievement (SPSA). All improvement efforts were related to the Graduate Profile Outcomes and Authentic Learning.

However, staffing limitations due to the district's Fiscal Stabilization Plan restricted the expansion of class size reduction and impacted implementation consistency of designated ELD at secondary levels. Rollout of immersive instructional technology was also delayed due to training and logistics.

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

In reviewing the 2024–25 LCAP, several material differences were identified between Budgeted and Estimated Actual Expenditures. These differences reflect shifts in district needs, programmatic priorities, and cost structures. Minor variances have been omitted in accordance with LCAP guidance.

Action 1.1 – High Quality Instructional Program
Expenditures were approximately 3.5 times higher than budgeted. This variance was due to the need for additional hands-on materials required for implementing the district's instructional framework and increased salary costs for members of the instructional such as curriculum specialists and future-ready coaches at both district and site levels.

Action 1.2 Improvement Science Cycles
Expenditures were approximately 20% higher than budgeted. This difference was due to higher-than-expected costs related to teacher collaboration to build capacity to deliver culturally responsive and learner-centered approaches.

Action 1.3 – Integrated Technology

Actual expenditures were approximately 2.5 times higher than projected. This was primarily due to the higher-than-expected costs of the district's technology refresh cycle, along with increased investment in technological infrastructure to support student engagement and differentiated instruction.

Action 1.4 - Lower Class Size
Spending exceeded the budget by approximately 80% to reduce class sizes to support personalized learning and to address unduplicated students' academic needs, and the implementation of the district's Framework for the Future.

Action 1.5 – Early Learning
Spending exceeded the budget by approximately 30% to accommodate increased enrollment in Preschool and TK programs. Additional funds were allocated to maintain class size ratios and provide classified staffing support.

Action 1.6 – College and Career Readiness
Expenditures were approximately 30% lower than anticipated. Additional resources were directed to enhance key programs, including AVID, International Baccalaureate (IB), and Career Technical Education (CTE) offerings.

Action 1.8 – MTSS: Student Achievement
Actual costs were approximately 6.5 times above budgeted amounts. This increase supported the continuation of counseling services with a lower student-to-counselor ratio, which was made possible in part by Learning Recovery Emergency Block Grant (LREBG) funding.

Action 1.9 - Addressing Special Needs
Expenditures were approximately 15% more than budgeted due to increased costs of services, including consultants for students with Individualized Education Plans (IEP) or 504 Plans.

Action 1.10 – English Learner Program
Expenditures were approximately twice the budgeted amount. This increase reflects the costs associated with implementing personalized learning plans for English Learners, including the purchase of instructional materials and compensation for school counselors providing additional support for plan creation and progress monitoring, particularly for newcomers.

Action 1.12 - Library Services
Expenditures were approximately 10% more than projected due to increased salary cost, which provide additional library access to students before and after school.

Action 1.14 – Professional Learning: Student Achievement
Spending was approximately 50% of what was budgeted. A portion of funds (just under $3.3 million) was reallocated to Goal 3, Action 3.10, to support professional learning aligned with the district's wellness initiatives. An additional $2 million was leveraged through the use of professional learning release time (captured in Action 1.2 – Improvement Science Cycle). Training previously mapped here for special education and early learning was also reassigned to Action 1.9 and Action 1.5, respectively, for increased alignment.

Material Differences Between Planned and Estimated Actual Percentages of Improved Services

Material differences in the use of LCFF funds under Goal 1 were the result of strategic leveraging of other funding sources and revised implementation priorities. Details are provided by action:

Action 1.1 – High Quality Instructional Program
LCFF expenditures were approximately 10 times more than budgeted. Approximately $47.5 million of LCFF funding was utilized to provide the resources necessary, such as hands-on learning and differentiation for the core instructional program was in alignment with the SAUSD Framework for the Future.

Action 1.3 – Integrated Technology
LCFF expenditures were approximately 2.5 times more than budgeted.

Action 1.4 - Lower Class Size
Spending exceeded the LCFF budget by approximately 80% to reduce class sizes to support personalized learning and to address unduplicated students' academic needs, and the implementation of the district's Framework for the Future.

Action 1.5 – Early Learning
LCFF expenditures were approximately 30% less than budgeted.

Action 1.6 – College and Career Readiness
LCFF expenditures were approximately 30% less than budgeted.

Action 1.8 – MTSS: Student Achievement
LCFF expenditures were approximately 3.5 times more than budgeted.

Action 1.10 – English Learner Program
LCFF expenditures were approximately 50% less than budgeted.

Action 1.11 – Support for LTELs
No LCFF funds were utilized. Local, other state, and federal funds were leveraged to support this action.

Action 1.14 – Professional Learning: Student Achievement
LCFF expenditures were approximately 25% less than budgeted.

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

Progress was moderate, with key areas of growth and other metrics signaling continued challenges, particularly in math proficiency and outcomes for English Learners and Long-Term English Learners.

Highlights from Updated 2024–25 Metrics:

-CTE Pathway Completion: Increased from 19.5% -> 22.0%
-Both A–G and CTE Completion: Increased from 10.2% -> 11.7%
-AP Pass Rate (Score 3+): Improved from 22.1% -> 23.8%
-EAP Readiness (ELA): Increased from 40.5% -> 43.3%
-CAASPP ELA: Flat at 30.81% (previously 30.74%)
-CAASPP Math: Up slightly to 21.08% (from 19.88%)
-ELPI for LTELs: Declined by 9.4%, indicating limited progress
-CSI Sites: See 5.2 data for LGA and Chavez (Included in comments)

Actions Demonstrated to Be Effective
-College and Career Readiness Supports (Actions 1.8, 1.9): The district saw growth in CTE completion, dual enrollment, and AP pass rates. These gains reflect the successful implementation of individualized student planning, postsecondary workshops, and expanded course access.
-Early Literacy and Library Services (Actions 1.2, 1.3): DIBELS results and high utilization of multilingual, inclusive library materials indicate strong foundational literacy support, particularly in early grades.
-MTSS and COST Implementation in Community Schools (Actions 1.4, 1.8): Community Schools strengthened Tier 2 and Tier 3 interventions through well-facilitated Coordination of Services Teams (COST), leading to improved student engagement and reductions in chronic absenteeism.
-CA Dashboard Support for ATSI and CSI sites, using improvement science, peer coaching, and just-in-time support that aligned with the comprehensive needs assessment.
-Framework for the Future Support- Leveraging resources and structures to carry out our plan for supporting a deeper understanding of the Grad. Profile Outcomes: Monthly meetings: Administrators, Support Staff, Task Force, Communicating best practices via Bright Spots, Graduate Outcome “shout outs,” Learner Centered Consultant support and media plan, Social media and print media, monthly newsletter.

Actions Partially Effective or in Development
-Designated ELD Instruction at Secondary Level (Action 1.4): While elementary ELD was consistent, secondary implementation varied significantly across sites, contributing to underperformance in LTEL reclassification and ELPI scores.
-Improvement Science Cycles (Action 1.12): In partnership with the National Equity Project, foundational training was completed at all 15 Community Schools. However, the action’s full impact is not yet measurable, as the site-based application is scheduled for 2025–26.
-Framework for the Future Support- Engaging site-based coaches and other support staff needs further development.

Areas Needing Improvement
-Mathematics Achievement (MAP and CAASPP): Despite modest growth, only 38% of 5th graders met MAP math growth targets, and overall CAASPP math proficiency remains low. Foundational numeracy and math interventions require redesign and targeted support.
-Equity in Class Size and Instructional Staffing: Due to fiscal constraints, class size reduction was scaled back in many grade levels, affecting the quality and consistency of Tier 1 instruction. Variability in staffing, particularly at non-Community Schools, also contributed to uneven access to supports. Variability in staffing, particularly at non-Community Schools, also contributed to uneven access to supports.

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

In response to implementation and metric data, and in alignment with authentic stakeholder voice captured through ThoughtExchange and Student Listening Sessions, SAUSD will implement several key refinements to Goal 1 actions for 2025–26:

Changes to Goal 1

- Action 1.10, 1.11 - Designated ELD instruction at the secondary level will be prioritized with targeted coaching, protected scheduling, and improved site accountability. Designated ELD instruction at the secondary level was identified as ineffective due to inconsistent implementation across sites, which contributed to underperformance in English Learner Progress Indicator (ELPI) scores and Long-Term English Learner reclassification. In 2025–26, this action will be strengthened through targeted site coaching, protected scheduling to ensure designated time is met, and new accountability systems that monitor frequency and fidelity of instruction.
- Action 1.8 - Individual Student Education Plans (ISEPs) will be launched earlier in the school year and aligned to new counselor protocols to support on-time graduation.
- Action 1.8 - COST systems will be codified through a districtwide manual, helping standardize Tier 2 and 3 MTSS supports across sites, building on Community School models.
- Action 1.2 - Equity-based Improvement Science Cycles will move from centralized training to site-embedded practice, with coaching support for Community School Leadership Councils.
- Action 1.4, 1.5 - Class size reduction efforts will remain focused on TK–3 and DLI, reflecting fiscal realities and feedback from stakeholders advocating for smaller, more supportive classrooms.
- Action 1.8 - Math interventions will continue to be refined using MAP growth data, especially for underperforming subgroups. Math interventions were identified as ineffective due to persistently low MAP growth and CAASPP math proficiency, particularly for Long-Term English Learners and Students with Disabilities. In 2025–26, math support will be redesigned to include small-group, standards-aligned instruction, embedded coaching, and adaptive intervention software, tailored by MAP growth data.
- Action 1.14 - Immersive learning tools will be paired with dedicated PD to ensure effective integration into instruction.

Stakeholders emphasized the need for more tutoring, clearer academic feedback, and stronger relationships with teachers and support staff. The district's updated actions respond directly to these themes by improving the coordination of supports, refining intervention strategies, and expanding professional learning that centers equity and responsiveness.

Action 1.8 has been revised to include LREBG funding. Metrics 1.1, 1.2, 1.3, 1.4, 1.8, and 1.18 include all unduplicated student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High Quality Instructional Program	SAUSD will provide all students with a high-quality Tier 1 CA standards-based instructional program, in alignment with our Framework for the Future, that is authentic, personalized, competency-based, equitable, and inclusive with integrated language and literacy instruction and differentiated supports across all core academic subjects, including dual immersion programs, that are offered in person as well as virtually through designated courses or the Santa Ana Virtual Academy program. Culturally responsive learner-centered, community/project-based, and inquiry pedagogies will be promoted along with inclusive practices such as Universal Design for Learning, and flexible learning environments and research-based approaches such as AVID, GLAD, and Thinking Maps to close the achievement gap for Unduplicated Student Groups (USGs) including Socio-Economically Disadvantaged (SED), English Learners (EL), Long Term English Learners (LTEL), and Foster Youth (FY). Metric being used to monitor the action: Metrics 1.1, 1.2, 1.3, 1.4, 1.8, and 1.18	$80,475,165.10	Yes
1.2	Improvement Science Cycles	Staff serving students in Unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth will engage in site-based professional learning such as professional learning communities (PLC), coaching opportunities, and engagement in data inquiry cycles to build capacity to deliver culturally responsive and learner-centered approaches as outlined by leveraging structures such as early release/late start dates, and grade level release time.	$2,017,320.39	Yes
1.3	Integrated Technology	A wide range of technologies, supported by infrastructure, including immersive technology such as artificial intelligence and virtual reality will be leveraged to create authentic and engaging learning experiences for students. The International Society for Technology in Education (ISTE) standards will be used as a guide to foster student engagement and build the student competencies included in the SAUSD Graduate Profile so that all students including USGs (SED, EL, LTEL, FY) will experience higher levels of student achievement.	$18,125,092.93	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Lower Class Size	Classes with the highest percentages of Unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth enrollment will be reduced and combination classes (multi-grade, multi-language) will be minimized to the degree possible as long as possible to provide students within USGs with the individualized attention and support needed to successfully access, engage and interact with grade-level content, which will result in increased graduation and persistency rates.	$77,995,321.78	Yes
1.5	Early Learning	SAUSD will implement a well-articulated, developmentally appropriate, Universal Preschool Kinder (UPK) Continuum at elementary and K-8 school sites and Mitchell Child Development Center that will span from preschool programs for infants, toddlers, and preschool-aged children, to transitional kindergarten and kindergarten. This UPK Continuum will provide our youngest learners, and in particular, our USGs, including EL, SED, and FY, with learning opportunities that address the needs of the whole child, including full-day preschool and kinder programs, and home-school connections, that build upon and foster their knowledge, interests, and developing potential through meaningful, personalized learning experiences with literacy, science, music and numeracy instruction that will address the needs of the whole child and will lay the foundation for future academic performance, self-agency, focus, and creativity.	$26,377,243.11	Yes
1.6	College and Career Readiness	All high schools will offer a broad course of study that is designed to support all high school students in becoming college and career-ready. SAUSD utilizes research-based practices such as the recognized ASCA Model Program (RAMP) to ensure a comprehensive, data-driven school counseling programs that positively impact student outcomes. School counselors and higher education coordinators at the high school sites will support the enrollment process, development of individual student 4-year educational plans, and conduct transcript auditors to monitor unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth student progress and provide early support where needed	$17,887,135.12	Yes

Action #	Title	Description	Total Funds	Contributing
		with interventions, Summer bridge programs, and credit recovery opportunities so that they are successful in rigorous college readiness courses and pathways including A-G courses, Advanced Placement (AP), early college/dual enrollment, International Baccalaureate (IB) program, Career Technical Education (CTE) with work-based learning opportunities, World Languages (for the Seal of Biliteracy), and ROTC. Metric being used to monitor the action: Metrics 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15,1.16, 1.18		
1.7	Broad Course of Study	Each school site will offer a relevant broad course of study with equitable access for all USGs (SED, EL, LTEL, FY) to a variety of courses, programs, and enrichment and expanded learning opportunities including field trips, STEAM, dual immersion programs, arts education, AVID, CTE, community and work-based learning, ethnic studies, athletics, speech and debate, and service learning that will result in a well-rounded education that prepares students for college and career learning experiences and expectations.	$47,128,625.23	Yes
1.8	MTSS - Student Achievement	LREBG Action All school sites will use relevant data to effectively plan, implement, and monitor research-proven tiered intervention and supports for students within unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth with Tier 2 and 3 needs in the areas of language arts and foundational literacy, and mathematics and include them in their school's Single Plan for Student Achievement (SPSA) as part of a robust MTSS model. Metric being used to monitor the action: Metrics 1.1, 1.2, 1.3, 1.4, 1.8, and 1.18 LREBG Funds supporting this action: $12,445,051 per year through 2025-26	$29,099,587.30	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Addressing Special Needs	We will provide all SAUSD infants/toddlers, Preschool -12th grade, and Adult Transition students with special needs with inclusive and equitable services and supports as listed in their Individualized Education Programs (IEP) or 504 Plan (in addition to core program services and the services they receive pertinent to USG designations) in the least restrictive environment that is inclusive and equitable that meets their needs to maximize student outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status including students with disabilities on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) SWD data is available in the "Measuring and Reporting Results" section.	$185,591,397.61	No
1.10	English Learner Program	In alignment with the SAUSD English Learner Master Plan, all schools will ensure assets-oriented, culturally appropriate, and responsive ELD instruction and supports, as detailed in their SPSA, for English Learners, including newly arrived students. This approach guarantees full access to programs and pathways, continuous academic progress, accelerated language development, and preparedness for high school graduation, college, and career success. English Language Development Instruction includes: -ELD instruction within general education content to develop language skills while receiving supported access toward learning subject matter. -Specific ELD instruction during dedicated times to focus on language skills. -Personalized plans for each English Learner to address unique learning needs and goals. -Regular assessment of student's academic progress to track development and readiness for reclassification as fluent English proficient.	$3,539,907.37	Yes

Action #	Title	Description	Total Funds	Contributing
		-Additional support tailored to the needs of newly arrived and migrant students to aid their integration and academic success		
1.11	Supports for LTELs	In alignment with the SAUSD Master Plan to ensure the academic success and language proficiency of Long-Term English Learners (LTELs), SAUSD will implement the following strategies: -Provide ongoing professional development for teachers focused on strategies to support LTELs, including differentiated instruction, scaffolding, and culturally responsive teaching. -Develop and implement an advanced ELD curriculum that addresses the specific needs of LTELs, focusing on academic language, literacy skills, and content-area knowledge. -Utilize data to identify LTELs' specific language and academic needs and tailor instruction accordingly. -Offer targeted intervention programs and tutoring specifically designed for LTELs to address gaps in language proficiency and academic skills. -Increase engagement with families of LTELs through workshops, resources, and communication in their home languages to support learning at home and build strong school-family partnerships. -Develop clear pathways for LTELs to achieve reclassification by setting measurable goals and ensuring access to resources and opportunities that promote language development and academic achievement	$1,152,202.63	Yes
1.12	Library Services	Increase library hours, increase library collections to include books and resources that are more inclusive, culturally relevant, and multilingual, and provide family literacy opportunities, in all schools for Preschool -12th grade students from unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth and their families.	$5,755,388.20	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Differentiated Assistance - Student Achievement	LREBG Action SAUSD will provide teachers with professional learning around the newly developed Framework for the Future along with an updated Graduate Profile with related learning progressions according to grade level spans. A clear focus on connecting students to authentic and personalized learning that is targeted around the specific needs of SWD and FY in order to support improved student achievement and increased graduation rates for both student groups. No funds are associated with this action because the funding to implement this action (an estimated .5% of supplemental/concentration funds) will be leveraged from Actions 1.8 and 1.9 to support the student groups (FY and SWD) to address academic indicators in ELA and Mathematics to monitor the progress and impact of this action for these student groups. (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location including Foster Youth that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) For this action, disaggregated student data for foster youth and students with disabilities are provided in the "Measuring and Reporting Results" section. LREBG Funds supporting this action: $175,522 per year through 2025-26	$1,668,516.65	No
1.14	Professional Learning - Student Achievement	SAUSD will implement comprehensive professional learning to ensure that educators are equipped with the necessary knowledge and skills to design California standards based learning experiences that are: -Authentic -Competency-based -Equitable -Inclusive -Integrated with language and literacy -Culturally responsive -Learner-centered -Social Emotional Learning	$9,028,691.56	Yes

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

In 2024–25, SAUSD refined its FACE metrics to better capture meaningful parent-school relationships, replacing older engagement indicators with more intentional, values-driven measures. The latest Panorama Survey data show:
-66% of parents responded favorably to overall family support
-70% of parents responded favorably to family efficacy—a 2-point increase from 2023–24
-89% of parents agreed: "This school actively seeks the input of parents before making important decisions."
-91% agreed: "This school encourages me to be an active partner with the school in educating my child."
-92% agreed: "Parents feel welcome to participate at this school."

