



## Local Control and Accountability Plan

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

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## Plan Summary [2024-25]

# General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Founded in 1888, the Santa Ana Unified School District is the fifteenth-largest school district in the State of California and the second-largest district in Orange County, providing education services to approximately 40,000 students, TK-12. 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 with one middle college high school located on the campus of Santa Ana College and one TK-12 dependent charter, Advanced Learning Academy. SAUSD's Vision and Mission have been updated as outlined below are in alignment its Board Priorities and the Graduate Profile, and Advanced Learning Academy aligns with the following Vision and Mission.

## Vision

Forging communities of compassionate learners, innovators, and leaders for a better future.

## Mission

Our Community empowers learners through empathetic relationships and relevant experiences for well-rounded readiness in our multicultural world.

## Values

**Collaboration:** We foster inclusive collaboration by uniting students, educators, and the community to achieve shared goals through teamwork, open communication, and mutual support.

**Perseverance:** Empowering students to embrace challenges, persist in the face of adversity, and cultivate a necessary wellbeing, essential for achieving goals and thriving.

**Engagement:** Promoting active and meaningful participation and growth by providing diverse learning opportunities, instilling a passion for excellence, and fostering a spirit of curiosity to create lifelong learners.

**Empathy:** Understanding and valuing the diverse experiences and perspectives of our students, staff, and community, fostering a culture of belonging, mutual respect, and compassion.

**Inclusive Equity:** Creating an inclusive environment where all stakeholders, regardless of background, are valued, respected, and empowered to contribute to the rich tapestry of our educational community.

# Reflections: Annual Performance

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

## 2022-23 CA Dashboard Highlights

### SAUSD District Performance Overview (All Students)

On the 2023 Dashboard, Santa Ana Unified School District (SAUSD) received five Orange performance level ratings for the academic indicators in English Language Arts and Mathematics, and the state indicators: Suspension Rate, English Learner Progress, and graduation rate. Additionally, SAUSD received one Yellow rating for Chronic Absenteeism. SAUSD received Standard Met for all local indicators. SAUSD received Medium for the College/Career indicator. Advanced Learning Academy received two green in suspension rate and English Learner Progress, one yellow in English Language Arts, one orange in Chronic Absenteeism, and one red in Mathematics.

Santa Ana Unified School District (SAUSD) saw a substantial 12.2% reduction in Chronic Absenteeism rates for all students, with the rate dropping from 33.1% in 2021-22 to 20.9%. In comparison, our state experienced a 5.7% reduction, decreasing from 30.0% to 24.3% in the same period. For Advanced Learning Academy, Chronic Absenteeism declined 2% from 2021-2022 to 21.1% in 2022-2023.

In the Santa Ana Unified School District (SAUSD), the Chronic Absenteeism rates for several student groups were notably lower than state percentages, indicating better attendance. For English learners, the absenteeism rate was 21.0%, lower than the state average of 26.3%. Socioeconomically Disadvantaged students showed a rate of 21.5%, compared to the state's 29.9%. Homeless students had an absenteeism rate of 24.6%, which was better than the state percentage of 38.7%. Additionally, Students with Disabilities in SAUSD have an absenteeism rate of 30.8%, lower than the state's 33.1%. Advanced Learning Academy's English Learners Chronic Absenteeism rate for English Learners was 20% (a 9.7% decline), the Socioeconomically Disadvantaged rate was 21.1%, the Homeless rate was 50%, and Students with Disabilities had a rate of 14.8%.

SAUSD's Chronic Absenteeism rates for American Indian students (27.2%), Pacific Islander students (33.3%), and Hispanic students (21.0%) were lower than the state percentages, where the Chronic Absenteeism rates for these groups were higher: American Indian (36.1%), Pacific Islander (37.6%), and Hispanic (28.4%). For Advanced Learning Academy, the Chronic Absenteeism rate for American Indian students was 1%, for Hispanic students was 20.6%, for Asian students was 1%, and for White students was 2.7%.

While there was a decline in the graduation rate from 92.5% in 2021-22 to 89.7% this year, SAUSD continued to report a higher graduation rate compared to the state. In the current year, SAUSD's high school graduate rate was higher by 3.3 percentage points than the graduation rate in California (86.4%).

The Santa Ana Unified School District (SAUSD) reports graduation rates for various student groups that exceeded state averages. These included Students with Disabilities at 75.9% (state average: 72.7%), English learners at 80.8% (state average: 73.5%), Homeless students at 85.1% (state average: 73.7%), Socioeconomically Disadvantaged students at 89.5% (state average: 83.7%), and Foster Youth at 82.9% (state average: 63.2%).

SAUSD's graduation rate for Hispanic students at 89.7% exceeded the state average of 84.2%.

Advanced Learning Academy has a 100% graduation rate.

### Goal 1: Student Achievement

2023 CA School Dashboard Baseline ELA- For ELA, SAUSD's 2023 dashboard status was orange. For ELA, SAUSD's 2023 dashboard

results indicated that overall, students scoring average was 52.5 points below standard. For ELA, Advanced Learning Academy's dashboard results indicated 29.3 below standard.

Below are SAUSD's student groups within each dashboard color status:

Blue - Two or More Races

Green status - Asian, Filipino, White

Orange status - All, Hispanic, Socioeconomically Disadvantaged, African American

Red status - Students with disabilities, English Learners, Foster Youth, Homeless, American Indian/Alaska Native

Below are Advanced Learning Academy's student groups within each dashboard color status:

Orange Status - English Learners

Yellow Status - Hispanic and Socioeconomically Disadvantaged

2023 CA School Dashboard Baseline Mathematics - For Mathematics, SAUSD's 2023 dashboard results indicated that overall, students scoring average was 85.5 points below standard. For Mathematics, Advanced Learning Academy's dashboard results indicated that overall, students scoring average was 103.6 points below standard.

Below are SAUSD's student groups within each dashboard color status:

Green status - Asian, Filipino

Yellow Status - White, Two or More Races

Orange status - All, English Learners, Hispanic, Socioeconomically Disadvantaged, American Indian/Alaska Native

Red status - Students with disabilities, American Indian/Alaska Native Foster Youth, Homeless, African American

Below are Advanced Learning Academy's student groups within each dashboard status:

Red - Hispanic and Socioeconomically Disadvantaged

Orange - English Learners

SAUSD's College and Career Indicator Baseline (2022-23) was 40% for all with wide variance amongst student groups including ELs at 13.7%, SED at 38.8%, Foster at 11.8%, SWD at 11.7% and Homeless (MV) at 31.9%. SAUSD status for all students was medium. The College and Career Indicator Baseline for Advanced Learning Academy was 58.1% prepared, with student groups including Hispanic at 56.7% prepared.

Below are SAUSD's student groups within each dashboard status:

Very High - Asian

Medium - All, Socioeconomically disadvantaged, Hispanic, White

Low - English Learners, Foster Youth, Homeless, Students with Disabilities

Below are Advanced Learning Academy's student groups' dashboard status:

High - Hispanic

SAUSD's Graduation Rate decreased from 92.3% in 2021-22 to 89.6% in 2022-23 while remaining slightly higher than the State of CA. Advanced Learning Academy's Graduation rate is 100%.

Below are SAUSD's student groups within each dashboard color status:

Green status - Foster Youth

Yellow status - Asian

Orange status - All, Hispanic, Socioeconomically Disadvantaged, English learners, Homeless

Red status - Students with disabilities

Below are Advanced Learning Academy's student groups by Performance Level:

100% Graduated - English Learners (11 students)

100% Graduated - Hispanic (30 students)

100% Graduated - Homeless (9 students) - Not indicated on dashboard due to privacy

100% Graduated - Socioeconomically Disadvantaged (28 students)

100% Graduated - Students with Disabilities (4) - Not indicated on dashboard due to privacy

100% Graduated - White (1) - Not indicated on dashboard due to privacy

SAUSD's English Learner Progress Indicator (ELPI): Orange Status with 47% of English learners who made progress toward English language proficiency or maintained a level of 4. Advanced Learning Academy's English Learner Progress Indicator (ELPI): Green Status with 53.8% making progress towards English language proficiency or maintained a level of 4.

Goal 3: Wellness

SAUSD's overall Suspension Rate on the CA Dashboard status was Orange. Advanced Learning Academy's Suspension Rate on the CA Dashboard status was green.

Below are SAUSD's student groups within each dashboard color status:

Blue status - Asian

Green status - Filipino

Yellow status - African American

Orange status - All, English Learners, Hispanic, Socioeconomically Disadvantaged, Homeless, Students with Disabilities, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, White, Two or More Races

Red status - Foster Youth

Below are Advanced Learning Academy's student groups within each dashboard color status:

Blue status - Homeless  
Green status - Hispanic  
Yellow status - English Learners  
Orange status - No Student Groups  
Red status - No Student Groups

SAUSD's Chronic absenteeism rate decreased from 33.1% (2021-22) to 22.6% (2022-23). On the CA Dashboard, as the overall status is Yellow. Advanced Learning Academy's Chronic absenteeism rate is 21.1% on the CA Dashboard, which is Orange status.

Below are SAUSD's student groups by color status:

Green status - Asian  
Yellow status - All Students, English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White  
Orange status - African American, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, Filipino, Two or More Races

Below are Advanced Learning Academy's student groups by color status:

Red - No Student Groups  
Orange - Hispanic and Socioeconomically Disadvantaged  
Yellow - English Learners  
Green - No Student Groups  
Blue - No student Groups

Advanced Learning Academy 2023-24 Measures not included on the CA Dashboard:

#### Goal 1 Student Achievement

- The percent of ELs who reclassified within 6 years of entering an EL program was 42.3% and 24.5% for LTELs in 2023-24
- Early reading proficiency for grades 1, 2, and 3 DIBELS winter results increased from 41.81% (2021-22) to 49.73 (2022-23) with 2023-24 baseline results for grade 3 DIBELS Spring results at 65.9% for all students and EL at 63.1, SED at 64.3%, FY at 100%, SWD at 18.5% and MV at 64.8%.

#### Goal 2 Family and Community Engagement

- 95% of parents/caregivers agreed or strongly agreed that the school allowed input and welcomed their contributions. (2022-23)
- 91% of parents/caregivers agreed or strongly agreed that they felt welcome to participate in school. (2022-23)
- 96% of parents/caregivers agreed or strongly agreed that the school staff responds to their needs in a timely manner. (2022-23)

For the current year, we selected new items, based on input from our community, that are more actionable and provide more substantive information related to the perspectives of educational partners. The following results are based on a construct approach from multiple items, rather than a single question. These constructs will be used as the baseline for the 2024-27 LCAP.

- 24% of parents responded favorably to family engagement



- 71% of parents responded favorably to family efficacy
- 64% of parents responded favorably to family support

### Goal 3 Wellness

- Expulsion rate was 0.0%. (2022-23)
- 70% of parents/caregivers agreed or strongly agreed that school is a safe place for their child (2023-24)
- 60% teachers responded favorably to School Climate (2023-24)
- % students responded favorably to safety
- All: Elementary (Grades 4-5): 66%,
- Secondary (Grades 6-12): 72%
- ELs: Elementary: 63%, Secondary: 67%
- SED: Elementary: 66%, Secondary: 71%
- Foster: Elementary: 59%, Secondary: 68%
- SpEd: Elementary: 64%, Secondary: 69%
- M-V: Elementary: 65%, Secondary: 69%
- The High School 4-year cohort dropout rate increased from 3.6% (2021-22) to 8.6% in 2022-23 with ELs at 15.4%, SED at 8.9%, FY and SWD at 11.8%, and MV at 13.1%
- District-wide attendance rate has decreased from 96.9% (2018-19) to 87.1% (2021-22)

For the 2023-24 local indicator results for Priority 2, SAUSD key staff reviewed how well the State Academic Standards were being implemented. They rated each section based on implementation, outcomes, and feedback from educational partners, giving an overall score of 3.48 out of 5. These results will be presented to the Board on June 25, 2024. A key area needing improvement was in the area of implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks for ELA, ELD, Science, and History/Social Science. As part of SAUSD, Advanced Learning Academy will be receiving support to address these improvement areas, ensuring our staff can effectively implement the new standards and enhance educational outcomes.

To address these areas, SAUSD will continue a systems-level approach, focusing on tiered supports to meet the significant social-emotional, behavioral, and academic needs of all student groups. This will help build student connectedness and enable them to persevere through challenging material. SAUSD's Education Services will refine the three strategic plans established in 2021-22: the Integrated Wellness Coordinated Care Plan, the Academic Support Plan, and the Special Education Strategic Plan. These plans will be integrated through the Framework for the Future and the Graduate Profile. Teacher quality is a significant influence on student learning. SAUSD has devoted considerable time and effort to the development of the new Framework for the Future which spells out our instructional model for student success and mastery of skills and dispositions in our newly revamped Graduation Profile. Advanced learning academy will benefit from this vision, supported by ongoing professional development that will begin in the Summer of 2024. This professional development will be the launch pad to move our staff forward to build staff capacity to implement high-leverage practices beginning in the 2024-25 school year. The following tenets are at the heart of the Learning Model that we will initiate to improve outcomes for all students and, in particular, our students in the unduplicated student groups including English Learners, socioeconomically disadvantaged, and Foster Youth.

Personalized Learning is co-constructed based on each learner's unique strengths, skills, interests, and needs.

- Develop learners' self-awareness, self-regulation, and perseverance
- Amplify learner voice and choice
- Customize the learning experience for the whole learner

Authentic, meaningful, relevant learning grounded in real-world challenges and applications for authentic audiences.

- Design real-world learning experiences
- Promote anytime/anywhere learning
- Spark collaboration

Competency-based learning is driven by evidence-based instruction, assessment, and feedback cycle based on progress toward desired knowledge, skills, and dispositions.

- Use assessment and data as tools for learning
- Employ a mastery approach to learning
- Create performance-based assessments

Inclusive & Equitable Learning communities are collaborative and culturally relevant, where every learner feels they belong and can tap into their full potential, contributing to the collective success of their community.

- Nurture a meaningful and engaging learning community
- Cultivate a sense of belonging
- Partner with learners to reach their full potential

This professional learning will focus on best practices to realize this instructional model and will include technology integration, including immersive technology, differentiated and personalized instructional approaches, and engagement strategies. Professional learning will be implemented across the three year cycle in order to increase the capacity for all teachers in a sustainable and meaningful way. We will maintain and support these efforts through instructional classroom walk-throughs to support and monitor the frequency and quality of implementation of these high-leverage strategies.

SAUSD will prioritize its MTSS focus, expanding and improving tiered supports by using data indicators to address needs in mathematics, ELA, social-emotional learning, behavior, and chronic absenteeism. The goal is to align systems with data-driven decision-making to support tier 2 and 3 intervention needs. Each school's Coordination of Services Teams (COST) will use the District's data warehouse, "DataHub," to review student data on risk factors including academic, social-emotional, behavior, and attendance. At Advanced Learning Academy, administrators, staff, and teachers will analyze key data points through PLCs to drive instructional decision-making and plan for improvement. Universal screening tools for ELA and Mathematics will identify students needing tier 2 and 3 interventions and supports. Extended learning time will be provided through before-and-after-school programs, Saturday intervention, and summer programs. Targeted professional development, including Learning Communities for School Success Program (LCSSP) funded workshops, will enhance MTSS processes. ELOP funds will expand access to extended learning opportunities for students needing academic and social-emotional support.

Support Services staff will closely monitor foster care students, connecting with school sites to provide needed support. Advanced Learning Academy's teachers and support staff working with ELs and LTELs will be trained to help students successfully redesignate within five years and support those needing continued academic assistance at the secondary level. In ELA, SAUSD will maintain its early literacy focus,



including extended day TK/kindergarten with lower student-teacher ratios. Secondary-level literacy intervention will be supported through tutoring, extended learning opportunities, and intervention programs to improve student outcomes in ELA. The EL and SPED teams will continue to analyze student outcome data to refine their support structures and systems, ensuring students receive appropriate interventions and accommodations within a continuum of general and special education services. They will also assess the accuracy of evaluations for English learners and implement research-based strategies to improve written and oral language acquisition. The Support Services team will provide case management for foster youth, monitoring their progress, offering mentoring, and ensuring timely access to tiered interventions.

SAUSD will focus on making student mastery of curriculum standards central to instruction. This approach emphasizes learning outcomes over curriculum content. Core curriculum programs will be used as tools for reflective teachers to plan instruction based on student strengths, needs, and interests. Curriculum specialists will support the implementation of learner-centered, future-ready, and personalized learning in language arts, English language development, and mathematics. The adopted mathematics curriculum will build algebraic thinking with a balance of rigor, conceptual understanding, and problem-solving. Teachers will have access to core ELA/ELD programs for standards-aligned learning across all grades, as well as core replacement programs for secondary-level English learners and struggling readers. Supplemental reading interventions like Lexia and SIPPS will support students needing systematic reading help. Comprehensive professional development will improve instruction and assessment, focusing on high-quality, differentiated, personalized instruction to engage students as partners in their learning. This focus will benefit Advanced Learning Academy by equipping our teachers with the tools and strategies needed to tailor instruction to our students' unique strengths and needs, ensuring they achieve mastery in all subject areas.

We will continue our PBIS implementation and engagement strategies to ensure our schools are safe, welcoming, and responsive, as agreed upon by parents/caregivers and staff. Our focus on district-wide PBIS with tiered supports will remain a priority to maintain positive school climates, resulting in low suspension and expulsion rates and high attendance. We will also maintain and expand outreach and collaboration with community partners to support the social-emotional wellness of our students through initiatives like the Integrated Wellness Coordinated Care Plan and the We Care suicide prevention campaign. This includes tiered supports, restorative and trauma-informed practices, increased mental health and counseling staff, violence prevention, and social-emotional learning. This comprehensive approach will foster a nurturing environment that will support both the academic and emotional well-being for the students at Advanced Learning Academy.

We will continue to enhance our Trauma-Informed Practices model to provide necessary support and reduce suspensions across all student groups with additional support for Foster Youth. SAUSD will also strengthen the collaboration between Support Services and School Police to ensure students and families in crisis receive prompt and personalized support. As part of our MTSS action plan, we have introduced a Social Emotional Learning curriculum for Elementary and Intermediate schools to address core competencies. We will leverage the professional learning and site support to integrate SEL into programming for TK-8th grade students that was provided this year to improve SEL outcomes for unduplicated student groups as well. We will continue to provide professional development to enhance the implementation of the three signature SEL practices for TK-12 grade teachers: welcoming/inclusion activities, engaging strategies like brain breaks and transitions, and optimistic closures. We will continue to expand the Capturing Kids Hearts approach at targeted school sites to increase capacity of schools to engage in relationship building between staff, students, and families to enhance sense of belonging and self efficacy amongst students and families and foster increased student engagement at all levels. This ongoing commitment will provide Advanced Learning Academy with the tools and resources necessary to create a supportive and inclusive culture that promotes student success and well-being.

Safety has been improved with emergency response training for all staff and regular drills at every school. To make campuses more secure,

Single Point of Entry assessments were done at all schools, and facility updates are ongoing to meet this goal. SAUSD will keep using support applications like IN-SITE and Raptor to monitor on-site access and enhance school safety. SAUSD will continue to build on the safety training and infrastructure to ensure all staff and students can respond quickly and appropriately in emergencies. At Advanced Learning Academy, enhancements to the front office were made, increasing security and safety features.

Recent instructional materials adoption for high schools and ELA intervention material at the secondary level, along with professional development, have positively impacted student outcomes. At Advanced Learning Academy, ongoing professional development will build teacher capacity to use differentiation strategies and implement high-quality core programs, supporting academic gains for all students, especially English learners, students with disabilities, and foster youth. Culturally responsive pedagogy and trauma-informed care will be integrated through restorative practices and PBIS implementation to support specialized populations. These initiatives aim to improve academic performance in ELA and mathematics for all students, including targeted student groups. Increased school counselor ratios (250:1) will enable counselors to monitor student progress towards A-G requirements and provide necessary interventions and support.