These results demonstrate that while many families feel welcomed and valued, there is a continued need to broaden inclusive practices, deepen two-way communication, and build shared leadership opportunities, particularly for historically underserved communities.

The 2024–25 ThoughtExchange engagement reaffirmed these priorities. Families and staff emphasized:
-The need for flexible engagement options
-Improved access to community resources
-Continued presence of FACE Liaisons and Community School Coordinators
-Stronger collaboration between home and school for student success

At the systems level, the 2024 CA School Dashboard shows that while SAUSD meets standards for FACE, its current status is Initial Implementation or Beginning Development in key areas such as capacity-building, co-designed engagement, and representation of underrepresented families in decision-making.

Goal 2 responds to these findings with targeted actions:
-Action 2.1: Expands parent advocacy and leadership pathways for USG families
-Actions 2.2–2.4: Foster welcoming environments and culturally responsive engagement practices
-Action 2.5: Strengthens the FACE infrastructure and expands access to school-community partnerships
-Action 2.6: Builds staff capacity through professional learning to foster relational trust and co-leadership with families

Goal 2 applies to all schools across SAUSD. It supports a whole-child, whole-family approach rooted in the belief that educational success is most powerful when schools and families lead together.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% parents responded favorably to family engagement	2023-2024 19%	This metric is replaced with the following items: 1) This school actively seeks the input of parents before making important decisions. Baseline 2024-2025 89% 2) This school encourages me to be an active partner with the school in educating my child. Baseline 2024-2025		Baseline +30%	NA New Metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			91% 3) Parents feel welcome to participate at this school. Baseline 2024-2025 92%			
2.2	% parents responded favorably to family efficacy	2023-2024 68%	2024-2025 70%		Baseline +15%	+2%
2.3	% parents responded favorably to family support	2023-2024 65%	2024-2025 66%		Baseline +15%	+1%
2.4	High School Graduation Rate	2022-2023 All: 89.7% HI: 89.7% ELs: 80.7% LTELs: NA SED: 89.5% Foster: 82.4% SpEd: 75.9% M-V: 84.9%	2023-2024 All: 90.3% HI: 90.1% ELs: 81.4% LTELs: NA SED: 90.1% Foster: 81.6% SpEd: 75.7% M-V: 84.1%		93% for all targeted student groups	All: +0.6% HI: +0.4% ELs: +0.7% LTELs: N/A SED: +0.6% Foster: –0.8% SpEd: –0.2% M-V: –0.8%
2.5	College/Career Indicator	2023 All: 40.0% HI: 39.2% ELs: 13.7% SED: 38.8% Foster: 11.8% SpEd: 11.7%	2024 All: 38.8% HI: 37.7% ELs: 14.9% LTELs: 13.7% SED: 37.9% Foster: 24.5%		Baseline +9% for all targeted student groups	All: –1.2% HI: –1.5% ELs: +1.2% LTELs: N/A SED: –0.9% Foster: +12.7% SpEd: –0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		M-V: 31.9%	SpEd: 11.1% M-V: 29.1%			M-V: –2.8%
2.6	High School Dropout Rate	2022-2023 All: 8.6% ELs: 15.4% LTELs: NA SED: 8.9% Foster: 11.8% SpEd: 11.8% M-V: 13.1%	2023-2024 All: 7.6% ELs: 14.8% LTELs: NA SED: 7.8% Foster: 12.2% SpEd: 12.8% M-V: 13.7%		5% or lower for all targeted student groups	All: -1.0% ELs: -0.6% LTELs: NA SED: -1.1% Foster: +0.4% SpEd: +1.0% M-V: +0.6%

Goal Analysis [2024-25]

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

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

Goal 2 was substantially implemented across all school sites, with deepening practices of family engagement, community partnership, and leadership development. The district continued to grow its network of FACE Liaisons, Coordinators, and Wellness Center staff who led workshops, engagement events, and needs-based wraparound services in collaboration with community organizations.

Key highlights from implementation included:
-Establishment of the Family Leadership and Community Advisory (FLACA) and continued operation of advisory committees such as DELAC, DAC, CAC, Migrant PAC, and AIPAC.
-Over 2,700 workshops were delivered, reaching more than 182,000 attendees across topics like parenting, mental health, college/career readiness, digital literacy, and family leadership.
-Project RISE expanded home-to-school connection work into early grades, with family co-teaching lessons grounded in cultural knowledge.
-At Community Schools, 12 site-based Leadership Councils engaged stakeholders in priority setting, and over 24 community partnerships delivered services related to health, housing, education, and wellness.

Despite these successes, the implementation was partially completed in some areas. Challenges included variable attendance at family workshops, limited staff capacity to sustain some programs, and inconsistent onboarding for new council participants. These were especially noted in CAC and AIPAC spaces.

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

As of the current review of the 2024–25 LCAP, material differences were identified between Budgeted and Estimated Actual Expenditures for Goal 2. These differences reflect strategic realignments of staffing and funding, as well as cost efficiencies realized during implementation.

Action 2.5 – Capacity Building for Families
Approximately 20% of the budgeted amount was expended. Personnel costs for FACE staff were remapped to Action 2.2 (Resource Access for Families) to better align with service delivery and role functions.

Action 2.6 – Professional Learning: FACE
Approximately 70% of the budgeted amount was expended. Training was delivered during regular work hours, which reduced costs associated with release time and extra duty pay.

Material Differences Between Planned and Estimated Actual Percentages of Improved Services
Material differences in the use of LCFF funds under Goal 2 were the result of strategic leveraging of other funding sources and revised implementation priorities. Details are provided by action:

Actions 2.1 – District Parent/Caregiver, Family and Community Advocacy Groups, 2.3 – Family and Community Events, and 2.6 – Professional Learning: FACE
No LCFF funds were expended on these actions. Local, other state, and federal funds were used in their place as part of a coordinated funding strategy to optimize resources.

Action 2.2 – Resource Access for Families
Approximately 73% more LCFF funds were expended than originally budgeted. This reflects the reassignment of staffing expenditures from Action 2.5, in response to implementation needs and alignment with family-facing services.

Action 2.5 – Capacity Building for Families
Only 10% of projected LCFF funding was expended due to the reallocation of associated personnel costs to Action 2.2.

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

The district made clear progress in family engagement, as evidenced by strong survey outcomes and programmatic growth.

2024–25 Updated Metric Highlights:
-Family Efficacy (Panorama): Increased from 68% to 70%
-Family Support: Increased from 65% to 66%
-% Parents Who Agreed “School Seeks Input Before Making Important Decisions”: 89%
-Family Engagement Survey Participation: Increased from 7,178 to 9,626 respondents

Qualitative impact:
-FACE trainings equipped 12 staff with certification and embedded the Cultural Wealth Model in outreach practices.
-Dropout rates were addressed through proactive, co-constructed supports. Though disparities persist (e.g., ELs at 14.8%, SWDs at 12.8%), trust and communication gains are supporting early intervention

Effective Actions:

2.2 – Resource Access for Families: Over 21,000 contacts were made for academic and basic needs support; wraparound services like food and clothing distribution reached thousands of students and families.
2.3 – Family and Community Events: Events like the College & Career Fair, Noche de Altares, Boca de Oro, and 10 Essentials of Education increased participation across demographic groups.
2.4 – Family Leadership & Volunteerism: Learning Walks, advisory council engagement, and the Our Stories Unite Us initiative deepened authentic relationships and lifted community stories.
2.5 – Capacity Building: The We Care Series, Digital Literacy Week, and Santa Ana Early Learning Initiative (SAELI) built parents' ability to support student learning and advocate for equitable outcomes.

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

Partially Effective Actions:

Family Efficacy still places SAUSD around the 40th percentile among CORE districts—indicating the need for more targeted support in leadership development and culturally responsive outreach. Two actions were identified as only partially effective.

2.1 – While this action provided the structure through District Advocacy Councils: Advisory groups and FLACA for family voice and cross-program collaboration, this action was limited by inconsistent onboarding practices, particularly within CAC and AIPAC. In 2025–26, this action will be improved through a districtwide onboarding protocol and consistent facilitation tools.

2.6 – This action, which provides professional learning for FACE staff, varied in site-level implementation. While staff completed training, Panorama data and feedback indicated a need for stronger relational trust and follow-through. To address this, the district will add site-based coaching, integrate the Cultural Wealth Model, and use revised family partnership monitoring strategies in the coming year.

These changes aim to strengthen leadership development, increase equitable participation, and ensure that family engagement efforts are consistently effective across all schools. Please re-evaluate this section based on the instructions previously shared.

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

No actions under Goal 2 were identified as ineffective over a three-year period; all remain aligned to the district's strategic goals and stakeholder priorities. However, based on implementation feedback and local data, two actions—2.1 and 2.6—were identified as partially

effective and will be strengthened in 2025–26. These adjustments aim to improve consistency, increase shared leadership, and deepen culturally responsive practices across all schools.

Reflections from program implementation, metric data, and stakeholder voice—including the ThoughtExchange, Student Listening Sessions, and action owner feedback—led to the following adjustments for 2025–26:

Changes to Goal 2

- Action 2.1 - Develop a districtwide onboarding protocol for new advisory committee members, including FLACA, CAC, and AIPAC, to improve consistency and leadership capacity.
- Action 2.5 - Increase hybrid workshop access using recorded content, multilingual subtitles, and mobile-friendly platforms to reach more families.
- Action 2.5 - Expand Project RISE and embed co-teaching opportunities into early grade curricula districtwide.
- Action 2.4 - Refine council facilitation supports, including training materials, scheduling tools, and community engagement frameworks.
- Metric 2.1 - Use Panorama family partnership indicators (e.g., "My family's culture is reflected in the classroom") in place of generic safety metrics to better capture true engagement progress.
- Action 2.2, 2.3, 2.5 - Create a centralized family engagement tracking system to disaggregate attendance and satisfaction data by USG group (EL, SED, FY, M-V, SWD) for continuous improvement.

Stakeholders and families consistently expressed appreciation for inclusive practices, bilingual supports, and increased access to services. However, they also shared a need for more visible follow-through on family input, improved parent representation in decision-making, and broader council participation across schools. Although there have been improvements to be made, we are able to address within the current actions. All actions continue to be effective.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	District Parent/Caregiver, Family and Community Advocacy Groups	Parents and caregivers of students representing SAUSD's diverse student groups including unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth, as well as Students with Disabilities (SWDs), Native Americans, McKinney Vento, and Migrant Education and key programs will be represented at District-level advisory councils and committees. These advisories and committees will provide	$6,786.50	Yes

Action #	Title	Description	Total Funds	Contributing
		input that will result in programs and services that align with the needs of our community, in particular, our USGs; committee board members/parent leaders will have access to training on committee protocols, procedures, and purpose.		
2.2	Resource Access for Families	The District and school site staff will foster community partnerships with community-based organizations and agencies as well as local colleges and universities to provide access to resources with translation/interpretation services, that promote the 5 protective factors to build the capacity of families of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth to support their own needs and improve student outcomes including improved holistic child development, attendance, academic achievement, and social-emotional well-being of their children.	$7,625,185.32	Yes
2.3	Family and Community Events	The district and school staff, including the FACE team, will provide online and in-person engagement opportunities for parents/caregivers and the community including community events, workshops, conferences, Open House, Back to School Night, health and resource fairs, college and career fairs, and student ambassador programs to promote academic and social-emotional wellness outcomes for all students while focusing on USG (SED, EL, LTEL, FY) and community needs	$976,115.66	Yes
2.4	Family Engagement, Leadership & Volunteerism	Each school will establish and enhance sustainable parent-school partnerships, supported by SAUSD's FACE team. This will be achieved through outreach, volunteer opportunities, recognition for engaged parents and caregivers, involvement in decision-making, and parent/family leadership development programs/opportunities that highlight and leverage family strengths, aligned with our community school strategy aimed at elevating and amplifying family voices for the benefit of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth.	$169,286.96	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Capacity Building for Families	Both site and district staff will collaborate with parents and caregivers to empower them as partners in their children's education. This will include co-parent/family leadership development, parenting classes, workshops, and joint learning opportunities for parents of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth. Strengthened communication between the District, schools, and families will ensure that parents receive clear information about education programs and are empowered to share their perspectives and have meaningful input into decision-making processes.	$380,266.20	Yes
2.6	Professional Learning - FACE	SAUSD District and site staff including the FACE team will receive training on family outreach best practices and co-construct training opportunities for and with families which will lead to increased capacity for family engagement across the district for unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth.	$77,321.90	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 3 was developed to address the critical link between student wellness and academic success. SAUSD recognizes that in order for students—particularly those in Unduplicated Student Groups (USGs)—to thrive, their physical, emotional, and behavioral well-being must be actively supported through a coordinated, multi-tiered system of care.

The 2024–25 LCAP Metrics show promising trends in overall attendance and dropout prevention efforts, but also highlights persistent areas of concern:
-Attendance rates remain high across all student groups, with an overall rate of 93.3%, including:
--ELs: 92.6%
--Socioeconomically Disadvantaged (SED): 93.1%

-Despite these rates, chronic absenteeism remains an issue with a districtwide rate of 19.6%, and elevated rates for:
--ELs: 21.2%
--SED: 20.5%

The middle school dropout rate has improved from 2% to 0% across all reported groups, including ELs, SED, Foster Youth, SWD, and McKinney-Vento students—an encouraging sign that early intervention is having an effect.

Still, disproportionality in absenteeism and behavioral incidents—particularly among Foster Youth, Students with Disabilities (SWD), and McKinney-Vento (MV) youth—remains a challenge. These data align with broader district concerns around student engagement, connection, and the need for safe, inclusive school environments.

Additionally, Panorama survey results show steady perceptions of school climate among staff, but continued work is needed to build alignment and support across all sites.

Strategic Response: Goal 3 Actions
-Multi-Tiered Support Systems (MTSS)
--Actions 3.2, 3.3, 3.4, and 3.7 provide comprehensive, tiered interventions that include social-emotional learning, mental health services, and wraparound supports. These actions utilize PBIS frameworks and data-informed case management to reduce absenteeism, support student behavior, and build resilience.

-Foster Youth Supports
--Action 3.9 provides targeted, individualized support for Foster Youth, who remain among the most vulnerable populations. This action is directly aligned to SAUSD's eligibility for Differentiated Assistance under state accountability guidelines.

-Safe and Supportive Learning Environments
--Actions 3.1, 3.5, 3.6, and 3.8 support school safety and climate by expanding access to Community Schools, restorative practices, and Expanded Learning programs. These initiatives foster belonging and extend learning beyond the school day while reinforcing positive behaviors and social-emotional growth.

-Systemwide Professional Learning
--Action 3.10 ensures that the adults in the system are equipped with the training and tools necessary to support the implementation of all wellness-focused actions, from trauma-informed instruction to MTSS best practices.