## Reflections: Technical Assistance

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

N/A

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

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

NA

### ***Support for Identified Schools***

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

NA

### ***Monitoring and Evaluating Effectiveness***

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

NA



# 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
<p>The LCAP participants were.</p> <ul style="list-style-type: none"> <li>Parents/Caregivers/Community Members 22% (1,033)</li> <li>Students 40% (1,850)</li> <li>Staff 38% (1,789)</li> <li>Certificated 69% (1,163)</li> <li>Classified 27% (449)</li> <li>Administrators 5% (82)</li> </ul>	<p>Significant and purposeful authentic engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by Local Control Funding Formula (LCFF), is critical to the development of the Local Control Accountability Plan (LCAP) and the budget process. Educational partner engagement is an ongoing, annual process, Ed. Code 52064(e)(1).</p> <p>For the 2023-24 school year, SAUSD initiated a multi-pronged approach with education partner groups, including SAUSD students, staff (i.e., certificated, classified, administrators), and caregivers (i.e., parents, guardians, community members). The overall approach included:</p> <ul style="list-style-type: none"> <li>Site LCAP listening sessions were conducted for staff and a randomized selection of students. These sessions were facilitated by counselors, FACE liaisons, and administrators.</li> <li>District sessions were facilitated by the LCAP Lead Administrator along for parent advisory/leadership groups including DAC/DELAC, CAC (with CAC administrator), Migrant Education, and local bargaining units including CSEA, SAEA, and SAPOA. Sessions were held virtually or in person based on the needs and preferences of the target audience.</li> </ul> <p>Six LCAP community input sessions were conducted in the school district, so that parents and caregivers from each school site could participate. These sessions included a combination of in-person,</p>

hybrid, and virtual opportunities to drive community engagement. In full participation with the district wide approach, Advanced Learning Academy consulted with teachers, principals, administrators, staff, parents, and students to develop the LCAP.

The ThoughtExchange link was shared with educational partner groups during LCAP listening sessions, as well as via ParentSquare and “All Staff” emails, so that individuals could provide feedback directly to the school and district level staff.  
ThoughtExchange Overview

SAUSD utilized the ThoughtExchange platform as part of the LCAP listening process. ThoughtExchange allows individuals to share their thoughts, ideas, and feedback in an open-ended and confidential way. Participants were asked to describe, in their words, “what are the most important things SAUSD should do to help every student be successful?” After sharing their own thoughts, participants could rate others’ thoughts. Once the input gathering process was complete, we analyzed participants’ thoughts to code them based on which LCAP goal area and related action(s) their thoughts were most closely related to. SAUSD’s four LCAP goal areas, which are aligned with the Board Priority Areas, guided this coding process. The goal areas include:

- Student Achievement
- Family and Community Engagement (FACE)
- Social Emotional Wellness
- Organizational Efficiency and Effectiveness

In ThoughtExchange, participants can rate thoughts from others in their own participation group but not in different participation groups. For example, caregivers submitted their thoughts and then rated thoughts from other caregivers, but they could not rate thoughts from students or staff. The rating process involves individuals indicating how much they disagree or agree with others’ thoughts, on a scale from 1-5. The value of the rating process is that participants themselves influence which thoughts rise to the top and helps prioritize what is important for each group. On average, each participant rated approximately 23 thoughts from others—indicating

that the varied voices of our educational partners were captured through this input and rating process.

#### LCAP Participants

Thoughts were submitted by a total of 4,672 individuals. Participants were asked whether (a) they identified as students, staff, or parents/caregivers/community members, (b) for staff, what type of staff they are (i.e., certificated, classified, administrators), (c) for parents/caregivers, whether they have children enrolled in SAUSD, and (d) which school site they or their children are most closely associated with. Individuals from each SAUSD site participated in the ThoughtExchange process.

Before submitting thoughts, participants were asked to indicate if they think SAUSD will be successful in achieving its LCAP goals this year. A total of 4,339 answered the question, and most of them (66%) responded favorably, saying probably or definitely yes, followed by 26% who were unsure, and a small number (8%) responded unfavorably.

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

SAUSD conducted a deeper analysis on a total of 1,690 top rated thoughts—representing 24% of all thoughts—out of the total of 7,138 thoughts submitted by our educational partners. The selection was done to ensure there was an equal representation of top rated thoughts from each participant group (i.e., students, staff, parents/caregivers).

The chart below shows the number of LCAP Goal-related thoughts for each LCAP goal area. Of the thoughts analyzed, we applied codes a total of 2,165 times. Student Achievement-related thoughts were the most common, followed by Social Emotional Wellness-related thoughts. Each thought could be coded into a maximum of two actions, so the total number of codes sums to more than 1,690. Partnering with SAUSD to engage with educational partners, Advanced Learning Academy is in alignment with the district in its interpretation and analysis of stakeholder feedback.

The top three most frequently identified actions for Student Achievement included: (a) broad course of study for TK-12, (b) tiered academic supports, and (c) lower class sizes. For broad course of study, many students wanted things like more field trips, but there was also a call from all groups for exposing students to different career paths and more varied courses in school. Participants wanted to ensure students continue getting the tutoring and classroom supports they need to help them learn, often by pointing to smaller class sizes as a way to do that. Here are representative quotes that highlight these top actions.

The top actions for Family & Community Engagement included: (a) parent/caregiver involvement, (b) effective communication, and (c) family and community engagement. Staff emphasized that parents should be involved in students' education and held accountable in some way for helping students, as staff cannot help children alone, whereas parents expressed interest in receiving more but tailored communication and



being informed of ways they can increase their involvement in their children’s education. Effective communication involves both conveying the correct amount of information in understandable ways but also communicating in respectful ways that make all people feel welcome and invited. Here are representative quotes that highlight these top actions.

The top actions for Social Emotional Wellness included: (a) targeted support for student groups, (b) the wellness support network, and (c) a welcoming, safe school environment. Any thoughts related to the food being served or nutrition represent a “Targeted Support” thought. There was a strong emphasis on improving the quality, variety, and nutritional value of food served in schools, from each educational partner group. Safety on campus was another common concern, both from a school atmosphere perspective (e.g., fostering welcoming, inclusive environments) and from a security perspective (e.g., preventing violence, single points of entry). Here are representative quotes that highlight these top actions.

The top two actions on respondents’ minds for Organizational Efficiency and Effectiveness included: (a) future-ready facilities and (b) adult supervision at sites. There is a call for safe, secure, and well-maintained facilities that are conducive to learning, which includes improvements in bathrooms, HVAC systems, and greening and shading playgrounds. All groups agree that adult supervision is needed to increase safety and enhance students’ experiences on campus (e.g., safety at recess, monitoring of bathrooms, after school programs). Here are representative quotes that highlight these top actions.

We reviewed the partnership feedback with our LCAP development teams of site and district level administrators who were selected based on expertise in the current LCAP goal areas. Teams were divided into focus groups that analyzed a set of initiatives around relevant topic areas that pertained to specific LCAP goals and related actions. The educational partner feedback, along with the available LCAP outcome results were utilized by the groups to analyze the efficacy and impact of the initiatives for each of these topic areas. The teams then used this information to determine which initiatives were efforts that, as a district, we should stop, keep, fix, or start. These recommendations, along with team notes, were considered in the development of the LCAP goals and action for the 2024-2027 cycle. Based on the feedback, the new LCAP will continue to prioritize early learning, smaller classes sizes, interventions, and support staff such as counselors and mental health providers. Further, a focus on maintaining clean, safe and secure facilities is supported in the LCAP.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	With the support of SAUSD, Advanced Learning Academy 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 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 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

During the LCAP review process, the most recent DIBELS data for the 2023-2024 school year for Early Literacy, 62.23% of 1st, 2nd, and 3rd-grade students achieved reading proficiency based on DIBELS 8th Edition, Winter administration. While ELA has been has resulted in Yellow Status on the CA Dashboard, Mathematics continues to result in the Red Status. There continues to be a significant need for further improvements in the core instructional programs as well as the MTSS model for both ELA and Mathematics. SAUSD has created its Framework for the Future which will drive our instructional program forward to increase the efficacy of our educational programs and services. The actions in Goal 1 reflect the educational program that is outlined in this framework as well as our updated Graduate Profile. Currently, district teams are establishing definitions and practices for authentic learning and establishing learning progressions across grade level spans to operationalize our expectations for student achievement in the Graduate Profile. This Framework will be rolled out in phases over the next three years to ensure that the new tenets become part of our SAUSD culture and methodology across the district. In addition, our focus at Advanced Learning Academy will be to disaggregate our metrics to monitor the progress of targeted student groups and make adjustments as needed to improve outcomes for ELs/LTEs, SED, SWD, and MY.

Advanced Learning Academy's 2023 CA Dashboard's Academic Indicator in reading (based on grades 3-8 and 11 SBAC scores) students scores were as follows:

- Overall - from 46.8 points below standards to (PBS) 29.3 points below standard (PBS)
  - ELs - from 104.7 PBS to 74.7 PBS
  - SED - from 53.5 PBS to 31.7 PBS
  - FY - from 79.8 PBS to 67.8 PBS
  - SWD- from 136.2 PBS to 96.3 PBS

Advanced Learning Academy's 2023 CA Dashboard's Academic Indicator in math (based on grades 3-8 and 11 SBAC scores) students scores were as follows:

- Overall - from 103.4 PBS to 103.6 PBS
- ELs - from 151.1 PBS to 141.1 PBS
- SED - from 108.7 PBS to 106.4 PBS
- FY - from 140.4 PBS to 148.4 PBS
- SWD - from 178.4 PBS to 184.9 PBS

Advanced Learning Academy's 2023 graduation rate was 100%. In addition, A-G completion rate was (%) with ELs at (%), Foster Youth at (%), and SPED at (%). In 2022-23, the rate for students passing 3 or more AP courses was 12.9% for all students with FY at 0%, SWD at 0%, and MV at 0%.

On the 2023 School Dashboard's College/Career Indicator (CCI), 58.1% of all high school graduates are considered to be prepared for college and career with significant disparities across student groups with ELs at 27.3%, FY at 1%, SWD at 8% and M-V: 17%.

The actions within Goal 1 aim to support academic success and progress for all students, particularly focusing on SAUSD's 87% of students in Unduplicated Student Groups (USGs). SAUSD aims to comprehensively address the academic needs of all students, particularly those in Unduplicated Student Groups, ensuring their progress and success through these actions.

High-Quality Instruction and Technology Integration - Actions 1.1, 1.2, and 1.3 focus on providing a high-quality instructional program with meaningful technology integration, supported by improvement science protocols. This involves engaging teachers and site administrators in a reflective data inquiry process using the Plan, Do, Study, Act cycles from the Carnegie Foundation. Responsive Learning and Supports - SAUSD is committed to reducing class sizes (Action 1.4) as much as possible to address the needs of USGs (Action 1.4) and providing a well-developed Multi-Tiered System of Support (MTSS) (Action 1.8) that emphasizes the need for data analysis and action planning at the site and classroom levels. It aims to plan, implement, and monitor the success of tiered interventions that supplement the core program where needed. Actions 1.9, 1.10, 1.11, and 1.13 Address the needs of specific student groups including SWD (1.9, 1.13), FY (1.13), EL/LTELs (1.10, 1.11) to address significant gaps in Mathematics and ELA including findings to be addressed through our differentiated assistance efforts. Early Learning and Universal Pre-Kindergarten - SAUSD prioritizes early learning (Action 1.5) through well-articulated preschool programming within a Universal Pre-Kindergarten continuum to provide USGs with a solid foundation for future learning and success. Access to a Broad Course of Study and Resources - Actions 1.6 and 1.7 are designed to ensure that students have full access to course offerings designed to prepare them for college and career as well as a wide range of educational experiences, including STEM, VAPA, dual immersion programs, and enrichment opportunities. Action 1.12) ensures that USGs have access to high-quality and extensive library resources, including literature, informational books, reference materials, and spaces for studying and homework completion. Professional Learning Model - Action 1.14) supports the implementation of all actions included in this goal, with a clear focus on the needs of USGs.