Conclusion
With over 87% of SAUSD students identified as USGs, Goal 3 affirms the district's commitment to a whole-child approach, grounded in the belief that academic success cannot be achieved without systems that ensure student safety, belonging, and well-being. This goal directly advances the Framework for the Future and Graduate Profile, ensuring that every child is equipped to succeed—inside and outside the classroom. This goal, which applies to all SAUSD schools, was identified for focused attention through feedback gathered from students, families, and staff during ThoughtExchange, Student Listening Sessions, and school site advisory groups, where participants emphasized the importance of safe, inclusive environments and access to wellness supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance rate	2022-2023 All: 92.5% ELs: 92.0% LTELs: TBD Y1 SED: 92.4% Foster: 88.0% SpEd: 90.1%	2023-2024 All: 93.3% ELs: 92.6% LTELs: TBD SED: 93.1% Foster: 89.7% SpEd: 91.0%		93% or higher for all targeted student groups	All: +0.8% ELs: +0.6% LTELs: TBD SED: +0.7% Foster: -0.4% SpEd: -0.01% M-V: +0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		M-V: 90.6%	M-V: 91.5%			
3.2	Chronic absenteeism rate	2022-2023 All: 22.6% ELs: 23.8% LTELs: TBD Y1 SED: 23.5% Foster: 36.9% SpEd: 32.7% M-V: 36.9%	2023-2024 All: 19.6% ELs: 21.2% LTELs: NA SED: 20.5% Foster: 37.7% SpEd: 28.8% M-V: 26.1%		All - Baseline -15% ELs - Baseline -18% LTELs - TBD SED Baseline -15% SpEd Baseline -21% MV - Baseline -24% FY - Baseline -27%	All: -3.0% ELs:-2.6% LTELs: NA SED: -3.0% Foster: +0.8% SpEd: -3.9% M-V: -10.8%
3.3	Middle School Dropout Rate	2022-2023 All: 2 ELs: 2 SED: 2 Foster: 0 SpEd: 0 M-V: 1	2023-2024 All: 0 ELs: 0 SED: 0 Foster: 0 SpEd: 0 M-V: 0		0 for all targeted student groups	All: -2 ELs:-2 SED: -2 Foster: 0 SpEd: 0 M-V: -1
3.4	% responded family efficacy	2023-2024 68%	2024-2025 70%		Baseline + 15	+2%
3.5	High School Dropout Rate	2022-2023 All: 8.6% ELs: 15.4% LTELs: NA SED: 8.9% Foster: 11.8% SpEd: 11.8% M-V: 13.1%	2023-2024 All: 7.6% ELs: 14.8% LTELs: NA SED: 7.8% Foster: 12.2% SpEd: 12.8% M-V: 13.7%		5% or lower for all targeted student groups	All: -1.0% ELs: -0.6% LTELs: NA SED: -1.1% Foster: +0.4% SpEd: +1.0% M-V: +0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Pupil supension rates (% students with at least 1 suspension)	2022-2023 All: 4.5% AA: 4.7% AI: 4.6% HI: 4.6% ELs: 4.8% LTELs: NA SED: 4.7% Foster: 9.9% SpEd: 6.0% M-V: 5.7%	2023-2024 All: 4.1% AA: 4.5% AI: 5.6% HI: 4.2% ELs: 4.8% LTELs: NA SED: 4.3% Foster: 13.2% SpEd: 5.3% M-V: 5.1%		3% or below for all targeted student groups	All: -0.4% AA: -0.2% AI: +1% HI: -0.4% ELs: 0% LTELs: NA SED: -0.4% Foster: +3.3% SpEd: -0.7% M-V: -0.6%
3.7	Pupil expulsion rates	2022-2023 All: 0.0% ELs: 0.0% LTELs: 0.0% SED: 0.0% Foster: 0.0% SpEd: 0.0% M-V: 0.0%	2023-2024 All: 0.0% ELs: 0.0% LTELs: 0.0% SED: 0.0% Foster: 0.0% SpEd: 0.0% M-V: 0.0%		0 for all student groups	Maintained at 0%
3.8	% students responded favorably to safety	2023-2024 Elementary (Grades 4-5): All: 66% ELs: 63% LTELs: TBD Y1 SED: 66% Foster: 59% SpEd: 64% M-V: 65% Secondary (Grades 6-12): All: 72% ELs: 67% LTELs: 71%	2024-2025 Elementary (Grades 4-5): All: 68% ELs: 64% LTELs: NA SED: 67% Foster: 63% SpEd: 65% M-V: 66% Secondary (Grades 6-12): All: 75% ELs:71% LTELs: 72%		Baseline +6% for all targeted student groups	Elementary (Grades 4-5): All: +2% ELs: +1% LTELs: NA SED: +1% Foster: +4% SpEd: +1% M-V: +1% Secondary (Grades 6-12): All: +3% ELs: +4% LTELs: +1% SED: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 71% Foster: 68% SpEd: 69% M-V: 69%	SED: 75% Foster: 68% SpEd: 73% M-V: 73%			Foster: 0% SpEd: +4% M-V: +4%
3.9	% students responded favorably to sense of belonging (school connectedness)	2023-2024 Elementary (Grades 4-5): All: 74% ELs: 73% LTELs: TBD Y1 SED: 74% Foster: 68% SWDs: 72% MV: 73% Secondary (Grades 6-12): All: 56% ELs: 55% LTELs: 51% SED: 56% Foster: 57% SpEd: 55% M-V: 54%	2024-2025 Elementary (Grades 4-5): All: 70% ELs: 69% LTELs: NA SED:70% Foster: 62% SpEd: 68% M-V: 71% Secondary (Grades 6-12): All: 58% ELs:56% LTELs:54% SED: 58% Foster: 60% SpEd: 58% M-V: 57%		Baseline +6% for all targeted student groups (Elementary) Baseline +9% for all targeted student groups (Secondary)	Elementary (Grades 4-5): All: -4% ELs: -4% LTELs: NA SED: -4% Foster: -6% SpEd: -4% M-V: -2% Secondary (Grades 6-12): All: +2% ELs: +1% LTELs: +3% SED: +2% Foster: +3% SpEd: +3% M-V: +3%
3.10	% teachers responded favorably to School Climate	2023-2024 60%	2024-2025 60%		Baseline +8%	Maintained at 60%
3.11	% staff responded favorably to School Climate	2023-2024 63%	2024-2025 60%		Baseline +8%	-3%
3.12	% parents responded favorably to School Safety	2023-2024 70%	2024-2025 77%		Baseline +6%	+7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.13	% of parents responded favorably to: "I feel like I have a strong connection with my child's teacher"	New Metric	Baseline 2024-2025 87%		Baseline +6%	NA New Metric
3.14	% of parents responded favorably to: "My child uses information I give them about my family's culture and our daily routines in their classroom activities and lessons"	New Metric	Baseline 2024-2025 86%		Baseline +6%	NA New Metric
3.15	% of parents responded favorably to: "My family's culture, values, and experiences are represented in my child's classroom"	New Metric	Baseline 2024-2025 89%		Baseline +6%	NA New Metric

Goal Analysis [2024-25]

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

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

Goal 3 actions were substantially implemented, with a strong emphasis on expanding access to integrated wellness services, trauma-informed practices, and MTSS-aligned systems for behavioral and social-emotional support. Implementation spanned all schools and was especially robust in Community Schools, where wellness was prioritized through shared leadership, site-based coordination, and wraparound services.

Key initiatives included:
-COST (Coordination of Services Teams) at every site to monitor student needs and assign Tier 2 and Tier 3 interventions
-Expanded use of PBIS systems supported by site counselors and restorative approaches
-School counselors provided SEL lessons, risk/safety assessments, and support for IEP students and students in crisis
-Community Schools strengthened the integration of wellness and academic supports, resulting in over 3% reductions in chronic absenteeism
-Expanded Learning Opportunities (ELOP) offered after-school and summer programs supporting academics, enrichment, and well-being

-Strong collaboration among counselors, FACE Liaisons, Community School Coordinators, and mental health professionals addressed a wide range of issues, from attendance and housing to mental health and academic motivation

Additionally, school-based teams—including counselors, FACE Liaisons, and Community School Coordinators—collaborated to address mental health, housing insecurity, attendance, and student engagement. Capturing Kids' Hearts and restorative training expanded across sites, though some schools reported uneven implementation. For example, Action 3.1, which focuses on site-based SEL implementation, was only partially implemented at several secondary schools due to limited access to consistent professional development and SEL-aligned instructional tools.

Challenges:
-Inconsistent adoption of wellness data systems across sites limited real-time coordination.
-Limited staffing capacity affected training availability and slowed some action implementation.
-Elevated need for Tier 3 services among Foster Youth, McKinney-Vento (M-V), and Students with Disabilities (SWD) required intensive support and cross-department collaboration.

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

Material Differences Between Budgeted and Estimated Actual Expenditures
Several material differences were identified between Budgeted and Estimated Actual Expenditures for Goal 3. These reflect realignments in staffing, shifting student needs, and the strategic use of one-time and categorical funds.

Action 3.1 - Social Emotional Learning (SEL)
Expenditures were approximately 44% less than anticipated. This reflects more integration of school counselors who provided classroom lessons, which mitigated teacher training costs.

Action 3.2 – MTSS: Wellness
Expenditures were approximately 2.4 times higher than budgeted. This reflects expanded efforts to address mental health and behavioral support needs across all student tiers.

Action 3.3 - Integrated Network of Support
Expenditures reflect a 10% increase over projections due to additional costs associated with the coordination of services, including extra duty for team meetings and individualized supports.

Action 3.4 – PBIS
No direct expenditures were associated with this action. Expenditures, primarily related to personnel, were remapped to Action 3.3 – Integrated Network of Support to consolidate behavioral systems and eliminate redundancy.

Action 3.5 – Equitable and Inclusive School Culture

Actual expenditures were approximately 1.8 times higher than projected. This increase included non-personnel expenditures originally planned under Action 3.4 – PBIS, as well as personnel costs shifted from Action 2.5 – Capacity Building for Families.

Action 3.6 – Expanded Learning Opportunities
Expenditures were approximately 30% higher than budgeted. The increase was supported by an infusion of one-time Expanded Learning Opportunity funds that were expended during the 2024–25 school year.

Action 3.7 – Wrap Around Services
Expenditures were approximately twice the budgeted amount. This reflects additional investments needed to meet the mental health and behavioral support needs of elementary students in general education settings. The district also contracted with staffing agencies where necessary.

Action 3.10 – Professional Learning: Wellness
Expenditures exceeded the budget by approximately $3.3 million. This increase resulted from the remapping of professional learning expenditures from Action 1.14 – Professional Learning: Student Achievement to this wellness-focused action for improved programmatic alignment.

Material Differences Between Planned and Estimated Actual Percentages of Improved Services
Material differences in LCFF spending under Goal 3 were driven by the evolving needs of students, coordinated funding strategies, and programmatic restructuring. The following explanations describe actions where significant variances occurred:

Action 3.2 – MTSS: Wellness
LCFF expenditures were approximately $2.3 million higher than anticipated. This increase supported the districtwide expansion of tiered wellness and behavioral services.

Action 3.4 – PBIS
LCFF funding originally allocated to this action was remapped to Action 3.2 – MTSS: Wellness to streamline the delivery of behavioral supports within a comprehensive MTSS framework.

Action 3.5 – Equitable and Inclusive School Culture
Approximately $3.5 million in additional LCFF funds were invested to expand restorative practices and strengthen behavioral support systems across school sites.

Action 3.6 – Expanded Learning Opportunities
No LCFF funds were used. The district leveraged other state and federal Expanded Learning funding sources to cover the cost of this action.

Action 3.7 – Wrap Around Services
LCFF expenditures were approximately 33% lower than budgeted. Personnel costs initially assigned to this action were reallocated to Action 3.3 – Integrated Network of Support to better reflect the delivery model and staffing assignments.

Action 3.10 – Professional Learning: Wellness
Approximately $7.7 million in LCFF funds were redirected from Action 1.14 – Professional Learning: Student Achievement to support wellness-related professional learning under this action.

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

Overall, the district made strong progress, with multiple indicators pointing to improved school climate, wellness supports, and student engagement.

Updated Metric Highlights:
-Chronic Absenteeism (Dashboard):
--All Students: 22.6% -> 19.6%
--ELs: 23.8% -> 21.2%
--High School Dropout Rate:
--All: 8.6% -> 7.6%
--ELs: 15.4% -> 14.8%
--Foster Youth: 12.2%; SWD: 12.8%; M-V: 13.7%
-Panorama Student Belonging:
--Elementary: 70% favorable
--Secondary: 58% favorable

Effective Actions:
-3.2 MTSS – Wellness and 3.3 Integrated Network of Support: COST protocols led to proactive Tier 2/3 interventions. Improved team collaboration enhanced referral tracking, particularly for SED, EL, and FY students.
-3.7 Wraparound Services: Reduced suspensions and expulsions through restorative alternatives and trauma-informed practices. Professional development was provided across staff roles.
-3.1 Social-Emotional Learning (SEL): Monthly classroom lessons were delivered by school counselors at TK–8 sites; however, high school implementation was limited due to a lack of required SEL curriculum and PD.
-3.6 Expanded Learning: Served over 6,400 students in enrichment and 1,100+ in high-impact tutoring. Priority access for USGs addressed both wellness and academic recovery.
-3.5 Equitable and Inclusive School Culture: Counselors received training in restorative practices, crisis response, identity affirmation, and inclusion, contributing to reduced behavior incidents and stronger relationships.

Actions Requiring Further Development:
-3.4 PBIS Implementation: While all schools implemented PBIS, student feedback via Panorama indicated that systems were primarily adult-led. Student sense of belonging declined slightly from Fall to Spring, signaling the need for co-designed culture-building strategies.
-Adult Supervision (3.11): PD was implemented only at selected sites, limiting districtwide consistency in supervision and student support coverage.

Actions 3.4 and 3.11 have shown areas for growth and will be evaluated in 2025–26 to determine whether adjustments are needed to enhance student voice in PBIS and expand consistent adult supervision practices across all schools.

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

Based on implementation data, outcome metrics, and educational partner input—including ThoughtExchange, Student Listening Sessions, and action owner feedback—SAUSD will implement the following improvements to deepen the impact of its wellness systems and ensure culturally responsive support across all sites:

Changes to Goal 3

- Action 3.1 - As SEL is embedded within other Actions, including 3.4 and 3.5, no funding has been included in Action 3.1. Focused on SEL implementation, has shown areas for growth in consistency and reach over the past three years and will be strengthened through a districtwide curriculum map and additional support at the secondary level. Adopt a districtwide SEL curriculum map to support consistent implementation across TK–12 and align with SAUSD's SEL Framework and core wellness competencies. Increase access to SEL programming at the high school level, including curriculum adoption and release time for implementation led by teachers and counselors.
- Action 3.5, 3.7 - Expand restorative practices training, including tailored sessions for safety staff, counselors, and classroom teachers, to ensure consistent Tier 1 behavioral support.
- Action 3.2 - Launch a centralized referral dashboard to improve Tier 2/3 coordination across COST teams and ensure students do not fall through the cracks after an initial concern is raised.
- Action 3.7 - Enhance post-crisis reentry systems, especially for Foster Youth, McKinney-Vento students, and SWDs, ensuring timely wraparound care and coordinated support.

In addition, SAUSD will now track new parent-facing metrics to better align wellness efforts with family engagement and cultural responsiveness.

New metrics (3.13 - 3.15) added in 2024–25 include:
-87% of parents responded favorably to: "I feel like I have a strong connection with my child's teacher."
-86% of parents responded favorably to: "My child uses information I give them about my family's culture and our daily routines in their classroom activities and lessons."
-89% of parents responded favorably to: "My family's culture, values, and experiences are represented in my child's classroom."

These new indicators will be used to evaluate wellness work more holistically, ensuring students feel seen and valued, and families feel connected to the school environment. Stakeholder input underscored the importance of visible follow-up, student-centered wellness spaces, and more direct communication between families and wellness teams.