## 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: 43.27% ELs: 15.25% LTELs: 5.00% SED: 41.88% Foster: NA SpEd: 15.63% M-V: 20%			Baseline +6% for all targeted student groups	
1.2	CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math)	2022-2023 All: 14.43% ELs: 6.77% LTELs: NA SED: 3.6% Foster: NA SpEd: NA M-V: NA			Baseline +6% for all targeted student groups	
1.3	3rd Grade DIBELS: % of students at core/core+ Spring	2023-2024 All: 33.33% ELs: 33.33% SED: 37.5% Foster: NA SpEd: 0.0% M-V: NA			Baseline +15% increase across all targeted student groups	
1.4	3rd Grade mCLASS Lectura: % of students at or above benchmark Spring	2023-2024 All: NA ELs: NA SED: NA Foster: NA SpEd: NA M-V: NA			Baseline +15% increase across all targeted student groups	
1.5	% 4 & 5 years old scoring at levels 3/4 in	2023-2024 All: NA			Baseline +9%	

	Literacy and Language Development	ELs: NA SED: NA Foster: NA SpEd: NA M-V: NA				
1.6	% 4 & 5 years old scoring at levels 3/4 in Cognition Math	2023-2024 All: NA ELs: NA SED: NA Foster: NA SpEd: NA M-V: NA			Baseline +9%	
1.7	EL Reclassification Rate, including disaggregated for LTELs (NEW)	2023-2024 (Need Assistance) ELs: 42.3% EL 6+ Years: 24.5%			Baseline +9% for ELs and LTELs	
1.8	ELPI: (ELs Making Progress or maintaining 4 on ELPAC), including disaggregated for LTELs (NEW)	2023 ELs: 53.8% (ALA) 2024 LTELs: TBD			Baseline +9% for ELs LTELs - TBD	
1.9	Met UC/CSU Requirements (A-G%)	2023 All: 48.4% (ALA) ELs: 27.3% (ALA) LTELs: TBD 2024 SED: 42.9% (ALA) Foster: NA (ALA) SpEd: NA M-V: NA			Baseline +9% for all targeted student groups	
1.10	Completed at Least One Career Technical Education (CTE) Pathway	2023 All: 3.2% ELs: 0.0% LTELs: NA SED: 3.6% Foster: NA			Baseline +6% for all targeted student groups	

		SpEd: NA M-V: NA				
1.11	Completed both A-G and CTE Pathway (%)	2023 All: 3.2% ELs: 0.0% SED: 3.6% Foster: NA SpEd: NA M-V: NA				Baseline +6% for all targeted student groups
1.12	AP Pass (score of 3 or higher) Rate	2023 All: 5.6% ELs: 0.0% SED: 0.0%% Foster: NA SpEd: NA M-V: NA				Baseline +9% for all targeted student groups
1.13	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA	2022-2023 All: 61.71% ELs: NA LTELs: NA SED: 60.97% Foster: NA SpEd: NA M-V: NA				Baseline +6% for all targeted student groups
1.14	Early Assessment Program (EAP) - Percentage of Students Prepared for College – Math	2022-2023 All: 8.51% ELs: NA LTELs: NA SED: 9.76% Foster: NA SpEd: NA M-V: NA				Baseline +6% for all targeted student groups



1.15	State Seal of Biliteracy %	All: 37.6% (Need Assistance) ELs: 10.9% SED: 39.0% Foster: 25.0% SpEd: 5.7% M-V: 78.6%			Baseline +6% for all targeted student groups	
1.16	College/Career Indicator	2023 All: 58.1% ELs: 27.3% LTELs: TBD 2024 SED: 53.6% Foster: NA SpEd: NA M-V: NA			Baseline +9% for all targeted student groups	

## Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

# Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High Quality Instructional Program	Advanced Learning Academy 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. 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).	\$14,956.32	Yes
1.2	Improvement Science Cycles	Staff serving students in USGs 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.		Yes
1.3	Integrated Technology	Staff serving students in USGs 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.	\$518,253.15	Yes
1.4	Lower Class Size	Classes with the highest percentages of USG 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		Yes

		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.		
<b>1.5</b>	Early Learning	Advanced Learning Academy will implement a well-articulated, developmentally appropriate, Universal Kinder Continuum. This 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 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.		Yes
<b>1.6</b>	College and Career Readiness	Advanced Learning Academy will offer a broad course of study that is designed to support all high school students in becoming college and career-ready. School counselors and higher education coordinators will support the enrollment process, development of individual student 4-year educational plans, and conduct transcript auditors to monitor UGS student progress and provide early support where needed with interventions, Summer bridge programs, and credit recovery opportunities so that they are successful in rigorous college readiness courses and pathways including A-G courses, Advanced Placement (AP), early college/dual enrollment, Career Technical Education (CTE) with work-based learning opportunities, World Languages (for the Seal of Biliteracy), and ROTC.	\$374,855.09	Yes
<b>1.7</b>	Broad Course of Study	Advanced Learning Academy 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, 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.	\$459,325.26	Yes

1.8	MTSS - Student Achievement	Advanced Learning Academy will use relevant data to effectively plan, implement, and monitor research-proven tiered intervention and supports for students within USGs with Tier 2 and 3 needs in the areas of language arts and foundational literacy, and mathematics and include them in the school's Single Plan for Student Achievement (SPSA) as part of a robust MTSS model.	\$10,610.50	Yes
1.9	Addressing Special Needs	We will provide all 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.	\$197,964.00	No
1.10	English Learner Program	<p>In alignment with the SAUSD English Learner Master Plan, Advanced Learning Academy 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:</p> <ul style="list-style-type: none"> <li>• ELD instruction within general education content to develop language skills while receiving supported access toward learning subject matter.</li> <li>• Specific ELD instruction during dedicated times to focus on language skills.</li> <li>• Personalized plans for each English Learner to address unique learning needs and goals.</li> <li>• Regular assessment of students' academic progress to track development and readiness for reclassification as fluent English proficient.</li> <li>• Additional support tailored to the needs of newly arrived and migrant students to aid their integration and academic success</li> </ul>		Yes

1.11	Supports for LTELs	<p>In alignment with the SAUSD Master Plan in order to ensure the academic success and language proficiency of Long-Term English Learners (LTELs), SAUSD will implement the following strategies:</p> <ul style="list-style-type: none"> <li>• Provide ongoing professional development for teachers focused on strategies to support LTELs, including differentiated instruction, scaffolding, and culturally responsive teaching.</li> <li>• Develop and implement an advanced ELD curriculum that addresses the specific needs of LTELs, focusing on academic language, literacy skills, and content-area knowledge.</li> <li>• Utilize data to identify LTELs' specific language and academic needs and tailor instruction accordingly.</li> <li>• Offer targeted intervention programs and tutoring specifically designed for LTELs to address gaps in language proficiency and academic skills.</li> <li>• 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.</li> <li>• 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</li> </ul>		Yes
1.12	Library Services	<p>Advanced Learning Academy will be adding a library in order to increase library hours, increase library collections to include books and resources that are more inclusive, culturally relevant, and multilingual, and provide family literacy opportunities for students from USGs and their families.</p>		Yes
1.13	Differentiated Assistance - Student Achievement	<p>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</p>		No

		to support improved student achievement and increased graduation rates for both student groups.		
<b>1.14</b>	Professional Learning - Student Achievement	<p>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:</p> <ul style="list-style-type: none"> <li>• Authentic</li> <li>• Competency-based</li> <li>• Equitable -Inclusive</li> <li>• Integrated with language and literacy</li> <li>• Culturally responsive</li> <li>• Learner-centered</li> <li>• Social Emotional Learning</li> </ul> <p>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).</p>	\$7,500.00	Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Advanced Learning Academy, in alignment with SAUSD, will leverage full, equal, and equitable partnerships among families, educators, and community partners within the SAUSD, to foster children's learning and development 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.

SAUSD has moved to a more actionable and construct-based survey design for monitoring Family and Community Engagement (FACE). This has enabled us to see the needs in this area more clearly. The following constructs yielded these results from our 2023-2024 Panorama Survey:

- % parents responded favorably to family engagement 24%
- % parents responded favorably to family efficacy 71%
- % parents responded favorably to family support 64%

The actions for this goal are designed to engage families of all students, in particular, our USGs through advocacy (Action 2.1) and empowerment (Action 2.4), engagement (Actions 2.2, 2.3, 2.4), and capacity building (2.2, 2.4, 2.5) that are developed in partnership with our families in order to be meaning, impactful, and tailored to community needs. Action 2.6 supports the professional development across the system that is necessary to realize our District vision for FACE.

## 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 24%			Baseline +9%	

2.2	% parents responded favorably to family efficacy	2023-2024 71%				Baseline +9%
2.3	% parents responded favorably to family support	2023-2024 64%				Baseline +9%

## Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
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2.1	District Parent/Caregiver, Family and Community Advocacy Groups	Parents and caregivers of students representing SAUSD's diverse student groups including USGs, SWDs, Native Americans, McKinney Vento, and Migrant Education and key programs will be represented at District-level advisory councils and committees. These advisories and committees will provide input that will result in programs and services that align with the needs of our community, in particular, our USGs; committee board members/parent leaders will have access to training on committee protocols, procedures, and purpose.		Yes
2.2	Resource Access for Families	The District and school site staff will foster community partnerships with community-based organizations and agencies as well as local colleges and universities to provide access to resources with translation/interpretation services, that promote the 5 protective factors to build the capacity of families 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.	\$1,500.00	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.	\$14,000.00	Yes
2.4	Family Engagement, Leadership & Volunteerism	Advanced Learning Academy 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 students.		Yes
2.5	Capacity Building for Families	Both site and district staff will collaborate with parents and caregivers to empower them as partners in their children's education. This will include		Yes

		co-parent/family leadership development, parenting classes, workshops, and joint learning opportunities for parents and children. Strengthened communication between the District, the school, and the 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.		
<b>2.6</b>	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.	\$1,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Advanced Learning Academy and 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.