Action 3.3 has been revised to include LREBG funding. Metrics 3.2, 3.3, 3.5, 3.6, 3.7 include all unduplicated student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Social Emotional Learning (SEL)	SEL proficiency development as outlined in SAUSD's SEL Framework, will be developed through strategies including research-based SEL lessons provided by classroom teachers and school counselors along with SEL signature practices implementation in classroom and school-wide settings.	$0.00	No
3.2	MTSS - Wellness	Each school site will implement a robust MTSS model with a Coordination of Services Team (COST) that will review monthly data reports to identify student academic, behavioral, health, and social-emotional/mental health needs (tier 2 and 3) and available interventions/resources with priority consideration for Unduplicated Student Groups (USGs) including Socio-Economically Disadvantaged (SED), English Learners (EL), Long Term English Learners (LTEL), and Foster Youth (FY), assign students to appropriate targeted interventions and supports, and monitor the impact on student outcomes.	$14,145,388.63	Yes
3.3	Integrated Network of Support	LREBG Action The coordination of roles, in alignment with research-based practices including CA's Community School model, among School Counselors, Social Workers/Mental Health Clinicians, Health Providers, Community Schools Coordinators, and FACE Liaisons who are assigned to each school site will allow for streamlined, equitable, and effective Tier 2 and Tier 3 supports for social-emotional, mental health, behavioral, and physical well-being that is tailored to their USGs (EL, LTEL, SED, FY). Metric being used to monitor the action: Metrics 3.2, 3.3, 3.5, 3.6, and 3.7 LREBG Funds supporting this action: $3,510,439 per year through 2025-26	$17,485,892.02	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	PBIS	All school sites will implement a site-designed Positive Behavior Interventions and Supports (PBIS) model that will promote a culture of belonging, safety, and care for all students while addressing the needs of each school site's USG (SED, EL, LTEL, and FY).	$145,344.16	Yes
3.5	Equitable and Inclusive School Culture	All school sites, with support from the Support Services Team, will provide an equitable and inclusive school culture that is built upon trusting relationships and offers a continuum of supports including restorative practices (Levels 1 and Level 2) trauma-informed practices, anti-bullying strategies, and social-emotional assistance for staff, students, and families to support all students with emphasis for USG (EL, LTEL, SED, FY) and LGBTQ students.	$1,935,813.36	Yes
3.6	Expanded Learning Opportunities	All students including USGs (SED, EL, LTEL, FY) will be offered expanded learning opportunities after school and during the summer with additional opportunities before school and on Saturdays, to ensure that students have a safe place outside of school hours with access to a nutritious snack, enrichment experiences, athletic opportunities, and academic supports.	$53,790,995.57	No
3.7	Wrap Around Services	Each school site will provide targeted resources and programs such as childcare, transportation, basic necessities, and other resources for USG SED (including McKinney Vento and Migrant Education eligible students), EL/LTEL, and FY to remove barriers to access and increase persistence leading to higher degrees of academic success. Wrap-around services will focus on home visits, outreach, and restorative solution-oriented practices will be prioritized over punitive actions to support student attendance and behavior.	$1,874,223.91	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Community Schools Approach	SAUSD will continue to develop, implement, and refine its community schools approach to foster collaboration among educators, local community members, families, and students that will, in turn, enhance conditions for student learning and healthy development. Community schools will gather input from their educational partners to support the collective strengths, interests, and needs of the all students in the school community including their USG (SED, EL, LTEL, FY).	$5,085,603.79	No
3.9	Differentiated Assistance - Wellness	Schools will review monthly progress monitoring updates for their Foster Youth student groups in the areas of Supsensions, office referrals, incidents of bullying/harrassment and implementation of restorative practices in order to provide early tiered interventions.	$432,915.32	Yes
3.10	Professional Learning- Wellness	SAUSD's professional learning will ensure that educators are equipped with the necessary knowledge and skills to promote school environments that support unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth in the areas of: -PBIS and Progressive Discipline Practices -Diversity, Cultural Proficiency, and Inclusive Interactions (including LGBTQ protections) -Social Emotional Learning and Restorative/Trauma Informed Practices -Student Health and Wellness and Safety Assessments	$3,057,262.05	Yes
3.11	Adult Supervision	Each school will provide adequate adult supervision with staff that are well-trained to use restorative practices to maintain a safe and positive environment before and after school, and during passing periods, recess/nutrition, lunch, and events.	$6,893,823.29	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 4 was developed to ensure that the foundational conditions necessary for student learning—outlined in State Priority 1 (Basic Services)—are consistently met and sustained across all SAUSD schools. This goal addresses core operational and infrastructural elements that underpin every educational experience, including:
-Access to appropriately assigned and credentialed teachers
-Availability of standards-aligned instructional materials
-Maintenance of safe, clean, and functional school facilities
-Provision of high-quality professional development
-Development of clear and effective internal and external communication systems

These components are essential to creating the conditions in which academic and social-emotional learning can thrive. Without them, students—particularly those from historically underserved groups—are more likely to face barriers to engagement, achievement, and equitable opportunity.

According to the 2024 CA School Dashboard and local data:
-SAUSD met the Standard for Priority 1, including 100% access to instructional materials and zero facilities reported as not meeting the “Good Repair” standard.
-88.6% of teachers are fully credentialed, exceeding both the county and state averages, demonstrating strong teacher assignment and recruitment practices?.
-However, challenges persist in ensuring consistent quality of instructional implementation and in expanding access to aligned professional learning opportunities, especially for new teachers, support staff, and those implementing new programs and frameworks.
-Feedback from the 2024–25 ThoughtExchange engagement and district leadership teams also highlighted the need for improved cross-departmental efficiency, clearer communication with families and staff, and streamlined systems to support school operations and LCAP-aligned initiatives?.

Goal 4 is therefore intentionally designed to build the operational backbone of the district, ensuring that teaching and learning are supported by efficient, professional, and sustainable systems. These systems must not only meet compliance requirements but also elevate the quality and consistency of services delivered to students, staff, and families.

Strategically, this goal includes:
-Actions that improve site and district operations, fiscal transparency, and digital infrastructure
-Professional development aligned to district priorities and job-specific competencies
-Facilities planning and monitoring to support safe, inviting, and equitable learning environments
-Internal and external communications systems to enhance engagement and trust with educational partners

Conclusion
Goal 4 reflects SAUSD's commitment to systems thinking, operational excellence, and responsive service delivery. By strengthening the infrastructure that supports all other goals, this objective ensures that the district's vision for equity, innovation, and student success is built on a foundation that is stable, coherent, and future-ready. This goal applies to all SAUSD schools and was identified for focused attention through feedback from educational partners, including ThoughtExchange, site administrators, and district leadership teams. Their input emphasized the importance of strong operational systems, accessible professional learning, and improved internal and external communication.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Rate of compliance with the teacher credential and assignment requirements. (School Accountability Report Cards)	2021-2022 Out-of-Field: 1.0% Ineffective: 3.8% Vacant: 0%	2022-2023 Out-of-Field: 1.2% Ineffective: 1.3% Vacant: 0%		Out-of-Field: 0% Ineffective: 0% Vacant: 0%	Out-of-Field: +0.2% Ineffective: -2.5% Vacant: Maintained at 0%
4.2	Rate of compliance with the instructional materials requirements. (Resolution on the Sufficiency of Textbooks-Williams)	2023-2024 100%	2024-2025 100%		100%	Maintained at 100%
4.3	Percentage of schools in "good" or "exemplary"	2023-2024 100%	2024-2025 100%		100%	Maintained at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	repair on Facility Inspection Tool (FIT)					

Goal Analysis [2024-25]

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

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

Implementation of Goal 4 was substantially completed, with strong progress in ensuring compliance with state mandates, upgrading learning environments, and advancing districtwide professional learning systems.

Key initiatives included:
-100% compliance with instructional materials requirements across all schools, per Williams Act reviews.
-All facilities rated in “good” or “exemplary” repair on the Facility Inspection Tool (FIT).
-Progress toward zero misassignments for teachers of English Learners and full credential compliance for core subject teaching assignments.
-Launch of the Professional Learning Dashboard, which centralized access to 100+ sessions ranging from UDL and ELD to math routines and cognitive coaching.
-Strengthened internal communication and training protocols for office managers, FACE liaisons, and site-based instructional teams?

Challenges included:
-Uneven implementation of training initiatives at small and understaffed sites.
-Delayed onboarding in select professional learning tracks (e.g., Ethnic Studies, Inclusive Practices).
-Professional development access for classified and site leadership staff varied across departments.
Additionally, Action 4.5—focused on comprehensive professional learning—was partially implemented due to delayed onboarding in Inclusive Practices and Ethnic Studies; in response, asynchronous training options and improved tracking systems will be introduced in 2025–26 to ensure broader access and consistent staff participation.

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

Material Differences Between Budgeted and Estimated Actual Expenditures
As part of the 2024–25 LCAP review, material differences were identified in select actions under Goal 4. These differences are explained below and reflect adjustments based on enrollment, delivery models, and operational efficiency.

Action 4.1 - Highly Qualified Teachers

Expenditures were approximately 18% higher per increased salary and benefit costs, including negotiated salary increases and increased medical benefit costs.

Action 4.2 – CA Standards-Aligned Materials
Approximately 7 million dollars more than the budgeted funds were expended. This increase was due to timing within textbook adoption cycles and higher material demand in the areas of science and world languages.

Action 4.3 Future Ready Learning and Work Environments
Approximately 40% higher expenditures than projections due to the increased cost of construction and maintenance materials and contractors.

Action 4.4 – Educational Partner Communication
Expenditures were approximately 50% of the projected amount. This variance reflects increased efficiency in the use of digital communication platforms such as ParentSquare and social media, which reduced overall costs.

Action 4.5 – Comprehensive Professional Learning
No expenditures were incurred for this action. Training was provided by district personnel during regular work hours, as needed, which eliminated the need for additional spending on release time or external trainers.

There are no contributing actions related to Goal 4.

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

Goal 4 actions were effective in supporting a safe, well-equipped, and professionally supported learning environment.

Updated Metric Highlights:
-100% compliance on the sufficiency of standards-aligned materials (textbooks and instructional resources).
-100% of schools rated in “good” or “exemplary” condition on the FIT.
-No credential misassignments or vacancies in core instructional positions per 2024 SARCs?

Effective Actions:
-4.1 Highly Qualified Teachers: Credential compliance was fully met, with zero teacher misassignments across all instructional areas.
-4.2 Standards-Aligned Materials: All classrooms received updated, standards-aligned resources, as confirmed by Williams monitoring.
-4.3 Future-Ready Learning Environments: Continued implementation of clean, modernized, and accessible spaces to support equity and student-centered learning.
-4.5 Comprehensive Professional Learning: Over 30 district-led PD topics were offered, including Reading Academies, SEL implementation, Math Language Routines, and culturally responsive pedagogy.

Professional learning was especially impactful in scaling knowledge across roles—from classroom educators to counselors to site administrators. However, site-level variations in implementation underscore the importance of sustained coaching and cross-role planning time. Given these site-level differences, Action 4.5 will be evaluated in 2025–26 to determine whether revisions are needed to increase coherence, access, and sustained implementation across all school roles.

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.

To strengthen Goal 4 efforts, SAUSD will implement the following changes in 2025–26:

- Action 4.5 - Launch a revised internal training portal with better integration of attendance, tracking, and certification data across PD series.
- Action 4.1 - Codify onboarding practices for new teachers, counselors, and classified staff with orientation modules tied to SAUSD's Graduate Profile and operational expectations.
- Action 4.5 - Expand access to asynchronous professional learning, especially for small and alternative schools that struggle with sub coverage.
- Action 4.3 - Align training with real-time metrics on campus safety, technology integration, and facilities usage to prioritize high-need areas.
- Action 4.5 - which focuses on professional learning systems, will be reviewed in 2025–26 to determine whether modifications are needed to address site-level variation in access and implementation observed over the past three years. There is no funding attributed to Action 4.5 since training has been integrated into the various departments and related actions such as operational services, i.e., payroll, purchasing, accounting, human resources, etc.

These changes aim to deepen implementation consistency and address site-level disparities in training access. Stakeholders emphasized the need for streamlined systems, responsive support protocols, and continued investment in quality learning environments as foundational to student success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Highly Qualified Teacher	All students will have equitable access to appropriately assigned, experienced, and effective teachers. Teachers are the biggest factor in student success. Hiring and retaining teachers who are highly qualified and effective instructional leaders is of primary importance to ensure students are learning content standards.	$167,010,149.26	No

Action #	Title	Description	Total Funds	Contributing
4.2	CA Standards Aligned Materials	All students will have access to and use appropriate grade-level, standards-aligned instructional materials for all content areas. English learners, students with disabilities, and students receiving intervention services have appropriate and accessible materials to support their learning. SAUSD ensures that all students have access to quality instructional materials to support a high quality core curriculum and a broad course of study.	$3,204,270.88	No
4.3	Future Ready Learning and Work Environments	The Maintenance & Operations, Planning & Design, and Construction Departments aim to consistently assess, upkeep, maintain, and/or improve SAUSD's buildings and outdoor spaces to ensure clean, healthy, safe, and secure facilities. By doing so, we provide high-quality, cutting-edge learning and work environments that are maintained in good repair and meet or exceed state standards for cleanliness and adequacy.	$16,640,520.61	No
4.4	Educational Partner Communication	SAUSD will promote a culture of respect and equity, by enhancing communication through various channels such as parent meetings, newsletters, websites, and social media, ensuring language accessibility for English learners and their families, and monitoring and supporting high levels of customer service practices.	$3,536,123.62	No
4.5	Comprehensive Professional Learning	SAUSD will implement comprehensive professional learning for all staff that is aligned with district LCAP goals and Board Priorities, is tailored to unduplicated student needs and is supported by a system to gather data regarding PD activities to track offerings and the level of staff engagement.	$0.00	No

Goals and Actions

Goal

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

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Suspension Rate
CCHS 6.5%
Lorin Griset 7.1%
REACH 9.6%

Chronic Absenteeism
CCHS 86.8%
LGA 85.4%
REACH 86.7%

Sense of Belonging (students)
CCHS 43%
LGA 60%
REACH No data available (Survey not administered in baseline year 2023-24)

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

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

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

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

Comprehensive Student Engagement - Actions 5.2 Equity Multiplier - Student-Centered Learning and 5.3 Equity Multiplier - School Culture work together to engage students through authentic Project-Based Learning, making education more relevant and motivating. This approach

not only enhances academic achievement but also keeps students invested in their learning. When students find their education meaningful, they are more likely to stay on track and pursue their academic goals. The combined efforts to improve school culture and provide personalized support work synergistically to keep students engaged and reduce dropout rates.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rate	2022-2023 CCHS All:55.6% (114 HS graduates) HI: 56.0% (112 HS graduates) ELs: 45.8% (38 HS graduates) LTELs: NA SED: 55.0% (111 HS graduates) Foster: NA SpEd: 68.4% (13 HS graduates) M-V: 56.2% (41 HS graduates) LGA	2023-2024 CCHS All: 62.9% (158 HS graduates) HI: 62.8% (155 HS graduates) ELs: 57.5% (65 HS graduates) LTELs: NA SED: 62.1% (151 HS graduates) Foster: NA SpEd: 57.7% (15 HS graduates) M-V: 64.5% (69 HS graduates) LGA		Baseline + 6%	CCHS All: +7.3% HI: +6.8% ELs: +11.7% LTELs: N/A SED: +7.1% Foster: NA SpEd: -6.3% M-V: +8.3% LGA All: +15.4% HI: +14.8% ELs: +10.5% LTELs: N/A SED: +15.7% Foster: NA SpEd: +6.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 54.1% (113 HS graduates) HI: 54.4% (111 HS graduates) ELs: 51.3% (41 HS graduates) LTELs: NA SED: 53.9% (111 HS graduates) Foster: NA SpEd: 64.7% (22 HS graduates) M-V: 51.1% (45 HS graduates) REACH All: 78.8% (26 HS graduates) HI: 78.1% (25 HS graduates) ELs: 88.9% (16 HS graduates) LTELs: NA SED: 78.1% (25 HS graduates) Foster: NA SpEd: NA M-V: 80.0% (12 HS graduates)	All: 69.5% (185 HS graduates) HI: 69.2% (182 HS graduates) ELs: 61.8% (81 HS graduates) LTELs: NA SED: 69.6% (181 HS graduates) Foster: NA SpEd: 71.1% (27 HS graduates) M-V: 66.3% (110 HS graduates) REACH All: 85.0% (17 HS graduates) HI: 85.0% (17 HS graduates) ELs: 83.3% (10 HS graduates) LTELs: NA SED: 85.0% (17 HS graduates) Foster: NA SpEd: NA M-V: NA			M-V: +15.2% REACH All: +6.2% HI: +6.9% ELs: +5.6% LTELs: N/A SED: +6.9% Foster: NA SpEd: NA M-V: NA
5.2	Chronic Absenteeism	2022-2023 CCHS All: 86.6% ELs: 87.2% LTELs: NA SED: 87.4% Foster: NA	2023-2024 CCHS All: 83.4% ELs: 83.3% LTELs: NA SED: 83.0% Foster: NA		Baseline - 15%	CCHS All: -3.2% ELs: -3.9% LTELs: NA SED: -4.7% Foster: NA SpEd: -18.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SpEd: 93.3% M-V: 92.7% LGA All: 85.4% ELs: 84.0% LTELs: NA SED: 87.3% Foster: NA SpEd: 81.0% M-V: 90.4% REACH All: 86.7% ELs: 84.8% LTELs: NA SED: 88.3% Foster: NA SpEd: 85.7% M-V: 87.4%	SpEd: 75.0% M-V: 88.8% LGA All: 75.9% ELs: 72.4% LTELs: NA SED: 76.6% Foster: NA SpEd: 80.0% M-V: 83.8% REACH All: 90.6% ELs: 90.9% LTELs: NA SED: 90.6% Foster: NA SpEd: 100.0% M-V: 83.3%			M-V: -6.6% LGA All: -9.5% ELs: -11.6% LTELs: NA SED: -10.7% Foster: NA SpEd: -1.0% M-V: -6.6% REACH All: +3.9% ELs: +6.1% LTELs: NA SED: +2.3% Foster: NA SpEd: +14.3% M-V: -4.1%
5.3	% students responded favorably to Sense of Belonging	2023-2024 CCHS All: 43% ELs: 43% LTELs: NA SED: NA Foster: NA SpEd: NA M-V: NA LGA All: 60% ELs: NA LTELs: NA SED: NA Foster: NA	2024-2025 CCHS All: 51% ELs: 49% LTELs: NA SED: NA Foster: NA SpEd: 56% M-V: 55% LGA All: 64% ELs: 68% LTELs: NA SED: NA Foster: NA		Baseline + 6%	CCHS All: +8% ELs: +8% LTELs: NA SED: NA Foster: NA SpEd: New Baseline in 2024-2025 M-V: New Baseline in 2024-2025 LGA All: +4% ELs: New Baseline in 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SpEd: NA M-V: 61% REACH No data available	SpEd: 66% M-V: 63% REACH All: 56% ELs: 38% LTELs: NA SED: NA Foster: NA SpEd: NA M-V: 70%			LTELs: NA SED: NA Foster: NA SpEd: New Baseline in 2024-2025 M-V: +2% REACH New Baseline in 2024-2025
5.4	Suspension Rate	2022-2023 CCHS All: 6.5% AA: NA AI: NA HI: 6.6% ELs: 5.1% LTELs: NA SED: 6.2% Foster: NA SpEd: 3.0% M-V: 3.1% LGA All: 7.1% AA: NA AI: NA HI: 6.8% ELs: 6.7% LTELs: NA SED: 7.4% Foster: NA SpEd: 7.8% M-V: 10.8%	2023-2024 CCHS All: 8.4% AA: NA AI: NA HI: 8.5% ELs: 8.0% LTELs: NA SED: 8.4% Foster: NA SpEd: 11.4% M-V: 7.7% LGA All: 3.3% AA: NA AI: NA HI: 3.3% ELs: 2.1% LTELs: NA SED: 3.3% Foster: NA SpEd: 4.8% M-V: 4.0%		Baseline - 3%	CCHS All: +1.9% AA: NA AI: NA HI: +1.9% ELs: +2.9% LTELs: NA SED: +2.2% Foster: NA SpEd: +8.4% M-V: +4.6% LGA All: -3.8% AA: NA AI: NA HI: -3.5% ELs: -4.6% LTELs: NA SED: -4.1% Foster: NA SpEd: -3.0% M-V: -6.8% REACH

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		REACH All: 9.6% AA: NA AI: NA HI: 9.9% ELs: 13.1% LTELs: NA SED: 10.0% Foster: NA SpEd: 25.7% M-V: 5.6%	REACH All: 43.3% AA: NA AI: NA HI: 43.7% ELs: 45.6% LTELs: NA SED: 46.1% Foster: NA SpEd: 45.5% M-V: 58.3%			All: +33.7% AA: NA AI: NA HI: +33.8% ELs: +32.5% LTELs: NA SED: +36.1% Foster: NA SpEd: +19.8% M-V: +52.7%

Goal Analysis [2024-25]

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

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

Goal 5 was fully implemented across the three Equity Multiplier school sites. Schools focused on strengthening multi-tiered systems of support (MTSS), culturally responsive learning, and case management to improve outcomes for Unduplicated Student Groups (USGs), including English Learners (EL), Long-Term English Learners (LTEL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students.

At the three school sites, significant strides were made in operationalizing a schoolwide case management system:
-Prior to enrollment, the principal meets with the referring school to review each student's academic and social-emotional profile.
-All students and families attend an orientation to align on needs and expectations.
-Students are assigned academic counselors who review transcripts and develop individualized academic plans tailored to credit recovery, postsecondary goals, and graduation timelines.
-Help Referral forms are available to teachers, counselors, staff, students, and parents to activate supports through the COST Team, which meets regularly to assess and assign Tier 2/3 interventions.

School sites also expanded individualized academic programming:
-Every student has a personalized academic plan.
-SAUSD's newly adopted Alternative Graduation Track (170 credits) and four new Alternative Education Electives (Personal Finance, Health, College & Career Readiness) have been implemented to improve graduation access and postsecondary preparation.
-Students may attend morning or afternoon sessions to fit their needs.

Restorative practices were implemented through:
-Full staff training in Restorative Practices, Trauma-Informed Practices, and PBIS.
-Daily support from Project Kinship's two Restorative Intervention Specialists, who serve both AM and PM programs.
-On-site mental health support through a district-provided part-time Mental Health Specialist.

All actions were implemented as planned, with only minor variations in pacing or staff availability at individual school sites, which were addressed through additional support and scheduling adjustments.

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

As part of the 2024–25 LCAP review, material differences were identified in select actions under Goal 5. These variances reflect implementation delays and expanded support needs.

Action 5.1 – Equity Multiplier: Engaged Students
Approximately 30% of the budgeted funds were expended. This reduction was due to delays in staffing and onboarding, which extended the timeline for program implementation.

Action 5.2 - Equity Multiplier: Student Centered Learning
Approximately 55% less of budgeted funds were expended because consultant fees were lower than anticipated.

Action 5.3 - Equity Multiplier: School Culture
Approximately a third of what was budgeted was expended due to leveraging professional development funds associated with Goal 3, Action 3.10.

Action 5.4 – Equity Multiplier: Professional Learning
Expenditures were approximately 3.5 times higher than projected. This increase reflects an expanded need for consultant-led professional learning and support services that exceeded the original funding estimates.

There are no contributing actions related to Goal 5.

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

Early indicators show moderate impact with promising trends:

Graduation and Academic Readiness
-Following SAUSD Board approval of the 170-credit graduation path, graduation rates have increased slightly at all three sites, with more students on track to complete.
-Personalized academic planning and flexible scheduling (AM/PM) are helping more students access the support they need.

Student Engagement and Culture
-The shift to Project-Based Learning as the schoolwide instructional model has improved student engagement.
-Help Referrals, COST meetings, and intervention systems have made support more responsive.
-Restorative practices are helping to create safer, more supportive campus climates.

Effective Actions Across Sites
-5.1 Student Engagement and Outreach: Orientation meetings, case management, and outreach protocols helped improve early identification of student needs.
-5.2 Academic Planning: Counselors and staff are actively implementing the new academic tracks and electives.
-5.3 School Culture and Wellness: PBIS, Restorative Practices, and partnerships with Project Kinship are supporting emotional regulation, conflict resolution, and engagement.

Partially Effective:
Based on three years of implementation, actions under 5.4 (Professional Learning) will be further reviewed in 2024–25 to determine whether additional training or refinements are needed to improve instructional consistency and impact.

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

In response to mid-year monitoring, staff interviews, and dashboard trends, SAUSD will implement the following 2025–26 changes to Goal 5:

Programmatic Enhancements:
- Action 5.2 - CCHS will expand Project-Based Learning into all core subject areas and monitor implementation through teacher reflection protocols and student presentations of learning.
- Action 5.1 - REACH and Griset will increase intervention team capacity and standardize referral processes through shared Help Referral protocols.
- Action 5.1 - All three sites will deepen MTSS implementation, focusing on Tier 2 and 3 services for ELs, FY, and SWD students.
- Action 5.1 - A dedicated Outreach Consultant will be hired at CCHS to improve attendance outcomes in coordination with FACE and the school's Attendance Technician.

Professional Development and Monitoring:
- Action 5.4 - Schools will pilot a site-level tracking system to disaggregate outcome data by subgroup (EL, LTEL, SED, FY, SWD).
- Action 5.4 - Staff PD will include coaching cycles on trauma-informed strategies, AVID, and Growth Mindset, supported by feedback surveys.

Based on three-year trends, Action 5.3 (School Culture) will be re-evaluated during 2025-26 and updated as needed to include stronger MTSS coordination and staff coaching on trauma-informed practices, as current efforts have not yet produced consistent improvements in

suspension and engagement outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Equity Multiplier - Student Engagement	The schools will increase student connectedness and engagement at schools by enhancing their capacity to promote an equitable and inclusive school culture founded on trusting relationships, restorative practices, and trauma-informed approaches. This approach will also include individualized case management, thereby supporting student engagement and attendance. These integrated efforts will specifically focus on meeting the needs of the school's Unduplicated Student Groups (USG), including English Learners (EL), Long Term English Learners (LTEL), Socio-Economically Disadvantaged (SED) students, and Foster Youth (FY). Funds for this action come from the Equity Multiplier allocation. Each school site will implement a robust MTSS model with a Coordination of Services Team (COST) that will review monthly data reports to identify student academic, behavioral, health, and social-emotional/mental health needs (tier 2 and 3) and available interventions/resources with priority consideration for Unduplicated Student Groups (USGs) including Socio-Economically Disadvantaged (SED), English Learners (EL), Long Term English Learners (LTEL), and Foster Youth (FY), assign students to appropriate targeted interventions and supports, and monitor the impact on student outcomes. Outreach staff will be assigned to each equity multiplier school to provide case management and individualized support in order to maximize student attendance and progress towards successful graduation.	$609,201.00	No
5.2	Equity Multiplier - Student Centered Learning	The schools will enhance student achievement and engagement for USGs at the three educational option school sites by implementing comprehensive student-centered learning strategies. These strategies include Growth Mindset techniques, the Advancement Via Individual Determination (AVID) program to promote self-efficacy and persistence,	$98,877.00	No

Action #	Title	Description	Total Funds	Contributing
		and personalized learning systems like Edmentum based on assessment-identified needs. Additionally, authentic Project-Based Learning will be incorporated to provide relevant and motivating educational experiences. Together, these approaches aim to increase academic achievement, engagement, and graduation rates. Funds for this action come from the Equity Multiplier allocation. The implementation of a robust, research-based MTSS that is tailored to each student's needs to support academic achievement. Data-driven screening and frequent progress monitoring will be used to align interventions with identified needs, and monitor student response to interventions. Priority access to interventions and supports will be provided for students in USGs including EL, LTEL, SED, and FY.		
5.3	Equity Multiplier - School Culture	The schools will improve student sense of community by supporting a strong PBIS model and engagement supports that are designed to promote a culture of belonging, safety, and care for all students, including USGs, while providing tiered behavioral and attendance supports and reinforcements. Funds for this action come from the Equity Multiplier allocation. Access to a site-designed PBIS model as a tiered intervention system will benefit students at educational options schools, including USGs such as EL/LTEL, SED, and FY, by fostering a supportive and inclusive school culture that promotes belonging, safety, and care. This structured framework will provide varying levels of support based on student needs, allowing each school to address specific challenges with targeted interventions and proactive strategies to reduce behavioral issues and enhance social-emotional well-being. This comprehensive approach will lead to improved academic engagement, better attendance, and overall higher student success.	$12,864.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Equity Multiplier - Professional Learning	The schools will enhance student achievement and engagement for all students including unduplicated student groups (USGs)—such as English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth at the three educational option school sites by implementing professional learning initiatives such as Growth Mindset and Advancement Via Individual Determination (AVID) to promote student self-efficacy and persistence. Personalized learning systems, like Edmentum, will be utilized to address individual student needs identified through assessments, ensuring consistent and accelerated academic progress. Additionally, authentic Project-Based Learning will provide relevant and motivating educational experiences, all of which collectively aim to increase academic achievement, engagement, and graduation rates. Funds for this action come from the Equity Multiplier allocation. High-quality professional development with ongoing coaching and reflection is essential for instructional staff in the three equity multiplier educational options high schools to achieve SAUSD's vision for high student achievement. This includes understanding how to best provide personalized learning and intervention strategies that ensure equitable access to high-quality education aligned with students' interests, empowering them to succeed academically and graduate with their same grade peers. Professional learning will focus on meeting students' linguistic, engagement, and academic needs through tailored supports. Staff will be trained in PBIS, Progressive Discipline Practices, diversity, cultural proficiency, and inclusive interactions, including LGBTQ protections. Additionally, training in Social Emotional Learning and Restorative/Trauma-Informed Practices will support students' emotional well-being, particularly for Unduplicated Student Groups (USGs). Instruction on student health, wellness, and safety assessments will enable educators to proactively address student needs, ensuring comprehensive support.	$66,716.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$170,799,712.00	$22,248,524

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
41.714%	0.000%	$0.00	41.714%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** High Quality Instructional Program **Need:** Unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth—consistently perform below the all-student average in both English Language Arts and Math on the state assessment. The	Aligning our instructional practices with the new Framework will provide the catalyst for ensuring that instruction is authentic and personalized so that USGs are able to learn at their maximum potential. High-Quality Tier 1 CA Standards-Based Instructional Program is designed to address the needs of USGs in the following ways: This action is principally directed toward unduplicated pupils (UPs)—ELs, LTELs, SED, and FY—whose performance on the 2024 SBAC	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring

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	needs assessment confirms a persistent gap in academic outcomes, underscoring the urgency of providing high-quality, Tier 1 instruction that is culturally responsive, language-rich, and differentiated to meet the specific learning needs of USGs. The data below illustrates these performance trends and guides the LEA-wide focus of this action: District-wide – SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2024 SBAC: ELs: 5.44% LTELs: 2.22% SED: 28.98% Foster: 15.15% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2024 SBAC: ELs: 5.65% LTELs: 0.85% SED: 19.72% Foster: 9.09% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each	remains significantly below that of their peers (e.g., 2.22% of LTELs met ELA standards; 0.85% met Math). These outcomes highlight the urgent need for high-quality, first instruction that is culturally responsive, language-integrated, and differentiated to address persistent learning gaps. By centering instructional improvements on the needs of UPs, this action promotes equitable access to rigorous academic content, while also supporting broader student success.	1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring 1.8 English Language Progress Indicator (ELPI) 1.18 High School Graduation Rate

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	Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide		
1.2	**Action:** Improvement Science Cycles **Need:** The needs assessment indicates that Unduplicated Student Groups (USGs)—specifically English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth—are not yet meeting grade-level expectations in ELA and Math. To close these gaps, educators must be equipped with structured systems for examining student data and refining instruction. Improvement Science Cycles support this need by empowering staff to identify root causes and implement responsive strategies that directly benefit USGs. The following data provides a snapshot of performance trends shaping this action: District-wide – SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2024 SBAC: ELs: 5.44% LTELs: 2.22% SED: 28.98%	Engaging staff in Improvement Science Cycles addresses the district's need to enhance ELA and Math outcomes for USGs by building educators' capacity to deliver culturally responsive, learner-centered instruction that addresses tiered academic needs. This action is principally directed toward Unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth—who are underperforming on state assessments (e.g., only 2.22% of LTELs met ELA standards; 0.85% met Math standards on the 2024 SBAC). These cycles provide a structured process for educators to analyze student data, identify learning gaps, and implement evidence-based strategies tailored to USGs' needs. While benefiting all students, this action directly responds to the instructional and equity gaps experienced by USGs, as identified in the district’s needs assessment.	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

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	Foster: 15.15% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2024 SBAC: ELs: 5.65% LTELs: 0.85% SED: 19.72% Foster: 9.09% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide		
1.3	**Action:** Integrated Technology **Need:** Unduplicated Student Groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth—continue to face opportunity gaps in academic performance, particularly in ELA and Math. These groups benefit from equitable access to technology tools that personalize	Technology integration, guided by ISTE standards, will promote equitable access for all students, including USGs, to modern educational tools, fostering higher levels of student achievement and building essential competencies in alignment with the SAUSD Graduate Profile. This action is principally directed toward unduplicated pupils (UPs)—specifically English Learners, LTELs, SED, and FY students—who continue to perform significantly below peers on state assessments, as shown in 2024 SBAC data	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring

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	learning, support language development, and enhance engagement. The district's needs assessment points to the need for scaffolded digital supports to increase achievement and future readiness among USGs. The following data highlights areas of concern that inform this action: District-wide - SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2024 SBAC: ELs: 5.44% LTELs: 2.22% SED: 28.98% Foster: 15.15% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2024 SBAC: ELs: 5.65% LTELs: 0.85% SED: 19.72% Foster: 9.09% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.)	(e.g., only 2.22% of LTELs met or exceeded ELA standards; 0.85% in Math). This performance gap underscores the need for equitable access to digital tools that support differentiated instruction, language development, and personalized learning opportunities. By integrating technology into daily instruction, SAUSD aims to empower UPs with the digital competencies and scaffolded supports needed to improve engagement, close achievement gaps, and enhance college and career readiness.	1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

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	Scope: LEA-wide		
1.4	**Action:** Lower Class Size **Need:** Unduplicated Student Groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth—have demonstrated ongoing academic need, as evidenced by state assessment data. Smaller class sizes can provide these students with increased access to individualized instruction, enhanced engagement, and targeted academic and language support. The needs assessment highlights that more personalized learning environments are essential to accelerate growth for USGs. The data below illustrates the current performance levels informing this LEA-wide action: District-wide - SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2024 SBAC: ELs: 5.44% LTELs: 2.22% SED: 28.98% Foster: 15.15%	Reducing class sizes and minimizing combination classes in schools with high percentages of USGs ensures equitable access to tailored instruction and increased individualized attention, enabling students to master grade-level content which will result in improved academic performance and increasing graduation and persistency rates. This action is principally directed toward unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth—who show persistent underperformance in ELA and Math (e.g., only 2.22% of LTELs met ELA standards; 0.85% met Math on the 2024 SBAC). Smaller class sizes allow for more targeted support aligned to the academic and language development needs of these students. While all students may benefit, this action directly responds to needs identified through dashboard data for USGs.	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring 1.18 High school graduation rates For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