Looking at the metric baseline data below, while our attendance rates are high for all student groups (91.9% to 97.8%), chronic absenteeism continues to be a concern with a district-wide average of 22.6% and at Advanced Learning Academy at 20.6% (slightly lower than the district average). Higher rates for EL at 21.4%, and MV at 37.2%. The high school drop out rate for SAUSD has increased to 8.6% with ELs (15.4%), FY (11.8%), SWD (11.8%) and(13.1%), but Advanced Learning Academy remains at 0.0% for all students. While our 2023 graduation rate for SAUSD was 89.7%, there were significant disparities in student groups including our ELs at 80.7%, FY at 82.4%, and SWD at 75.9%. For Advanced Learning Academy, our graduation rate remains at 100% for all students. Our suspension rate for all students in SAUSD is 4.5% with significantly higher rates for FY (9.9%), SWD (6%), and MV (5.7%). For Advanced Learning Academy, the suspension rate for all students is lower than the districts at 2.6%. The rate for ELs was 3.9%, for SED 3.2%, and for SpEd 2.0%.

The actions in Goal 3 aim to create a comprehensive support system for students, focusing on both student physical and emotional wellbeing through a multi-tiered approach. By implementing these actions, SAUSD strives to create a holistic support system that addresses the diverse needs of students, ensuring their success and well-being both inside and outside the classroom.

Tiered Interventions and Support Services - Actions 3.2, 3.3, 3.4, and 3.7 emphasize timely and targeted interventions through a Multi-Tiered System of Support (MTSS). This model leverages a robust network of professionals, access to wrap-around services, and Positive Behavioral Interventions and Supports (PBIS) to improve student outcomes in social-emotional learning, mental health, engagement, attendance, behavior, and overall well-being. Action 3.9 is a targeted action with individualized monitoring and case management support to address the needs of Foster Youth to reduce suspension rates in alignment with our differentiated assistance efforts.

Safe and Positive Learning Environments - Actions 3.1, 3.5, 3.6, and 3.8 ensure a safe, positive learning and working environment for students and staff. These actions include the expansion of the California Community Schools model and access to expanded learning programs on all campuses to support conditions conducive to social-emotional learning. They promote high levels of student self-efficacy, emotional and physical safety, and a sense of belonging, both during school hours and in extended programs.

Action 3.9 is designed to provide support and monitoring to address the needs of FY as indicated in SAUSD's differentiated assistance eligibility status.

Action 3.10 supports all professional learning that is needed to accomplish the work incorporated into these actions within the Wellness goal.

## 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: 94.2% ELs: ALA: 94.1% LTELs: TBD Y1 SED: 94.6% Foster: 97.8% SpEd: 94.2% M-V: 91.9%			93% or higher for all targeted student groups	
3.2	Chronic absenteeism rate	2022-2023 All: 20.6% (ALA: ELs: 21.4% LTELs: TBD Y1 SED: 19.6% Foster: NA SpEd: 18.4% M-V: 37.2%			All - Baseline -15% ELs - Baseline - 18% LTELs - TBD SED Baseline - 15% SpEd Baseline - 21% MV - Baseline - 24% FY - Baseline - 27%	
3.3	Middle School Dropout Rate	2022-2023 All: 0 ELs: 0 SED: 0 Foster: 0			0 for all targeted student groups	

		SpEd: 0 M-V: 0				
3.4	High School Dropout Rate	All: 0.0% ELs: 0.0% LTELs: NA SED: 0.0% Foster: NA SpEd: NA M-V: NA			5% or lower for all targeted student groups	
3.5	High school graduation rates	2022-2023 All: 100% ELs: 100% LTELs: NA SED: 100% Foster: NA SpEd: NA M-V: NA			93% for all targeted student groups	
3.6	Pupil suspension rates (% students with at least 1 suspension)	2022-2023 All: 2.6% ELs: 3.9% LTELs: NA SED: 3.2% Foster: NA SpEd: 2.0% M-V: 0.0%			2% or below for all targeted student groups	
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%			0 for all student groups	

3.8	% students responded favorably to safety	<p>2023-2024 Elementary (Grades 4-5): All: 76% ELs: NA LTELs: NA SED: NA Foster: NA SWDs: NA MV: 65%</p> <p>Secondary (Grades 6-12): All: 71% ELs: 63% LTELs: 72% SED: NA Foster: NA SpEd: 74% M-V: 74%</p>			Baseline +6% for all targeted student groups	
3.9	% students responded favorably to sense of belonging (school connectedness)	<p>2023-2024 (Update via Panorama) Elementary (Grades 4-5): All: 74% ELs: 73% LTELs: TBD Y1 SED: 74% Foster: 68% SWDs: 72% MV: 73%</p> <p>Secondary (Grades 6-12): All: 56% ELs: 55% LTELs: 51% SED: 56% Foster: 57% SpEd: 55% M-V: 54%</p>			Baseline +6% for all targeted student groups	



3.10	% teachers responded favorably to School Climate	2023-2024 69%			Baseline +6%	
3.11	% staff responded favorably to School Climate	2023-2024 76%			Baseline +6%	
3.12	% parents responded favorably to School Safety	2023-2024 69%			Baseline +6%	

## Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## 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.		No

<b>3.2</b>	MTSS - Wellness	Advanced Learning Academy 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.		Yes
<b>3.3</b>	Integrated Network of Support	The coordination of roles, in alignment with 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 the 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).	\$1,000.00	Yes
<b>3.4</b>	PBIS	Advanced Learning Academy 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).		Yes
<b>3.5</b>	Equitable and Inclusive School Culture	Advanced Learning Academy, 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.		Yes
<b>3.6</b>	Expanded Learning Opportunities	Students in USGs (SED, EL, LTEL, FY) will be offered expanded learning opportunities after school and during the summer with additional	\$364,170.52	Yes

		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.		
<b>3.7</b>	Wrap Around Services	Advanced Learning Academy will provide targeted resources and programs such as 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.		Yes
<b>3.9</b>	Differentiated Assistance - Wellness	Advanced Learning Academy will review monthly progress monitoring updates for their Foster Youth student groups in the areas of suspensions, office referrals, incidents of bullying/harassment and implementation of restorative practices in order to provide early tiered interventions.		Yes
<b>3.10</b>	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: <ul style="list-style-type: none"> <li>• PBIS and Progressive Discipline Practices</li> <li>• Diversity, Cultural Proficiency, and Inclusive Interactions (including LGBTQ protections)</li> <li>• Social Emotional Learning and Restorative/Trauma Informed Practices</li> <li>• Student Health and Wellness and Safety Assessments</li> </ul>		Yes
<b>3.11</b>	Adult Supervision		\$180,227.00	

# 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, including those at Advanced Learning Academy.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal is important because it is designed to address the basic conditions of learning that are included in Priority 1. This goal has actions that address quality of teachers, state standard aligned instructional materials, exemplary facilities, professional development and internal/external communication processes.

## 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 Misassignments Teachers of ELs 104.4/5.4% Total 44.8/2.3% Vacant Positions 0/0%			0% 0% 0%	
4.2	Rate of compliance with the instructional materials requirements. (Resolution on the Sufficiency of Textbooks-Williams)	2023-2024 100%			100%	
4.3	Percentage of schools in “good” or “exemplary”	2023-2024 100%			100%	

repair on Facility Inspection Tool (FIT)					
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## Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## 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.	\$4,125,217.81	No
4.2	CA Standards Aligned Materials	All students will have access to and use appropriate grade-level, standards-aligned instructional materials for all content areas. English learners, students with disabilities, and students receiving intervention services have appropriate and accessible materials to support their		No

		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.		
<b>4.3</b>	Future Ready Learning and Work Environments	The Maintenance & Operations, Planning & Design, and Construction Departments aim to consistently assess, upkeep, maintain, and/or improve the school'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.	\$248,905.40	No
<b>4.4</b>	Educational Partner Education	Advanced Learning Academy in alignment with 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.		No
<b>4.5</b>	Comprehensive Professional Learning	Advanced Learning Academy in alignment with 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.		No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Goal Analysis [2023-24]

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

## Actions

Action #	Title	Description	Total Funds	Contributing
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# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$1,375,201.00	\$

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.460%	0.000%	\$0.00	34.460%

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	<p><b>Action:</b> High Quality Instructional Program</p> <p><b>Need:</b> 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</p>	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.	CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 3rd Grade DIBELS: % of students at core/core+ Spring

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>from USGs who meet or exceed standards on 2023 SBAC:            ELs: 7.78% (ALA: 15.25%)            LTELs: 2.01% (ALA 5.00%)            SED: 28.66% (ALA: 41.88%)            Foster: 13.16% (ALA: NA)</p> <p>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 2023 SBAC:            ELs: 6.07% (ALA: 6.77%)            LTELs: 0.66% (ALA: 0.00%)            SED: 18.42% (ALA: 11.88%)            Foster: 11.84% (NA)</p> <p>(See 2023 Dashboard schools and student group matrix in the reflection section of this document.)</p> <p><b>Scope:</b>            LEA-wide</p>		3rd Grade mCLASS Lectura: % of students at or above benchmark Spring
<b>1.2</b>	<p><b>Action:</b>            Improvement Science Cycles</p> <p><b>Need:</b>            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 2023 SBAC:            ELs: 7.78% (ALA: 15.25%)</p>	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.	CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 3rd Grade DIBELS: % of students at core/core+ Spring 3rd Grade mCLASS Lectura: % of students at

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
	<p>LTEs: 2.01% (ALA 5.00%)  SED: 28.66% (ALA: 41.88%)  Foster: 13.16% (ALA: NA)</p> <p>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 2023 SBAC:  ELs: 6.07% (ALA: 6.77%)  LTEs: 0.66% (ALA: 0.00%)  SED: 18.42% (ALA: 11.88%)  Foster: 11.84% (NA)</p> <p>(See 2023 Dashboard schools and student group matrix in the reflection section of this document.)</p> <p><b>Scope:</b>  LEA-wide</p>		<p>or above benchmark  Spring</p>
<p><b>1.3</b></p>	<p><b>Action:</b>  Integrated Technology</p> <p><b>Need:</b>  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 2023 SBAC:  ELs: 7.78% (ALA: 15.25%)  LTEs: 2.01% (ALA 5.00%)  SED: 28.66% (ALA: 41.88%)  Foster: 13.16% (ALA: NA)</p>	<p>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.</p>	<p>CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA)  CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math)  3rd Grade DIBELS: % of students at core/core+ Spring  3rd Grade mCLASS Lectura: % of students at or above benchmark Spring</p>