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	District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2024 SBAC: ELs: 5.65% LTELs: 0.85% SED: 19.72% Foster: 9.09% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide		
1.5	**Action:** Early Learning **Need:** DIBELS: % of students at core/core+ Spring (K & 1st) All: 60% EL: 51% FY 39% 40% of all students scored below CORE on DIBELS at the end of last year which includes includes 83.9% SED. The EL and FY USGs percentage below CORE is significantly higher	SAUSD's Universal Preschool Kinder (UPK) Continuum provides access for USGs to developmentally appropriate, early learning experiences that support the whole child and will provide them with a strong foundation in literacy, numeracy, and other key areas, to set the stage for future academic success.	1.5 - % 4 & 5 years old scoring at levels 3/4 in Literacy and Language Development 1.6 - % 4 & 5 years old scoring at levels 3/4 in Cognition Math 1.19 Kinder/1st Grade DIBELS: % of students at core/core+ Spring For this action, disaggregated student groups (DIBELS) are

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	than all students. There is a need to focus on high-impact research-based strategies and approaches to improve these early foundational skills so that students are able to succeed academically. **Scope:** LEA-wide		provided in the "Measuring and Reporting Results" section.
1.6	**Action:** College and Career Readiness **Need:** Although our graduate rate for 2024 is 90.3%, only 38.8% of students are prepared based on the CCI indicator with both ELs (13.7%) and FY (24.5%) in the low-performance level. Further, the A-G pass rate (UC/CSU entrance requirement) indicates that only 38.7% of students meet this requirement with both ELs (17.3%) and FY (20.4%) significantly below the districtwide results. (See 2023 Dashboard schools and student group matrix in the reflection section of this document.) (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.)	SAUSD's broad course of study with matriculation support will promote self-agency in high school students in unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth so that their educational experience is personalized and tailored to their needs, interests, and college and career goals, there will be increased student engagement which will lead to increased graduation along with college and career preparedness and persistency.	1.16 College/Career Indicator 1.18 High school graduation rates 1.9 Met UC/CSU Requirements 1.10 Percent Completed at Least One CTE Pathway 1.11 Percent Completed both A-G and CTE Pathway 1.12 AP Pass (3 or more) Rate 1.15 State Seal of Biliteracy Rate 1.13 Early Assessment Program (EAP) - % of Students Prepared for College – ELA 1.14 EAP - % of Students Prepared for College – Math For this action, disaggregated student groups are provided in the

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	Scope: LEA-wide		"Measuring and Reporting Results" section.
1.7	**Action:** Broad Course of Study **Need:** Overall, the high school dropout rate for 2024 is 7.6% with 14.8% for ELs and 12.2% for FY. Student groups that are typically part of the SED have high dropout rates with MV students at 13.7%. (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide	SAUSD's broad course of study with matriculation support will promote self-agency in USGs so that their educational experience is personalized and tailored to their needs, interests, and college and career goals, there will be increased student engagement which will lead to increased graduation along with college and career preparedness and persistency. Our broad course of study is designed to bring relevance and student agency to the educational program that students in USGs will benefit from. We believe that this will result in increased engagement and persistence, leading to increased graduation rates for our USGs.	1.18 Graduation Rate For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.
1.8	**Action:** MTSS - Student Achievement **Need:** Unduplicated Student Groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth—benefit from a Multi-Tiered System of Supports (MTSS) that is responsive to both	The implementation of a robust, research-based MTSS to support academic achievement utilizes a data-driven screening and referral process, aligns interventions with identified needs, and monitors student response to interventions at each school site. This action is principally directed toward unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math)

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	academic and social-emotional learning needs. Performance data from the state dashboard reflects persistent opportunity gaps in ELA and Math outcomes for these groups. The needs assessment affirms that a tiered intervention model with embedded progress monitoring is essential to close achievement gaps and ensure equitable student growth. The following data helps shape this LEA-wide action: District-wide - SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2024 SBAC: ELs: 5.44% LTELs: 2.22% SED: 28.98% Foster: 15.15% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2024 SBAC: ELs: 5.65% LTELs: 0.85% SED: 19.72% Foster: 9.09% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red	Learners (LTELs), students experiencing poverty (SED), and Foster Youth who continue to perform significantly below peers on the 2024 SBAC (e.g., only 2.22% of LTELs met ELA standards; 0.85% in Math). MTSS provides structured, tiered supports that respond to the academic, behavioral, and social-emotional needs of these students. Priority access to interventions is based on needs identified in the district's performance data, and while MTSS benefits all students, this action is designed in response to specific achievement gaps for USGs.	1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring 1.18 High School Graduation Rate For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section in response to the LREBG support.

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	status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide		
1.12	**Action:** Library Services **Need:** Unduplicated Student Groups (USGs)—such as English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth—benefit from increased access to books, technology, and multilingual resources that promote academic achievement and literacy development. The needs assessment highlights that many USGs may have limited access to educational materials at home, making robust school library services essential for building foundational skills and supporting equitable learning conditions. The following data provides context for this LEA-wide action: District-wide - SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2024 SBAC: ELs: 5.44% LTELs: 2.22% SED: 28.98%	Literacy opportunities, access to books in multiple languages, and culturally relevant, multilingual books in all schools will support students and their families to develop high levels of literacy and enjoyment of reading. This action is principally directed toward unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth who show low academic performance in ELA and Math (e.g., 2.22% of LTELs met ELA standards; 0.85% met Math standards on the 2024 SBAC). Increased access to school libraries, internet, and Library Media Technicians ensures UPs have the resources needed to complete homework and build foundational literacy skills. This support is especially critical for EL and FY students who may not have access to educational resources at home, and for SED students who rely on school-based learning tools.	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 1.3 3rd Grade DIBELS: % of students at core/core+ Spring 1.4 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

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	Foster: 15.15% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2024 SBAC: ELs: 5.65% LTELs: 0.85% SED: 19.72% Foster: 9.09% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide		
1.14	**Action:** Professional Learning - Student Achievement **Need:** Unduplicated Student Groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth—require differentiated instruction and culturally responsive teaching strategies to accelerate learning. The needs assessment shows that USGs continue to perform below	High-quality, engaging professional development with ongoing coaching support and reflection protocols for certificated and classified instructional staff is needed to build our collective capacity to achieve SAUSD's vision for high levels of student achievement through a clear understanding of the new Framework for the Future. This action is principally directed toward unduplicated pupils (UPs)—ELs, LTELs, SED, and FY—whose persistent underperformance on the	1.1 CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 1.2 CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) For this action, disaggregated student groups are provided in the

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	grade-level expectations on state assessments, pointing to the need for high-quality professional learning that equips educators to address diverse linguistic, engagement, and academic needs. The following data reflects the performance trends that drive this LEA-wide professional learning focus: District-wide - SAUSD is red on the CA Dashboard in the areas of: ELA for student groups: ELs, FY, HOM, SWD, and AI with the following percent of students from USGs who meet or exceed standards on 2024 SBAC: ELs: 5.44% LTELs: 2.22% SED: 28.98% Foster: 15.15% District-wide - SAUSD is red on the CA Dashboard in the areas of: Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2024 SBAC: ELs: 5.65% LTELs: 0.85% SED: 19.72% Foster: 9.09% 3rd Grade DIBELS: % of students at core/core+ Spring 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring	2024 SBAC (e.g., only 2.22% of LTELs met ELA standards; 0.85% met Math) highlights the need for differentiated instruction and effective interventions. Professional learning will equip educators to design personalized strategies that meet UPs' linguistic, engagement, and academic needs, ensuring equitable access to rigorous learning and improved outcomes.	"Measuring and Reporting Results" section.

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	(See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide		
2.1	**Action:** District Parent/Caregiver, Family and Community Advocacy Groups **Need:** Based on our years of prior experience with parents of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth, we have found that parents of USGs are often reluctant to voice concerns or engage in the US educational system. This can lead to poor engagement. Districtwide, which includes 87% of USGs, 66% of parents responded favorably to family support, 70% of parents responded favorably to family efficacy. There is a need to address persistency and achievement gaps, particularly amongst ELs and Foster Youth as compared to All Students as demonstrated in the metric baseline data below: 2.4 HS Grad rate All: 90.3%	Involving parents and caregivers of students in unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth in District-level advisory councils and committees ensures alignment of programs and services with the needs of English Learners, foster youth, and socio-economically disadvantaged students. Their input guides tailored support and resources, empowering effective advocacy through training. This approach enhances engagement and support for targeted student groups across the district, fostering a more inclusive educational environment and contributing to their success. USGs are specifically supported because they are represented by parent leaders in these district-level advisory groups. This allows the district team to hear from parent leaders, as representatives of USGs, so that we are knowledgeable of the needs of USG and the impact of what LCAP goals, actions, and services have from the perspective of our USG families in order to make necessary adjustments to ultimately improve outcomes for USGs.	2.1 - % parents responded favorably to family engagement 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School Drop Out Rate

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	ELs: 81.4% SED: 90.1% Foster: 81.6% 2.5 CCI All: 38.8% ELs: 14.9% SED: 37.9% Foster: 24.5% 2.6 Drop Out Rate: All: 7.6% ELs: 14.8% SED: 7.8% Foster: 12.2% In our experience with USGs, we have also seen that, when family engagement is increased, USG student outcomes improve including student persistency, graduation rates, and college and career readiness. **Scope:** LEA-wide		
2.2	**Action:** Resource Access for Families **Need:** Based on our years of prior experience with parents of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth, we have learned that parents of	By leveraging community partnerships with organizations, agencies, colleges, and universities, the District and school staff will provide vital resources with translation services, directly addressing the needs of English learners, foster youth, and socio-economically disadvantaged students and their families. These partnerships will specifically promote the 5 protective factors, empowering families to support their own needs and enhance student outcomes, such as holistic	2.3 - % parents responded favorably to family support 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School Drop Out Rate

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	USGs, in particular SED and EL/LTEL, often need additional resources including wrap around services, basic necessities, and training opportunities. 66% of parents responded favorably to family support, 70% of parents responded favorably to family efficacy. In our experience with USGs, we have also seen that, when wrap-around services are provided, USG student outcomes improve including student persistency, graduation rates, and college and career readiness. There is a need to address persistency and achievement gaps, particularly amongst ELs and Foster Youth as compared to All Students as demonstrated in the metric baseline data below: 2.4 HS Grad rate All: 90.3% ELs: 81.4% SED: 90.1% Foster: 81.6% 2.5 CCI All: 38.8% ELs: 14.9% SED: 37.9% Foster: 24.5% 2.6 Drop Out Rate: All: 7.6% ELs: 14.8% SED: 7.8% Foster: 12.2%	child development, attendance, academic achievement, and social-emotional well-being. This collaborative endeavor ensures that families of students in USGs receive targeted support, effectively addressing barriers to success and creating a nurturing environment essential for the academic and personal growth of these student groups. Site FACE staff establish relationships with the parents of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth to ensure that resources from partners are identified and developed in response to USG needs. FACE site staff continually engages USG families at their designated school sites and are responsive to their needs so that adjustments can be made to tailor services that lead to improved outcomes with a focus on increasing persistency, graduation rates, and college and career readiness. This individualized approach prioritizes USGs and connects community resources more effectively.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	**Action:** Family and Community Events **Need:** Based on our years of prior experience with parents of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth, we have learned that parents of USGs are often reluctant to voice concerns or engage in the US educational system. This can lead to poor engagement. Districtwide, which includes 87% USGs, 66% of parents responded favorably to family support, 70% of parents responded favorably to family efficacy. This is an indication that we need to tailor these events to more closely align with and address the needs of USGs and their families. In our experience with USGs, we have also seen that, when parents and caregivers engage in site and district level events, stronger home school connections are forged which ultimately lead to improved USG student outcomes improve including increased student persistency, graduation rates, and college and career readiness. There is a need to address persistency and achievement gaps, particularly amongst ELs and Foster Youth as compared to All Students as demonstrated in the metric baseline data below:	This action will promote academic and social-emotional wellness outcomes for all students, with a specific focus on the needs of students in the EL, LTEL, FY, and SED student groups. This approach ensures that families of students in USGs are actively involved in their children's education, addressing unique challenges, and fostering a supportive environment that enhances both academic achievement and social-emotional well-being for these student groups. Topics and resources that are shared and promoted at events are tailored to the needs that USGs experience, in particular the needs of SED and EL/LTEL which are are largest USGs. This may include guest speakers, resource fairs, and workshops that are provided as part of larger events or within specialized programs. In addition, special events are planned in collaboration with school sites and our support services department to address the needs of FY.	2.1 - % parents responded favorably to family engagement 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School Drop Out Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2.4 HS Grad rate All: 90.3% ELs: 81.4% SED: 90.1% Foster: 81.6% 2.5 CCI All: 38.8% ELs: 14.9% SED: 37.9% Foster: 24.5% 2.6 Drop Out Rate: All: 7.6% ELs: 14.8% SED: 7.8% Foster: 12.2% **Scope:** LEA-wide		
2.4	**Action:** Family Engagement, Leadership & Volunteerism **Need:** Based on our years of prior experience with parents of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth, we have learned that parents of USGs are often reluctant to voice concerns or engage in the US educational system. This	Establishing sustainable parent-school partnerships will prioritize access to resources tailored to the needs of English learners, foster youth, and socio-economically disadvantaged students. These partnerships encourage active involvement in decision-making and offer recognition for engaged parents and caregivers. Through parent/family leadership programs, family strengths are leveraged, aligning with the community school strategy to amplify family voices. Site administrators and FACE staff work in concert to engage unduplicated student groups (USGs)—including English Learners (ELs), Long-	2.1 - % parents responded favorably to family engagement 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School Drop Out Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	can lead to poor engagement. Districtwide, which includes 87% USGs, 66% of parents responded favorably to family support, 70% of parents responded favorably to family efficacy. This is an indication that we need to tailor these opportunities to more closely align with and address the needs of USGs and their families. This may include offering strategic meeting times, providing child care, and other supports to remove barriers to involvement that USG families may experience. In our experience with USGs, we have also seen that, when parents and caregivers are empowered and take on leadership roles within the schools and district, stronger home school connections are forged which ultimately lead to improved USG student outcomes improve including increased student persistency, graduation rates, and college and career readiness. There is a need to address persistency and achievement gaps, particularly amongst ELs and Foster Youth as compared to All Students as demonstrated in the metric baseline data below: 2.4 HS Grad rate All: 90.3% ELs: 81.4% SED: 90.1% Foster: 81.6% 2.5 CCI All: 38.8% ELs: 14.9% SED: 37.9%	Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth specifically to engage them in partnership and get their input on how they would like to be involved in the school. This collaborative approach ensures families play a central role in supporting their student's success by providing tailored support and resources to meet the unique needs of English learners, foster youth, and socio-economically disadvantaged students, fostering a supportive home and school environment crucial for their academic achievement and social-emotional well-being which is necessary for increased persistency, graduation rates, and college and career readiness.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster: 24.5% 2.6 Drop Out Rate: All: 7.6% ELs: 14.8% SED: 7.8% Foster: 12.2% **Scope:** LEA-wide		
2.5	**Action:** Capacity Building for Families **Need:** District-wide, 66% of parents responded favorably to family support and 70% to family efficacy, leaving 32% of families needing additional guidance navigating the U.S. school system. This need is most evident among families of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth who experience persistent gaps in achievement and engagement. 2024 outcomes reflect these disparities: Graduation Rate: ELs 81.4%, Foster 81.6%, vs. All 90.3% CCI: ELs 14.9%, Foster 24.5%, SED 37.9%, vs. All 38.8%	This collaborative approach will actively involve the families of unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth in the educational process. Co-parent/family leadership development and joint learning opportunities along with parenting classes and workshops will equip parents with the knowledge and skills to support their children's learning at home, bridging gaps that may exist due to language barriers, lack of resources, or unfamiliarity with the educational system. Strengthened communication ensures that families are well-informed and can advocate effectively for their children's needs. By creating a partnership where parents feel valued and heard, the educational experiences of these students will be enriched, promoting higher engagement, better academic performance, and improved overall well-being. Developing the capacity of USG families will enable SAUSD to establish a peer mentoring approach that will enable USG families to be supported by parents and family members who	2.2 - % parents responded favorably to family efficacy 2.4 High School Graduation Rate 2.5 College/Career Indicator 2.6 High School Drop Out Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dropout Rate: ELs 14.8%, Foster 7.8%, vs. All 7.6% Language barriers, unfamiliarity with the system, and limited access to peer supports compound these challenges, highlighting the need for targeted family capacity-building. **Scope:** LEA-wide	have had similar experiences as them and that they can relate to. In our experience with USGs, we have learned that professional learning designed to empower parents and family members of USGs to support each other which is key in improving their family efficacy and involvement that is needed to address persistency and achievement gaps, particularly amongst ELs and Foster Youth as compared to All Students as demonstrated in the metric baseline data below: 2.4 HS Grad rate All: 90.3% ELs: 81.4% SED: 90.1% Foster: 81.6% 2.5 CCI All: 38.8% ELs: 14.9% SED: 37.9% Foster: 24.5% 2.6 Drop Out Rate: All: 7.6% ELs: 14.8% SED: 7.8% Foster: 12.2%	
2.6	**Action:** Professional Learning - FACE **Need:** Based on our years of prior experience with parents of unduplicated student groups (USGs), we have learned that parents of	The professional learning initiatives provided to SAUSD District and site staff, including the FACE team, will be instrumental in addressing the needs of students and families, particularly English learners, Foster Youth, and socially economically disadvantaged students. By receiving training on family outreach best practices and co-constructing	2.1 - % parents responded favorably to family engagement 2.4 High School Graduation Rate 2.5 College/Career Indicator

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
	USGs, in particular SED and EL/LTEL, often need additional resources including wrap around services, basic necessities, and training opportunities. 66% of parents responded favorably to family support, 70% of parents responded favorably to family efficacy. **Scope:** LEA-wide	training opportunities with families, staff will be better equipped to foster meaningful and effective parent-school partnerships. This enhanced capacity for family engagement will ensure that staff can implement strategies that are culturally responsive and sensitive to the unique challenges faced by these student groups. Training will empower staff to communicate more effectively with families, recognize and leverage family strengths, and create inclusive environments where every family feels valued and involved. As a result, students will benefit from a more supportive network, both at home and at school, leading to improved academic outcomes, greater social-emotional support, and a more equitable educational experience. The professional development is designed to support actions 2.1, 2.2, 2.3, 2.4, ad 2.5 which are all contributing actions. This professional learning is necessary to ensure that these actions are focused primarily on the needs of the USGs at all school sites.	2.6 High School Drop Out Rate
3.2	**Action:** MTSS - Wellness **Need:** USG students experience disproportionately high rates of chronic absenteeism and suspension, indicating a need for targeted wellness supports. Chronic absenteeism 2023-2024 All: 19.6% ELs: 21.2% LTELs: NA SED: 20.5%	This action aims to reduce chronic absenteeism and address tiered behavioral needs for students in USGs including SED, EL/LTEL and FY by implementing a robust MTSS model with a Coordination of Services Team (COST) at each school site. Students will receive targeted interventions and supports tailored to their specific needs, with ongoing monitoring to assess the impact on student outcomes. This proactive approach will ensure that USG student populations receive timely and individualized support, leading to improved attendance rates, reduced behavioral incidents, and overall student success.	3.2 Chronic absenteeism rate 3.6 Pupil suspension rates (% students with at least 1 suspension) 3.7 Pupil expulsion rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster: 37.7% SpEd: 28.8% M-V: 26.1% Supension Rate 2023-2024 All: 4.1% AA: 4.5% AI: 5.6% HI: 4.2% ELs: 4.8% LTELs: NA SED: 4.3% Foster: 13.2% SpEd: 5.3% M-V: 5.1% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide		
3.3	**Action:** Integrated Network of Support **Need:** USGs face elevated rates of absenteeism and suspension, demonstrating the need for coordinated, multi-tiered systems of support.	This coordinated approach will benefit USGs including EL/LTEL, SED, and FY by providing streamlined, equitable, and effective Tier 2 and Tier 3 supports tailored to their unique needs. By aligning roles among various support professionals, the model ensures that these vulnerable student groups receive comprehensive and cohesive assistance. This holistic support	3.2 Chronic absenteeism rate 3.6 Pupil supension rates (% students with at least 1 suspension) 3.7 Pupil expulsion rates 3.5 High School Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Chronic absenteeism 2023-2024 All: 19.6% ELs: 21.2% LTELs: NA SED: 20.5% Foster: 37.7% SpEd: 28.8% M-V: 26.1% Supension Rate 2023-2024 All: 4.1% AA: 4.5% AI: 5.6% HI: 4.2% ELs: 4.8% LTELs: NA SED: 4.3% Foster: 13.2% SpEd: 5.3% M-V: 5.1% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide	system addresses their social-emotional, mental health, behavioral, and physical well-being, leading to improved academic performance, increased attendance, and overall better educational outcomes.	3.3 Middle School Dropout Rate For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.4	**Action:** PBIS **Need:** Unduplicated Student Groups (USGs)—including English Learners (ELs), students experiencing poverty (SED), and Foster Youth—experience higher rates of chronic absenteeism and suspension compared to the all-student average. The data below demonstrates that a need exists for structured, site-based PBIS frameworks that promote belonging, emotional safety, and proactive behavioral supports. These systems are especially important in schools serving high numbers of USGs, where positive relationships and predictable behavioral expectations can support stronger engagement and reduce exclusionary discipline. Chronic absenteeism 2023-2024 All: 19.6% ELs: 21.2% LTELs: NA SED: 20.5% Foster: 37.7% SpEd: 28.8% M-V: 26.1% Supension Rate 2023-2024 All: 4.1% AA: 4.5% AI: 5.6%	Access to a site-designed PBIS model as a tiered intervention system will benefit USGs including EL/LTEL, SED and FY by creating a supportive and inclusive school culture that will promote a sense of belonging, safety, and care. The structured framework of tiered interventions will provide varying levels of support based on student needs. A strong PBIS model will allow each school site to address specific challenges by offering targeted interventions and proactive strategies to reduce behavioral issues and enhance social-emotional well-being. This comprehensive approach will lead to improved academic engagement, better attendance, and overall higher student success for students in USGs.	3.8 - % students responded favorably to safety 3.1 Attendance rate For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	HI: 4.2% ELs: 4.8% LTELs: NA SED: 4.3% Foster: 13.2% SpEd: 5.3% M-V: 5.1% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.)) **Scope:** LEA-wide		
3.5	**Action:** Equitable and Inclusive School Culture **Need:** Data indicate a need to foster safer, more inclusive school cultures that build trust and provide restorative supports for USGs. Chronic absenteeism 2023-2024 All: 19.6% ELs: 21.2% LTELs: NA SED: 20.5% Foster: 37.7% SpEd: 28.8% M-V: 26.1%	Implementing this action will significantly benefit English Learners (ELs), Long Term English Learners (LTELs), Foster Youth (FY), and Socio-Economically Disadvantaged students (SEDs) by fostering an equitable and inclusive school culture. With support from the Support Services Team, schools will build trust and provide comprehensive supports, including restorative and trauma-informed practices, anti-bullying strategies, and social-emotional assistance. These measures will address the unique needs of these students, reduce disciplinary issues, ensure safety, and enhance well-being. This holistic approach will lead to better academic performance, improved attendance, and higher engagement for ELs, LTELs, FY, SEDs, and LGBTQ students.	3.9 - % students responded favorably to sense of belonging (school connectedness) For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Supension Rate 2023-2024 All: 4.1% AA: 4.5% AI: 5.6% HI: 4.2% ELs: 4.8% LTELs: NA SED: 4.3% Foster: 13.2% SpEd: 5.3% M-V: 5.1% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide		
3.7	**Action:** Wrap Around Services **Need:** Unduplicated Student Groups (USGs)—including English Learners (ELs), Foster Youth, Migrant students, and students experiencing poverty (SED)—often face systemic barriers to school attendance, academic persistence, and graduation. These barriers include challenges related to basic	This action addresses the needs of USGs by removing barriers and enhancing educational persistence through providing childcare, transportation, and basic necessities for SED including homeless and Migrant education eligible students, EL/LTELs and FY. These supports ensure students have what they need to attend school regularly and focus on learning. Wrap-around services like home visits and outreach strengthen family connections and address home challenges, while prioritizing restorative practices	3.2 Chronic absenteeism rate 3.6 Pupil supension rates - (% students with at least 1 suspension) Pupil expulsion rates For this action, disaggregated student groups are provided in the

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
	needs, access to transportation, and home stability. The data below demonstrates that a need exists for comprehensive wrap-around services to address chronic absenteeism, reduce suspension rates, and support higher graduation outcomes for USGs through proactive family and community engagement: Chronic absenteeism 2023-2024 All: 19.6% ELs: 21.2% LTELs: NA SED: 20.5% Foster: 37.7% SpEd: 28.8% M-V: 26.1% Supension Rate 2023-2024 All: 4.1% AA: 4.5% AI: 5.6% HI: 4.2% ELs: 4.8% LTELs: NA SED: 4.3% Foster: 13.2% SpEd: 5.3% M-V: 5.1% High school graduation rates 2023-2024 All: 90.3% HI: 90.1% ELs: 81.4%	over punitive actions fosters a supportive environment that encourages positive behavior and attendance, ultimately improving academic success and engagement.	"Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LTELs: NA SED: 90.1% Foster: 81.6% SpEd: 75.7% M-V: 84.1% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** LEA-wide		
3.10	**Action:** Professional Learning- Wellness **Need:** Staff need training in inclusive, trauma-informed practices to address chronic absenteeism and suspension rates that are higher in Unduplicated Student Groups (USGs) than in the districtwide average. These supports are especially needed for Foster Youth, English Learners (ELs), and students experiencing poverty (SED), who often require Tier 2 and Tier 3 interventions to access learning consistently and safely. The data below demonstrates the need for increased staff capacity to promote wellness, connection, and a safe learning environment for USGs: Chronic absenteeism	This action will enhance staff capacity to support targeted students by offering professional learning on key areas. A key focus will be to build staff capacity to implement the actions in Goal 3 that are designated as contributing to the improved or increased services to unduplicated student groups (USGs)—including English Learners (ELs), Long-Term English Learners (LTELs), students experiencing poverty (SED), and Foster Youth. This training is necessary for these contributing actions to be fully and effectively implemented. Site Administrators and Educators will be trained in PBIS including tiered approaches that will prioritize services for USGs, while also promoting diversity, cultural proficiency, and inclusive interactions, including LGBTQ protections. Additionally, training on Social Emotional Learning and Restorative/Trauma-Informed Practices will	3.2 Chronic Absenteeism Rate 3.6 Suspension Rates For this action, disaggregated student groups are provided in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023-2024 All: 19.6% ELs: 21.2% LTELs: NA SED: 20.5% Foster: 37.7% SpEd: 28.8% M-V: 26.1% Supension Rate 2023-2024 All: 4.1% AA: 4.5% AI: 5.6% HI: 4.2% ELs: 4.8% LTELs: NA SED: 4.3% Foster: 13.2% SpEd: 5.3% M-V: 5.1% Both chronic absenteeism and suspension rates were significantly higher for foster youth, with ELs and SED slightly higher than all students. This action is needed to ensure that USGs which often have considerably increased tier 2 and 3 needs are supported to improve in these areas. (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.)	equip staff to support the emotional well-being of students, including those from Unduplicated Student Groups (USGs). Finally, instruction on student health, wellness, and safety assessments will enable educators to proactively address student needs, ensuring a comprehensive approach to student support.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	**Action:** English Learner Program **Need:** English Learners (ELs), including Long-Term English Learners (LTELs), demonstrate ongoing needs in language development and academic achievement. The needs assessment shows areas where additional, targeted support can accelerate progress toward English proficiency and success in core subjects. This is especially important for LTELs, who benefit from sustained language instruction and individualized learning plans. The following data illustrates key indicators guiding the development of responsive supports: RFEP Rate: ELs 9.62%	Implementing these strategies will benefit all English Learners (ELs) by providing culturally appropriate and responsive English Language Development (ELD) instruction and supports. ELD instruction within general education will develop language skills while facilitating subject matter learning, and specific ELD instruction will focus on language skills. Personalized plans will address each EL's unique needs and goals, while regular assessments will track progress and readiness for reclassification. Additional support for newly arrived and migrant students will aid their integration and success, ensuring continuous progress and preparation for high school graduation, college, and career success.	1.8 ELPI: (ELs Making Progress or maintaining 4 on ELPAC), including disaggregated for LTELs (NEW) 1.7 EL Reclassification Rate, including disaggregated for LTELs (NEW) For this action, EL/LTEL data is provided as available in the "Measuring and Reporting Results" section.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELPI (ELs Making Progress or maintaining 4 on ELPAC): ELs: 37.9% ELA: Percent of ELs/LTELs who meet or exceed standards on 2024 SBAC: ELs: 5.44% LTELs: 2.22% Math: Percent of ELs/LTELs who meet or exceed standards on 2024 SBAC: ELs: 5.65% LTELs: 0.85% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** Limited to Unduplicated Student Group(s)		
1.11	**Action:** Supports for LTELs **Need:** Long-Term English Learners (LTELs) have distinct learning needs that benefit from sustained, specialized instructional approaches. The needs assessment highlights opportunities to deepen language development and academic achievement through targeted strategies. By understanding current performance trends, the district can	Implementing these strategies will address the needs of LTELs by equipping educators with effective teaching methods and providing an advanced ELD curriculum tailored to LTELs' proficiency levels. Data-driven instruction will address gaps in knowledge and skills, while targeted intervention programs will offer focused support to overcome language proficiency barriers. Increased family engagement through resources and communication in home languages will create a supportive home environment, and clear pathways for reclassification will guide LTELs	1.8 ELPI: (ELs Making Progress or maintaining 4 on ELPAC), including disaggregated for LTELs (NEW) 1.7 EL Reclassification Rate, including disaggregated for LTELs (NEW) For this action, EL/LTEL data is provided as

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	refine its supports to help LTELs progress toward reclassification and thrive in academic settings. The data below informs the scope and focus of this action: ELPI (ELs Making Progress or maintaining 4 on ELPAC): ELs: 37.9% ELA: Percent of ELs/LTELs who meet or exceed standards on 2024 SBAC: ELs: 5.44% LTELs: 2.22% Math: Percent of ELs/LTELs who meet or exceed standards on 2024 SBAC: ELs: 5.65% LTELs: 0.85% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** Limited to Unduplicated Student Group(s)	toward achieving language proficiency and academic goals.	available in the "Measuring and Reporting Results" section.
3.9	**Action:** Differentiated Assistance - Wellness **Need:** Foster Youth benefit from proactive, wellness-centered supports that promote emotional safety and school engagement. The needs	This action will meet the needs of Foster Youth, particularly those requiring behavioral supports, by implementing a structured and proactive approach. Monthly progress monitoring of suspensions, office referrals, incidents of bullying/harassment, and the use of restorative practices allows schools to identify behavioral issues early. By reviewing this	3.6 Pupil supension rates - Foster Youth (% students with at least 1 suspension) For this action, disaggregated student

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	assessment revealed that some students within this group experience higher rates of discipline. This indicates an opportunity to expand early intervention and restorative practices that foster connection and reduce suspension. The data below highlights why targeted attention to Foster Youth is essential in supporting both their behavioral and academic success: Suspension rates Foster: 13.2% (See the 2023 Dashboard Required Actions chart which provides a listing of all student groups by school/location that were in red status on the 2022-23 CA Dashboard for each Dashboard Indicator. This chart is located in the reflection section of this LCAP.) **Scope:** Limited to Unduplicated Student Group(s)	data regularly, schools can provide timely, tiered interventions tailored to the specific needs of Foster Youth. Early intervention helps prevent escalation of behavioral issues, promotes positive behavior, and supports the emotional and social well-being of these students. This proactive strategy ensures that Foster Youth receive the necessary support to succeed academically and socially. No funding is associated with this action because funds to implement this action (estimated .2% of supplemental/concentration funds) will be leveraged from Actions 3.2, 3.3, and 3.7 to support the foster youth to address suspension rate to monitor the progress and impact of this action for the foster youth	groups are provided in the "Measuring and Reporting Results" section.