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
	<p>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 2023 SBAC: ELs: 6.07% (ALA: 6.77%) LTELs: 0.66% (ALA: 0.00%) SED: 18.42% (ALA: 11.88%) Foster: 11.84% (NA)</p> <p>(See 2023 Dashboard schools and student group matrix in the reflection section of this document.)</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>1.4</b></p>	<p><b>Action:</b> Lower Class Size</p> <p><b>Need:</b> 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 2023 SBAC: ELs: 7.78% (ALA: 15.25%) LTELs: 2.01% (ALA 5.00%) SED: 28.66% (ALA: 41.88%) Foster: 13.16% (ALA: NA)</p> <p>District-wide - SAUSD is red on the CA Dashboard in the areas of:</p>	<p>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.</p>	<p>CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 3rd Grade DIBELS: % of students at core/core+ Spring 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring High school graduation rates</p>

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
	<p>Math for student groups: FY, HOM, SWD, and AA with the following percent of students from USGs who meet or exceed standards on 2023 SBAC:</p> <p>ELs: 6.07% (ALA: 6.77%)  LTELs: 0.66% (ALA: 0.00%)  SED: 18.42% (ALA: 11.88%)  Foster: 11.84% (NA)</p> <p>(See 2023 Dashboard schools and student group matrix in the reflection section of this document.)</p> <p><b>Scope:</b>  LEA-wide</p>		
1.5	<p><b>Action:</b>  Early Learning</p> <p><b>Need:</b>  DIBELS: % of students at core/core+ Spring (K &amp; 1st)  All: 60%  EL: 51%  FY 39%</p> <p>40% of all students scored below CORE on DIBELS at the end of last year which includes includes 83.9% SED. The EL and FY USGs percentage below CORE is significantly higher than all students. There is a need to focus on high impact research based strategies and approaches to improve these early foundational skills so that students are able to succeed academically.</p>	<p>SAUSD's Universal Preschool Kinder (UPK) Continuum provides access for USGs to developmentally appropriate, early learning experiences that support the whole child that will provide them with a strong foundation in literacy, numeracy, and other key areas, to set the stage for future academic success.</p>	<p>% 4 &amp; 5 years old scoring at levels 3/4 in Literacy and Language Development  % 4 &amp; 5 years old scoring at levels 3/4 in Cognition Math</p>

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
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>1.6</b></p>	<p><b>Action:</b> College and Career Readiness</p> <p><b>Need:</b> Although our graduation rate is 100% at Advanced Learning Academy, the A-G pass rate (UC/CSU entrance requirement) indicates that only 48.4% of students meet this requirement with ELs at 27.3%. (See 2023 Dashboard schools and student group matrix in the reflection section of this document.)</p> <p><b>Scope:</b> LEA-wide</p>	<p>Because SAUSD's broad course of study with matriculation support will promote self agency in high school students 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.</p>	<p>College/Career Indicator High school graduation rates Met UC/CSU Requirements Percent Completed at Least One CTE Pathway Percent Completed both A-G and CTE Pathway AP Pass (3 or more) Rate State Seal of Biliteracy Rate Early Assessment Program (EAP) - % of Students Prepared for College – ELA EAP - % of Students Prepared for College – Math</p>
<p><b>1.7</b></p>	<p><b>Action:</b> Broad Course of Study</p> <p><b>Need:</b> Over all high school drop out rate for 2023 is 8.6% with 15.4% for ELs and 11.8% for FY. Students groups that are typically part of the SED have high drop out rates with MV students at 13.1% and migrant education students was 14.3%.</p> <p><b>Scope:</b></p>	<p>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.</p>	<p>Middle School Dropout Rate High School Dropout Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.8	<p><b>Action:</b> MTSS - Student Achievement</p> <p><b>Need:</b> 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 2023 SBAC: ELs: 7.78% (ALA: 15.25%) LTELs: 2.01% (ALA 5.00%) SED: 28.66% (ALA: 41.88%) Foster: 13.16% (ALA: NA)</p> <p>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 2023 SBAC: ELs: 6.07% (ALA: 6.77%) LTELs: 0.66% (ALA: 0.00%) SED: 18.42% (ALA: 11.88%) Foster: 11.84% (NA)</p> <p>(See 2023 Dashboard schools and student group matrix in the reflection section of this document.)</p> <p><b>Scope:</b> LEA-wide</p>	<p>The implementation of a robust, research-based MTSS to support academic achievement that utilizes a data-driven screening and referral process, aligns interventions with identified needs, and monitors student response to interventions at each school site is necessary to support the academic progress for all students including our USGs. Priority access to interventions and supports will be provided for students in USGs including EL, LTEL, SED, and FY.</p>	<p>CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math) 3rd Grade DIBELS: % of students at core/core+ Spring 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring</p>

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
<p><b>1.12</b></p>	<p><b>Action:</b> Library Services</p> <p><b>Need:</b> 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 2023 SBAC: ELs: 7.78% (ALA: 15.25%) LTELs: 2.01% (ALA 5.00%) SED: 28.66% (ALA: 41.88%) Foster: 13.16% (ALA: NA)</p> <p>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 2023 SBAC: ELs: 6.07% (ALA: 6.77%) LTELs: 0.66% (ALA: 0.00%) SED: 18.42% (ALA: 11.88%) Foster: 11.84% (NA)</p> <p>(See 2023 Dashboard schools and student group matrix in the reflection section of this document.)</p> <p><b>Scope:</b> LEA-wide</p>	<p>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. Unduplicated student groups will benefit from increased access to school libraries including internet access and support from our Library Media Technicians during the school day as well as before and after school. Students without the means to access technology will have what they need to complete their homework and assigned tasks and studies at home. This is particularly important for students from USGs including SED who need access and EL and FY who may not have this level of support at home.</p>	<p>CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA) 3rd Grade DIBELS: % of students at core/core+ Spring 3rd Grade mCLASS Lectura: % of students at or above benchmark Spring</p>
<p><b>1.14</b></p>	<p><b>Action:</b> Professional Learning - Student Achievement</p>	<p>High-quality, engaging professional development with ongoing coaching support and reflection protocols for certificated and classified</p>	<p>3rd Grade DIBELS: % of students at core/core+ Spring</p>



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
	<p><b>Need:</b>  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 2023 SBAC:  ELs: 7.78% (ALA: 15.25%)  LTELs: 2.01% (ALA 5.00%)  SED: 28.66% (ALA: 41.88%)  Foster: 13.16% (ALA: NA)</p> <p>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 2023 SBAC:  ELs: 6.07% (ALA: 6.77%)  LTELs: 0.66% (ALA: 0.00%)  SED: 18.42% (ALA: 11.88%)  Foster: 11.84% (NA)</p> <p>(Update or Delete?):  3rd Grade DIBELS: % of students at core/core+ Spring  3rd Grade mCLASS Lectura: % of students at or above benchmark Spring</p> <p>(See 2023 Dashboard schools and student group matrix in the reflection section of this document.)</p> <p><b>Scope:</b>  LEA-wide</p>	<p>instructional staff is needed in order 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 in order to provide well designed and executed personalized learning and intervention strategies which will lead to equitable student access to high-quality learning that aligns with their interests and needs and empowers them to be active global citizens and pursue the college and career paths of their choices. Professional learning so that their linguistic, engagement, and academic needs are met through tailored supports and interventions.</p>	<p>3rd Grade mCLASS Lectura: % of students at or above benchmark Spring  CAASPP ELA/DataQuest (% Meets or Exceeds Standard for ELA)  CAASPP Math/DataQuest (% Meets or Exceeds Standard for Math)</p>

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
<p><b>2.1</b></p>	<p><b>Action:</b> District Parent/Caregiver, Family and Community Advocacy Groups</p> <p><b>Need:</b> % parents responded favorably to family engagement 24%</p> <p><b>Scope:</b> LEA-wide</p>	<p>Involving parents and caregivers of students in USGs 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.</p>	<p>% parents responded favorably to family engagement</p>
<p><b>2.2</b></p>	<p><b>Action:</b> Resource Access for Families</p> <p><b>Need:</b> % parents responded favorably to family support 71%</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 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.</p>	<p>% parents responded favorably to family support</p>
<p><b>2.3</b></p>	<p><b>Action:</b> Family and Community Events</p> <p><b>Need:</b> % parents responded favorably to family engagement 24%</p>	<p>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</p>	<p>% parents responded favorably to family engagement</p>

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
	<p><b>Scope:</b> LEA-wide</p>	<p>fostering a supportive environment that enhances both academic achievement and social-emotional well-being for these student groups.</p>	
<p><b>2.4</b></p>	<p><b>Action:</b> Family Engagement, Leadership &amp; Volunteerism</p> <p><b>Need:</b> % parents responded favorably to family engagement 24%</p> <p><b>Scope:</b> LEA-wide</p>	<p>Establishing sustainable parent-school partnerships will prioritize access to resources tailored to the needs to 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. This collaborative approach ensures families play a central role in supporting student 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.</p>	<p>% parents responded favorably to family engagement</p>
<p><b>2.5</b></p>	<p><b>Action:</b> Capacity Building for Families</p> <p><b>Need:</b> % parents responded favorably to family efficacy 71%</p> <p><b>Scope:</b> LEA-wide</p>	<p>This collaborative approach will actively involve the families of students in EL, LTEL, FY, and SED USGs 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</p>	<p>% parents responded favorably to family efficacy</p>

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
		enriched, promoting higher engagement, better academic performance, and improved overall well-being.	
2.6	<p><b>Action:</b> Professional Learning - FACE</p> <p><b>Need:</b> % parents responded favorably to family engagement 24%</p> <p><b>Scope:</b> LEA-wide</p>	<p>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 Social Economically disadvantaged students. By receiving training on family outreach best practices and co-constructing training opportunities with families, staff will be better equipped to foster meaningful and effective parent-school partnerships. This enhanced capacity for family engagement will ensure that staff can implement strategies that are culturally responsive and sensitive to the unique challenges faced by these student groups. Training will empower staff to communicate more effectively with families, recognize and leverage family strengths, and create inclusive environments where every family feels valued and involved. As a 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.</p>	<p>% parents responded favorably to family engagement</p>
3.2	<p><b>Action:</b> MTSS - Wellness</p> <p><b>Need:</b> Chronic absenteeism rate 2022-23 All: 20.6% ELs: 21.4% SED: 19.6% Foster: NA M-V: 37.2%</p>	<p>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</p>	<p>Chronic absenteeism rate Pupil suspension rates (% students with at least 1 suspension) Pupil expulsion rates</p>

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
	<p>Suspension rates  All: 2.6%  ELs: 3.9%  SED: 3.2%  Foster: NA  M-V: 0.0%</p> <p>(See 2023 Dashboard schools and student group matrix in the reflection section of this document.)</p> <p><b>Scope:</b>  LEA-wide</p>	<p>to improved attendance rates, reduced behavioral incidents, and overall student success.</p>	
<p><b>3.3</b></p>	<p><b>Action:</b>  Integrated Network of Support</p> <p><b>Need:</b>  Chronic absenteeism rate  All: 20.6%  ELs: 21.4%  LTELs: TBD Y1  SED: 19.6%  Foster: NA  M-V: 37.2%</p> <p>Suspension rates  All: 2.6%  ELs: 3.9%  SED: 3.2%  Foster: NA  M-V: 0.0%</p> <p>(See 2023 Dashboard schools and student group matrix in the reflection section of this document.)</p>	<p>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 system addresses their social-emotional, mental health, behavioral, and physical well-being, leading to improved academic performance, increased attendance, and overall better educational outcomes.</p>	<p>Chronic absenteeism rate  Pupil suspension rates (% students with at least 1 suspension)  Pupil expulsion rates  High School Dropout Rate  Middle School Dropout Rate</p>

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
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>3.4</b></p>	<p><b>Action:</b> PBIS</p> <p><b>Need:</b> Chronic absenteeism rate All: 20.6% ELs: 21.4% LTELs: TBD Y1 SED: 19.6% Foster: NA M-V: 37.2%</p> <p>Suspension rates All: 2.6% ELs: 3.9% SED: 3.2% Foster: NA M-V: 0.0%</p> <p>(See 2023 Dashboard schools and student group matrix in the reflection section of this document.)</p> <p><b>Scope:</b> LEA-wide</p>	<p>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.</p>	<p>% students responded favorably to safety Attendance rate</p>
<p><b>3.5</b></p>	<p><b>Action:</b> Equitable and Inclusive School Culture</p> <p><b>Need:</b></p>	<p>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.</p>	<p>% students responded favorably to sense of belonging (school connectedness)</p>

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
	<p><b>Scope:</b> LEA-wide</p>	<p>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.</p>	
<p><b>3.6</b></p>	<p><b>Action:</b> Expanded Learning Opportunities</p> <p><b>Need:</b> Chronic absenteeism rate All: 20.6% ELs: 21.4% LTELs: TBD Y1 SED: 19.6% Foster: NA M-V: 37.2%</p> <p>(See 2023 Dashboard schools and student group matrix in the reflection section of this document.)</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action will meet the needs of USGs including EL/LTEL, SED, and FY by providing expanded learning opportunities outside of regular school hours. These programs offer a safe environment where students can access nutritious snacks, which is particularly beneficial for those who may face food insecurity. Enrichment experiences and athletic opportunities support physical and social development, while academic supports help address learning gaps and improve academic performance. These extended opportunities foster a well-rounded education, enhance student engagement, and contribute to better academic outcomes and overall well-being for these vulnerable groups.</p>	<p>Chronic absenteeism rate</p>
<p><b>3.7</b></p>	<p><b>Action:</b> Wrap Around Services</p> <p><b>Need:</b> Chronic absenteeism rate All: 20.6%</p>	<p>This action addresses the needs of USGs by removing barriers and enhancing educational persistence through providing transportation and basic necessities for SED including homeless and Migrant education eligible students, EL/LTELs and FY. These supports ensure students have</p>	<p>Chronic absenteeism rate Pupil suspension rates - (% students with at least 1 suspension) Pupil expulsion rates</p>



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
	<p>ELs: 21.4%  SED: 19.6%  Foster: NA  M-V: 37.2%</p> <p>Suspension rates  All: 2.6%  ELs: 3.9%  SED: 3.2%  Foster: NA  M-V: 0.0%</p> <p>High school graduation rates  All: 100.0%  ELs: 100.0%  SED: 100.0%  Foster: NA  M-V: NA</p> <p>(See 2023 Dashboard schools and student group matrix in the reflection section of this document.)</p> <p><b>Scope:</b>  LEA-wide</p>	<p>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 over punitive actions fosters a supportive environment that encourages positive behavior and attendance, ultimately improving academic success and engagement.</p>	
<p><b>3.9</b></p>	<p><b>Action:</b>  Differentiated Assistance - Wellness</p> <p><b>Need:</b>  Suspension rates  Foster: NA</p> <p>(See 2023 Dashboard schools and student group matrix in the reflection section of this document.)</p>	<p>This action will meet the needs of Foster Youth, particularly those requiring behavioral supports, by implementing a structured and proactive approach. Monthly progress monitoring of suspensions, office referrals, incidents of bullying/harassment, and the use of restorative practices allows schools to identify behavioral issues early. By reviewing this data regularly, schools can provide timely, tiered interventions tailored to the specific needs of Foster Youth. Early intervention helps prevent</p>	<p>Pupil suspension rates - Foster Youth (% students with at least 1 suspension)</p>



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
	<p><b>Scope:</b> LEA-wide</p>	<p>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.</p>	
<p><b>3.10</b></p>	<p><b>Action:</b> Professional Learning- Wellness</p> <p><b>Need:</b> Chronic absenteeism rate All: 20.6% ELs: 21.4% SED: 19.6% Foster: NA M-V: 37.2%</p> <p>Suspension rates All: 2.6% ELs: 3.9% SED: 3.2% Foster: NA M-V: 0.0%</p> <p>(See 2023 Dashboard schools and student group matrix in the reflection section of this document.)</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action will enhance staff capacity to support targeted students by offering professional learning on key areas. Educators will be trained in PBIS and Progressive Discipline Practices, fostering positive behavior and addressing disciplinary issues, while also promoting diversity, cultural proficiency, and inclusive interactions, including LGBTQ protections. Additionally, training on Social Emotional Learning and Restorative/Trauma-Informed Practices will 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.</p>	<p>Chronic Absenteeism Rate Suspension Rates</p>
<p><b>5.4</b></p>	<p><b>Action:</b></p> <p><b>Need:</b></p>		<p>Graduation Rate</p>

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
	<b>Scope:</b>		

### 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
<b>1.10</b>	<p><b>Action:</b> English Learner Program</p> <p><b>Need:</b> RFEP Rate: ELs 42.3%</p> <p>ELPI (ELs Making Progress or maintaining 4 on ELPAC): ELs: 47% (ALA: 53.8%)</p> <p>ELA: Percent of ELs/LTEs who meet or exceed standards on 2023 SBAC: ELs: 7.78% (ALA: 15.25%)</p> <p>Math: Percent of ELs/LTEs who meet or exceed standards on 2023 SBAC: ELs: 6.07% (ALA: 6.77%) LTEs: 0.66% (ALA: 0.0%)</p> <p>(See 2023 Dashboard schools and student group matrix in the reflection section of this document.)</p> <p><b>Scope:</b></p>	<p>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.</p>	<p>ELPI: (ELs Making Progress or maintaining 4 on ELPAC), including disaggregated for LTEs (NEW)</p> <p>EL Reclassification Rate, including disaggregated for LTEs (NEW)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.11	<p><b>Action:</b> Supports for LTELs</p> <p><b>Need:</b> RFEP Rate: ELs 42.3%</p> <p>ELPI (ELs Making Progress or maintaining 4 on ELPAC): ELs: 47% (ALA: 53.8%)</p> <p>ELA: Percent of ELs/LTELs who meet or exceed standards on 2023 SBAC: ELs: 7.78% (ALA: 15.25%)</p> <p>Math: Percent of ELs/LTELs who meet or exceed standards on 2023 SBAC: ELs: 6.07% (ALA: 6.77%) LTELs: 0.66% (ALA: 0.0%)</p> <p>(See 2023 Dashboard schools and student group matrix in the reflection section of this document.)</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Implementing these strategies will address the needs of LTELs by equipping educators with effective teaching methods and providing an advanced ELD curriculum tailored to LTELs' proficiency levels. Data-driven instruction will address gaps in knowledge and skills, while targeted intervention programs will offer focused support to overcome language proficiency barriers. Increased family engagement through resources and communication in home languages will create a supportive home environment, and clear pathways for reclassification will guide LTELs toward achieving language proficiency and academic goals.</p>	<p>ELPI: (ELs Making Progress or maintaining 4 on ELPAC), including disaggregated for LTELs (NEW) EL Reclassification Rate, including disaggregated for LTELs (NEW)</p>

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.

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 that were utilized to meet this requirement includes Action 1.04 (class size reduction), Action 1.05 (Preschool Teachers/TK Assistants), 1.09 (Preschool Paraprofessionals) and Actions 1.10 and 1.11 (Bilingual Instructional Assistants).

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
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Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	<p>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</p> <p>Elementary Schools  Adams 15.0:1  ALA 15.6:1  Carver 22.0:1  Davis 15.3:1  Diamond 17.2:1  Edison 21.8:1  Franklin 23.2:1  Fremont 20.1:1  Garfield 26.3:1  Greenville 36.5:1  Harvey 20.9:1  Heroes 12.6:1  Jackson 21.4:1  Jefferson 17.1:1  Kennedy 12.8:1  King 20.5:1  Lincoln 19.3:1  Lowell 21.7:1  Madison 21.9:1  Martin 21.0:1  Monroe 18.8:1  Monte Vista 25.5:1  Muir 12.2:1  Pio Pico 29.5:1  Roosevelt-Walker 17.1:1  Taft Elementary 11.2:1  Thorpe Fundamental 39.0:1  Washington Elementary 16.1:1</p>

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
		<p>Wilson Elementary 13.6:1</p> <p>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</p> <p>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</p> <p>High Schools  Century 33.1:1  Chavez 53.3:1  Godinez 57.0:1  Lorin Grisnet 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</p> <p>Preschool Programs  Early Childhood Education 12.0:1  Mitchell Child Development 6.1:1</p>

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	Classroom ratios TK 24 students: 1 certificated teacher (1 certificated and 1 other teacher or paraprofessional staff member) Grades K-5 25 students: 1 certificated teacher Grades 6-8 26 students: 1 certificated teacher Grades 9-12 24 students: 1 certificated teacher



# 2024-25 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 %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$3,990,719.00	\$1,375,201.00	34.460%	0.000%	34.460%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$5,342,522.47	\$966,780.88	\$164,288.00	\$45,893.70	\$6,519,485.05	\$6,140,307.60	\$379,177.45