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

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

Additional Concentration Grant Funding

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

The additional funding was utilized to provide additional teachers, preschool staff, and instructional assistance to increase direct support to USG students at all school sites. If the concentration add-on funding is insufficient to meet these ratios, the funding will be prioritized for those school sites with unduplicated pupil percentages that exceed the district average of 71% to maintain the ratios above at these sites. Actions supported by Additional Concentration Grant Funding are: 1.4, 1.5, 1.12, 3.6.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA - all schools have over 55% unduplicated student groups	School-wide classified ratios for staff who provide direct service to school sites such as instructional assistants, paraprofessionals, preschool teachers and assistants, library media techs, and after/before school instructional providers and assistants. Student-to-Classified Staff Ratio Elementary Schools Adams15.0:1 ALA 15.6:1 Carver 22.0:1 Davis 15.3:1 Diamond 17.2:1 Edison 21.8:1 Franklin 23.2:1 Fremont 20.1:1 Garfield 26.3:1 Greenville 36.5:1 Harvey 20.9:1 Heroes 12.6:1 Jackson 21.4:1 Jefferson 17.1:1 Kennedy 12.8:1 King 20.5:1 Lincoln 19.3:1 Lowell 21.7:1 Madison 21.9:1 Martin 21.0:1 Monroe 18.8:1 Monte Vista 25.5:1 Muir 12.2:1 Pio Pico 29.5:1 Roosevelt-Walker 17.1:1 Taft Elementary 11.2:1 Thorpe Fundamental 39.0:1 Washington Elementary 16.1:1

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
		Wilson Elementary 13.6:1 K-8 School Sites Esqueda 28.0:1 Heninger 33.9:1 McFadden 36.9:1 Romero-Cruz Academy 31.1:1 Santiago Elementary 27.1:1 Sierra 22.2:1 Intermediate Schools Carr 31.5:1 Lathrop 29.6:1 Mac Arthur 45.0:1 Mendez 45.7:1 Villa 71.1:1 Willard 21.1:1 High Schools Century 33.1:1 Chavez 53.3:1 Godinez 57.0:1 Lorin Griset Academy 53.7:1 Middle College 119.7:1 REACH Academy 291.0:1 Saddleback High 39.1:1 Santa Ana High 43.4:1 Segerstrom 75.5:1 Valley 44.8:1 Preschool Programs Early Childhood Education12.0:1 Mitchell Child Development 6.1:1

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	NA All students have over 55% of unduplicated students	Average Class Sizes Self Contained Classrooms TK 17 students: 2 Staff (1 certificated teacher and 1 other teacher or paraprofessional staff member) Kindergarten: 21 students: 1 certificated teacher Grades 1-2: 22 students: 1 certificated teacher Grade 3: 24 students: 1 certificated teacher Grades 4-6: 25 students: 1 certificated teacher Core Subjects (ELA) Grades 6-8 26 students: 1 certificated teacher Grades 9-12 26 students: 1 certificated teacher

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$409,453,467.00	170,799,712.00	41.714%	0.000%	41.714%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$451,758,350.60	$324,178,996.09	$10,866,344.82	$24,298,850.48	$811,102,541.99	$673,763,955.18	$137,338,586.81

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	High Quality Instructional Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$65,956,484.09	$14,518,681.01	$77,291,921.51	$2,454,095.00	$0.00	$729,148.59	$80,475,165.10	
1	1.2	Improvement Science Cycles	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,017,120.39	$200.00	$2,017,320.39	$0.00	$0.00	$0.00	$2,017,320.39	
1	1.3	Integrated Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$10,406,682.93	$7,718,410.00	$18,025,092.93	$100,000.00	$0.00	$0.00	$18,125,092.93	
1	1.4	Lower Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$77,995,321.78	$0.00	$77,995,321.78	$0.00	$0.00	$0.00	$77,995,321.78	
1	1.5	Early Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Preschool, TK/Kínder	ongoing	$21,225,719.98	$5,151,523.13	$3,061,221.67	$23,316,021.44	$0.00	$0.00	$26,377,243.11	
1	1.6	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	ongoing	$11,221,815.65	$6,665,319.47	$11,898,657.72	$3,492,003.40	$2,027,880.00	$468,594.00	$17,887,135.12	
1	1.7	Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$23,653,211.41	$23,475,413.82	$25,541,227.20	$21,502,280.03	$82,118.00	$3,000.00	$47,128,625.23	
1	1.8	MTSS - Student Achievement	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	$21,966,274.97	$7,133,312.33	$1,753,119.75	$12,448,755.70	$0.00	$14,897,711.85	$29,099,587.30	

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
			Low Income			Low Income										
1	1.9	Addressing Special Needs	Students with Disabilities	No			All Schools	ongoing	$163,346,923.15	$22,244,474.46	$4,450,031.15	$175,554,679.70	$4,736,769.00	$849,917.76	$185,591,397.61	
1	1.10	English Learner Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$3,012,092.03	$527,815.34	$813,995.60	$220,542.00	$0.00	$2,505,369.77	$3,539,907.37	
1	1.11	Supports for LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grados 5 a 12	ongoing	$745,822.80	$406,379.83	$848,719.00	$130,178.99	$0.00	$173,304.64	$1,152,202.63	
1	1.12	Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,742,138.20	$13,250.00	$5,755,388.20	$0.00	$0.00	$0.00	$5,755,388.20	
1	1.13	Differentiated Assistance - Student Achievement	Students with Disabilities Foster Youth	No			All Schools	ongoing	$1,668,316.65	$200.00	$965,313.35	$703,203.30	$0.00	$0.00	$1,668,516.65	
1	1.14	Professional Learning - Student Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,181,532.16	$3,847,159.40	$7,393,280.62	$21,894.90	$0.00	$1,613,516.04	$9,028,691.56	
2	2.1	District Parent/Caregiver, Family and Community Advocacy Groups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$6,786.50	$0.00	$6,786.50	$0.00	$0.00	$0.00	$6,786.50	
2	2.2	Resource Access for Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$7,493,793.40	$131,391.92	$6,497,200.40	$0.00	$0.00	$1,127,984.92	$7,625,185.32	
2	2.3	Family and Community Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$272,922.76	$703,192.90	$972,073.66	$4,042.00	$0.00	$0.00	$976,115.66	
2	2.4	Family Engagement, Leadership & Volunteerism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$70,613.46	$98,673.50	$77,646.96	$0.00	$91,640.00	$0.00	$169,286.96	

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	2.5	Capacity Building for Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$380,266.20	$380,266.20	$0.00	$0.00	$0.00	$380,266.20	
2	2.6	Professional Learning - FACE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$72,321.90	$5,000.00	$77,321.90	$0.00	$0.00	$0.00	$77,321.90	
3	3.1	Social Emotional Learning (SEL)	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	MTSS - Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$12,143,227.04	$2,002,161.59	$10,179,062.94	$0.00	$3,265,728.79	$700,596.90	$14,145,388.63	
3	3.3	Integrated Network of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$17,338,841.02	$147,051.00	$14,150,974.97	$3,334,917.05	$0.00	$0.00	$17,485,892.02	
3	3.4	PBIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$145,344.16	$0.00	$145,344.16	$0.00	$0.00	$0.00	$145,344.16	
3	3.5	Equitable and Inclusive School Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,028,626.27	$907,187.09	$574,317.27	$1,361,496.09	$0.00	$0.00	$1,935,813.36	
3	3.6	Expanded Learning Opportunities	All	No			Specific Schools: School receiving federal and state extended learning funds	ongoing	$39,548,360.56	$14,242,635.01	$0.00	$53,790,995.57	$0.00	$0.00	$53,790,995.57	
3	3.7	Wrap Around Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,171,809.15	$702,414.76	$905,028.15	$4,000.00	$0.00	$965,195.76	$1,874,223.91	
3	3.8	Community Schools Approach	All	No			Specific Schools: Adams, Carver, Davis, Diamond, Edison, Garfield,	ongoing	$3,438,852.05	$1,646,751.74	$227,210.60	$4,550,000.00	$308,393.19	$0.00	$5,085,603.79	

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
							Greenville Heroes, Kennedy, Lathrop, Madison, Monroe, Pio Pico, Valley, Washington									
3	**3.9**	Differentiated Assistance - Wellness	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	ongoing	$432,915.32	$0.00	$195,393.88	$198,790.04	$0.00	$38,731.40	$432,915.32	
3	**3.10**	Professional Learning-Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$103,802.00	$2,953,460.05	$3,057,262.05	$0.00	$0.00	$0.00	$3,057,262.05	
3	**3.11**	Adult Supervision	All	No			All Schools	ongoing	$6,893,823.29	$0.00	$6,893,823.29	$0.00	$0.00	$0.00	$6,893,823.29	
4	**4.1**	Highly Qualified Teacher	All	No			All Schools	ongoing	$166,355,733.10	$654,416.16	$149,427,882.57	$17,002,672.00	$353,815.84	$225,778.85	$167,010,149.26	
4	**4.2**	CA Standards Aligned Materials	All	No			All Schools	ongoing	$0.00	$3,204,270.88	$3,500.00	$3,200,770.88	$0.00	$0.00	$3,204,270.88	
4	**4.3**	Future Ready Learning and Work Environments	All	No			All Schools	ongoing	$1,964,598.41	$14,675,922.20	$16,640,520.61	$0.00	$0.00	$0.00	$16,640,520.61	
4	**4.4**	Educational Partner Communication	All	No			All Schools	ongoing	$998,140.60	$2,537,983.02	$3,536,123.62	$0.00	$0.00	$0.00	$3,536,123.62	
4	**4.5**	Comprehensive Professional Learning	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	**5.1**	Equity Multiplier - Student Engagement	All	No			Specific Schools: Cesar Chavez HS, Lorin Griset Academy, REACH Academy Grades 9-12	ongoing	$30,531.00	$578,670.00	$0.00	$609,201.00	$0.00	$0.00	$609,201.00	

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	**5.2**	Equity Multiplier - Student Centered Learning	All	No			Specific Schools: Cesar Chavez HS, Lorin Griset Academy, REACH Academy Grades 9-12	ongoing	$63,877.00	$35,000.00	$0.00	$98,877.00	$0.00	$0.00	$98,877.00	
5	**5.3**	Equity Multiplier - School Culture	All	No			Specific Schools: Cesar Chavez HS, Lorin Griset Academy, REACH Academy Grades 9-12	ongoing	$12,864.00	$0.00	$0.00	$12,864.00	$0.00	$0.00	$12,864.00	
5	**5.4**	Equity Multiplier - Professional Learning	All	No			Specific Schools: Cesar Chavez HS, Lorin Griset Academy, REACH Academy Grades 9-12	ongoing	$36,716.00	$30,000.00	$0.00	$66,716.00	$0.00	$0.00	$66,716.00	

2025-26 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
$409,453,467.00	170,799,712.00	41.714%	0.000%	41.714%	$269,613,945.41	0.000%	65.847 %	**Total:**	$269,613,945.41
								LEA-wide Total:	$267,755,836.93
								Limited Total:	$1,858,108.48
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	High Quality Instructional Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$77,291,921.51	
1	**1.2**	Improvement Science Cycles	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,017,320.39	
1	**1.3**	Integrated Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,025,092.93	
1	**1.4**	Lower Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$77,995,321.78	
1	**1.5**	Early Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Preschool, TK/Kínder	$3,061,221.67	
1	**1.6**	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	$11,898,657.72	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,541,227.20	
1	1.8	MTSS - Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,753,119.75	
1	1.10	English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$813,995.60	
1	1.11	Supports for LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grados 5 a 12	$848,719.00	
1	1.12	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,755,388.20	
1	1.14	Professional Learning - Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,393,280.62	
2	2.1	District Parent/Caregiver, Family and Community Advocacy Groups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,786.50	
2	2.2	Resource Access for Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,497,200.40	
2	2.3	Family and Community Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$972,073.66	
2	2.4	Family Engagement, Leadership & Volunteerism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$77,646.96	
2	2.5	Capacity Building for Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$380,266.20	
2	2.6	Professional Learning - FACE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$77,321.90	
3	3.2	MTSS - Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,179,062.94	

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 (%)
3	3.3	Integrated Network of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,150,974.97	
3	3.4	PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$145,344.16	
3	3.5	Equitable and Inclusive School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$574,317.27	
3	3.7	Wrap Around Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$905,028.15	
3	3.9	Differentiated Assistance - Wellness	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$195,393.88	
3	3.10	Professional Learning-Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,057,262.05	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$752,767,923.16	$973,339,675.62

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	High Quality Instructional Program	Yes	$15,484,532.70	$53,713,935.20
1	**1.2**	Improvement Science Cycles	Yes	$2,358,582.55	$2,825,992.03
1	**1.3**	Integrated Technology	Yes	$10,595,714.13	$26,145,929.07
1	**1.4**	Lower Class Size	Yes	$60,516,955.22	$104,184,958.67
1	**1.5**	Early Learning	Yes	$23,093,794.72	$30,298,353.69
1	**1.6**	College and Career Readiness	Yes	$31,552,797.90	$19,894,095.94
1	**1.7**	Broad Course of Study	Yes	$23,215,353.03	$20,174,747.04
1	**1.8**	MTSS - Student Achievement	Yes	$6,836,352.96	$41,044,556.42
1	**1.9**	Addressing Special Needs	No	$170,008,238.16	$197,021,405.66
1	**1.10**	English Learner Program	Yes	$2,745,846.54	$4,949,107.46
1	**1.11**	Supports for LTELs	Yes	$998,937.67	$1,350,571.67

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	Library Services	Yes	$4,834,178.14	$5,316,187.59
1	1.13	Differentiated Assistance - Student Achievement	No	$0.00	$0.00
1	1.14	Professional Learning - Student Achievement	Yes	$31,542,862.63	$14,161,519.02
2	2.1	District Parent/Caregiver, Family and Community Advocacy Groups	Yes	$32,300.00	0
2	2.2	Resource Access for Families	Yes	$4,045,659.15	$4,517,198.81
2	2.3	Family and Community Events	Yes	$5,023,464.15	$4,801,215.93
2	2.4	Family Engagement, Leadership & Volunteerism	Yes	$7,442.00	$5,219.78
2	2.5	Capacity Building for Families	Yes	$2,567,423.73	$596,284.46
2	2.6	Professional Learning - FACE	Yes	$1,923,753.64	$1,267,915.84
3	3.1	Social Emotional Learning (SEL)	No	$239,481.17	$131,777.82
3	3.2	MTSS - Wellness	Yes	$1,520,191.48	$3,615,930.21
3	3.3	Integrated Network of Support	Yes	$14,744,297.31	$16,068,500.20
3	3.4	PBIS	Yes	$834,597.96	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)
3	3.5	Equitable and Inclusive School Culture	Yes	$2,228,137.19	$3,973,375.04
3	3.6	Expanded Learning Opportunities	No	$56,463,644.14	$70,296,822.24
3	3.7	Wrap Around Services	Yes	$1,685,121.32	$3,262,015.61
3	3.8	Community Schools Approach	No	$3,814,770.20	$4,161,735.36
3	3.9	Differentiated Assistance - Wellness	No	$0.00	$0.00
3	3.10	Professional Learning- Wellness	Yes	$126,598.54	$3,412,958.28
3	3.11	Adult Supervision	No	$8,578,265.62	$7,854,527.56
4	4.1	Highly Qualified Teacher	No	$213,130,498.98	$252,379,080.92
4	4.2	CA Standards Aligned Materials	No	$969,269.56	$8,078,474.85
4	4.3	Future Ready Learning and Work Environments	No	$46,351,494.84	$65,860,224.47
4	4.4	Educational Partner Communication	No	$2,052,473.80	$1,341,753.45
4	4.5	Comprehensive Professional Learning	No	$1,266,256.63	$0.00
5	5.1	Equity Multiplier - Student Engagement	No	$1,102,635.40	$425,302.73
5	5.2	Equity Multiplier - Student Centered Learning	No	$230,000.00	$101,044.62

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.3**	Equity Multiplier - School Culture	No	$15,000.00	$5,000.00
5	**5.4**	Equity Multiplier - Professional Learning	No	$31,000.00	$101,957.98

2024-25 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)
$162,629,591.00	$158,110,232.59	$262,825,577.73	($104,715,345.14)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	High Quality Instructional Program	Yes	$5,490,331.01	$47,500,014.94		
1	1.2	Improvement Science Cycles	Yes	$2,358,582.55	$2,780,123.80		
1	1.3	Integrated Technology	Yes	$9,798,148.85	$26,112,057.94		
1	1.4	Lower Class Size	Yes	$60,516,955.22	$102,493,948.97		
1	1.5	Early Learning	Yes	$1,912,883.80	$1,309,397.09		
1	1.6	College and Career Readiness	Yes	$18,795,645.85	$13,040,631.84		
1	1.7	Broad Course of Study	Yes	$12,097,708.18	$14,658,875.86		
1	1.8	MTSS - Student Achievement	Yes	$2,762,949.74	$8,549,665.10		
1	1.10	English Learner Program	Yes	$2,054,692.52	$1,073,989.03		
1	1.11	Supports for LTELs	Yes	$759,655.67	$0.00		
1	1.12	Library Services	Yes	$4,219,245.13	$5,314,189.09		
1	1.14	Professional Learning - Student Achievement	Yes	$12,315,468.25	$9,158,850.86		
2	2.1	District Parent/Caregiver, Family and Community Advocacy Groups	Yes	$20,300.00	13,106.40		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.2**	Resource Access for Families	Yes	$2,757,583.16	$4,517,198.81		
2	**2.3**	Family and Community Events	Yes	$4,722,896.36	$3,670,676.88		
2	**2.4**	Family Engagement, Leadership & Volunteerism	Yes	$3,500.00	$0.00		
2	**2.5**	Capacity Building for Families	Yes	$1,542,950.92	$145837.48		
2	**2.6**	Professional Learning - FACE	Yes	$1,899,101.64	$1,049,089.84		
3	**3.2**	MTSS - Wellness	Yes	$2,880.50	$2,322,488.81		
3	**3.3**	Integrated Network of Support	Yes	$11,832,466.96	$12,491,226.09		
3	**3.4**	PBIS	Yes	$834,597.96	0		
3	**3.5**	Equitable and Inclusive School Culture	Yes	$100,308.22	$3,204,345.01		
3	**3.7**	Wrap Around Services	Yes	$1,188,323.56	$793,372.65		
3	**3.10**	Professional Learning-Wellness	Yes	$123,056.54	$2,626,491.24		

2024-25 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)
$423,520,653	$162,629,591.00	0%	38.399%	$262,825,577.73	0.000%	62.057%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024