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
This table was automatically populated from this LCAP.															
1	1.1	High Quality Instructional Program	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$14,956.32	\$0.00	\$14,956.32				\$14,956.32
1	1.2	Improvement Science Cycles	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
1	1.3	Integrated Technology	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$471,813.11	\$46,440.04	\$365,286.29	\$142,966.86		\$10,000.00	\$518,253.15
1	1.4	Lower Class Size	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing							
1	1.5	Early Learning	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Preschool, TK/Kindergarten Grade Levels	ongoing							
1	1.6	College and Career Readiness	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	ongoing	\$275,049.00	\$99,806.09	\$44,621.00	\$165,946.09	\$164,288.00		\$374,855.09
1	1.7	Broad Course of Study	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	\$330,778.46	\$128,546.80	\$381,978.46	\$62,563.60		\$14,783.20	\$459,325.26

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
						Low Income									
1	1.8	MTSS - Student Achievement	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$610.50	\$10,000.00				\$10,610.50	\$10,610.50
1	1.9	Addressing Special Needs	Students with Disabilities	No					\$197,364.00	\$600.00		\$197,964.00			\$197,964.00
1	1.10	English Learner Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools								
1	1.11	Supports for LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 5-12								
1	1.12	Library Services	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools								
1	1.13	Differentiated Assistance - Student Achievement	Foster Youth and Students with Disabilities with Students with Disabilities	No			All Schools								
1	1.14	Professional Learning - Student Achievement	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$7,500.00	\$7,000.00			\$500.00	\$7,500.00
2	2.1	District Parent/Caregiver, Family and Community Advocacy Groups	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools								
2	2.2	Resource Access for Families	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$1,500.00	\$500.00	\$1,000.00			\$1,500.00
2	2.3	Family and Community Events	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$14,000.00	\$14,000.00				\$14,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Family Engagement, Leadership & Volunteerism	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools								
2	2.5	Capacity Building for Families	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools								
2	2.6	Professional Learning - FACE	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$1,000.00	\$1,000.00				\$1,000.00
3	3.1	Social Emotional Learning (SEL)	All		No											
3	3.2	MTSS - Wellness	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools								
3	3.3	Integrated Network of Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$1,000.00	\$1,000.00				\$1,000.00
3	3.4	PBIS	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools								
3	3.5	Equitable and Inclusive School Culture	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools								
3	3.6	Expanded Learning Opportunities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$307,386.00	\$56,784.52		\$364,170.52			\$364,170.52
3	3.7	Wrap Around Services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools								
3	3.9	Differentiated Assistance - Wellness	Foster	Youth	Yes	LEA-wide	Foster Youth	All Schools								
3	3.10	Professional Learning-Wellness	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools								

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
3	3.11	Adult Supervision							\$180,227.00	\$0.00	\$180,227.00				\$180,227.00
4	4.1	Highly Qualified Teacher	All	No					\$4,125,217.81	\$0.00	\$4,084,048.00	\$31,169.81		\$10,000.00	\$4,125,217.81
4	4.2	CA Standards Aligned Materials	All	No											
4	4.3	Future Ready Learning and Work Environments	All	No					\$236,905.40	\$12,000.00	\$247,905.40	\$1,000.00			\$248,905.40
4	4.4	Educational Partner Education	All	No											
4	4.5	Comprehensive Professional Learning	All	No											

# 2024-25 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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
\$3,990,719.00	\$1,375,201.00	34.460%	0.000%	34.460%	\$830,342.07	0.000%	20.807 %	<b>Total:</b>	\$830,342.07
								<b>LEA-wide Total:</b>	\$830,342.07
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$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 (%)
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This table is automatically generated and calculated from this LCAP.

1	1.1	High Quality Instructional Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,956.32	
1	1.2	Improvement Science Cycles	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.3	Integrated Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$365,286.29	
1	1.4	Lower Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.5	Early Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Preschool, TK/Kinder Grade Levels		
1	1.6	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth	All Schools Grades 9-12	\$44,621.00	

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 (%)
					Low Income			
1	1.7	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$381,978.46	
1	1.8	MTSS - Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.10	English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.11	Supports for LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 5-12		
1	1.12	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.13	Differentiated Assistance - Student Achievement				All Schools		
1	1.14	Professional Learning - Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	
2	2.1	District Parent/Caregiver, Family and Community Advocacy Groups	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Resource Access for Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
2	2.3	Family and Community Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,000.00	
2	2.4	Family Engagement, Leadership & Volunteerism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.5	Capacity Building for Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.6	Professional Learning - FACE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	MTSS - Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Integrated Network of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
3	3.4	PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.5	Equitable and Inclusive School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.6	Expanded Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.7	Wrap Around Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.9	Differentiated Assistance - Wellness	Yes	LEA-wide	Foster Youth	All Schools		
3	3.10	Professional Learning-Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
<b>Totals</b>	\$0.00	\$6,828,798.14

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	High Quality Standards Based Core Curriculum	No		
1	1.2	Highly Qualified Teachers	No		\$2,420,105.22
1	1.3	Technology Integration	Yes		\$29,323.75
1	1.4	Matriculation Support	Yes		\$206,864.68
1	1.5	Early Learning	Yes		
1	1.6	Broad Course of Study - High School Focused	Yes		\$427,572.19
1	1.7	Broad Course of Study - TK-12	Yes		\$175,995.78
1	1.8	Tiered Academic Supports	Yes		\$436,736.23
1	1.9	Special Education Services	No		\$174,035.10



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	1.10	Access for English Language Learners	Yes		
1	1.11	Extended Learning Opportunities and Supports	Yes		\$2,313.19
1	1.12	Dual Immersion Programs	No		
1	1.13	Library Services			
1	1.14	Effective English Language Learner Programs	Yes		
1	1.15	Lower Class Size	Yes		\$1,094,232.43
1	1.16	Professional Learning Communities	Yes		\$31,941.79
2	2.1	Parent, Family and Community Advisory Groups	No Yes		
2	2.2	School-based Community Wellness Centers	Yes		
2	2.3	Family and Community Engagement	Yes		\$9,137.96
2	2.4	Respectful School Culture	No		
2	2.5	Parent/Caregiver Involvement	Yes		
2	2.6	Addressing Language Needs	Yes		\$500.00
2	2.7	Community Partnerships	Yes		

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)
2	2.8	Parent and Family Leadership	No		
2	2.9	Effective Communication	No		\$1,272.73
3	3.1	Social Emotional Learning	No		
3	3.2	Welcoming Safe and Inclusive School Environment	No		
3	3.3	Wellness Network of Support	Yes		
3	3.4	Health Services	No		
3	3.5	PBIS	No		
3	3.6	Connecting Students and Families to Community Resources	Yes		
3	3.7	Targeted Supports and SEW Strategies	Yes		
4	4.1	SAFETY: Adult Supervision	No		\$157,830.13
4	4.2	SAFETY: Emergency Response and Preparedness	No		
4	4.3	FACILITIES: Future-Ready Learning and Work Environments	No		\$1,148.97
4	4.4	SAFETY: Crisis Response	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.5	EFFICIENCY: Financial System	No	\$0.00	\$0.00
4	4.6	SAFETY: School Police Services	No		
4	4.7	EFFICIENCY: Smooth Operations	No		\$1,146,794.95
4	4.8	PERSONNEL: Evaluation Process	No	\$0.00	\$0.00
4	4.9	PERSONNEL: Onboarding	No	\$0.00	\$0.00
4	4.10	EFFICIENCY: Organizational Systems	No	\$0.00	\$0.00
4	4.11	EFFICIENCY: Charter Schools	No		\$750.00
4	4.12	PROFESSIONAL LEARNING: Goal 1	Yes		\$17,966.48
4	4.13	PROFESSIONAL LEARNING: Goal 2	Yes		\$4,000.00
4	4.14	PROFESSIONAL LEARNING: Goal 4	No		
4	4.15	Highly Qualified Leadership	No		\$490,276.56
4	4.16	PROFESSIONAL LEARNING: Goal 3	Yes		
5	5.1	Health and Safety Protocols and Guidelines	No	\$0.00	\$0.00
5	5.2	Procedures to Minimize Exposures	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.3	Response to Illness Detection	No	\$0.00	\$0.00
5	5.4	Implementation of Health Protocols and Routines	No	\$0.00	\$0.00
5	5.5	CDC Movement and Physical Distancing Guidelines	No	\$0.00	\$0.00
5	5.6	Health Screening and Case Management	No	\$0.00	\$0.00
5	5.7	Safety Protocols for Community Members	No	\$0.00	\$0.00
5	5.8	COVID Related Staff Training and Information	No	\$0.00	\$0.00

# 2023-24 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)
\$1,238,500.00	\$0.00	\$1,532,808.94	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.3	Technology Integration	Yes		\$29,323.75		
1	1.4	Matriculation Support	Yes		\$206,864.68		
1	1.5	Early Learning	Yes		0		
1	1.6	Broad Course of Study - High School Focused	Yes		\$21,173.17		
1	1.7	Broad Course of Study - TK-12	Yes		\$121,385.16		
1	1.8	Tiered Academic Supports	Yes		0		
1	1.10	Access for English Language Learners	Yes		0		
1	1.11	Extended Learning Opportunities and Supports	Yes		0		
1	1.14	Effective English Language Learner Programs	Yes		0		
1	1.15	Lower Class Size	Yes		\$1,094,232.43		
1	1.16	Professional Learning Communities	Yes		\$31,941.79		
2	2.1	Parent, Family and Community Advisory Groups	Yes		0		

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	School-based Community Wellness Centers	Yes		0		
2	2.3	Family and Community Engagement	Yes		\$9,137.96		
2	2.5	Parent/Caregiver Involvement	Yes		0		
2	2.6	Addressing Language Needs	Yes		\$500.00		
2	2.7	Community Partnerships	Yes		0		
3	3.3	Wellness Network of Support	Yes		0		
3	3.6	Connecting Students and Families to Community Resources	Yes		0		
3	3.7	Targeted Supports and SEW Strategies	Yes		0		
4	4.12	PROFESSIONAL LEARNING: Goal 1	Yes		\$14,250.00		
4	4.13	PROFESSIONAL LEARNING: Goal 2	Yes		\$4,000.00		
4	4.16	PROFESSIONAL LEARNING: Goal 3	Yes		0		

# 2023-24 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)
\$3,733,065.00	\$1,238,500.00	0	33.176%	\$1,532,808.94	0.000%	41.060%	\$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](mailto: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.

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.

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.
- 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.

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
  - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

- 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.
- 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.

- 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.

## 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 of 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).