



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Leandro Unified School District

CDS Code: 01-61291-0000000

School Year: 2026-27

LEA contact information:

Sonal Patel, Ed.D.

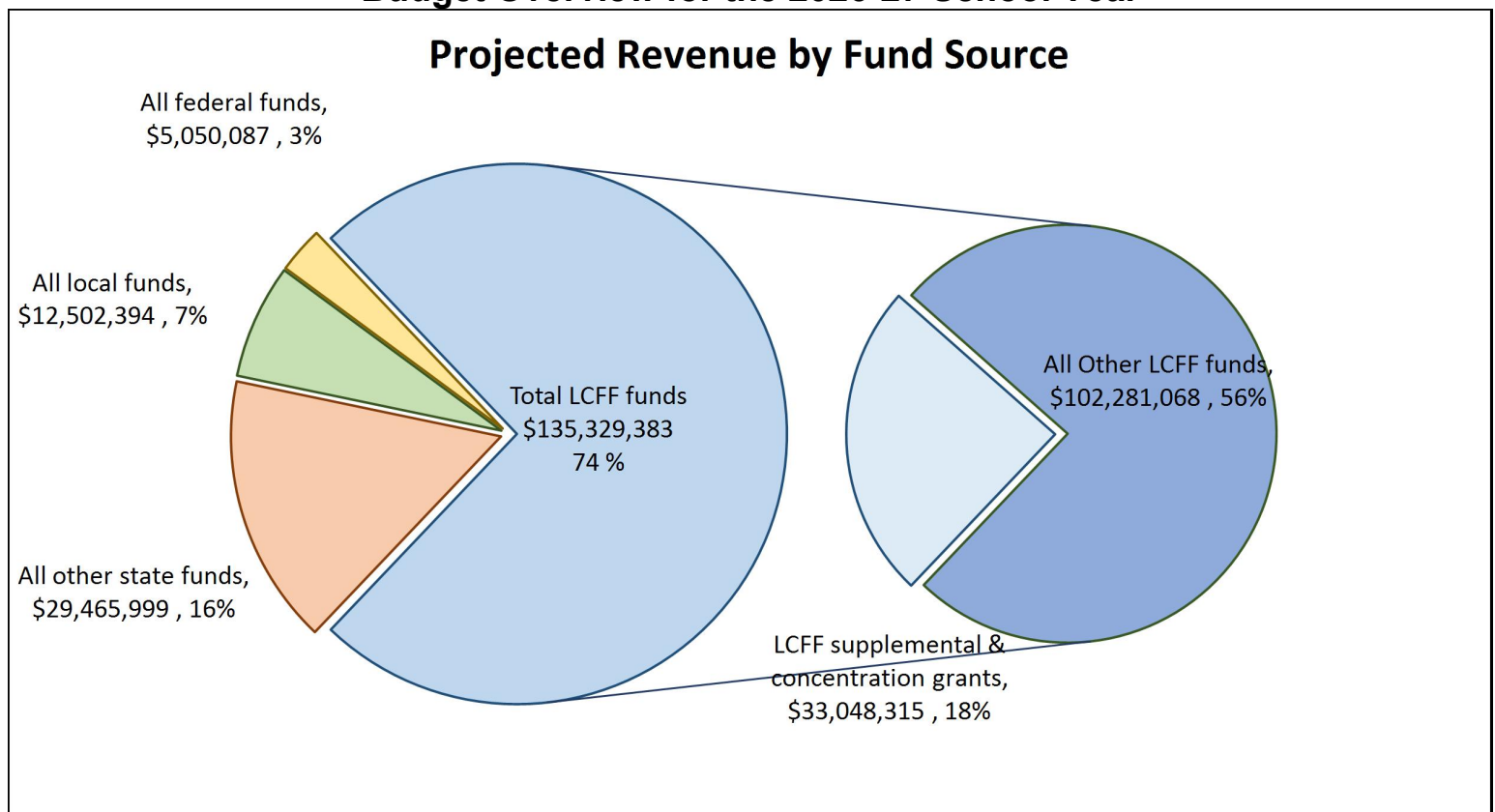
Assistant Superintendent, Educational Services Division

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(510) 667- 1000

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

Budget Overview for the 2026-27 School Year

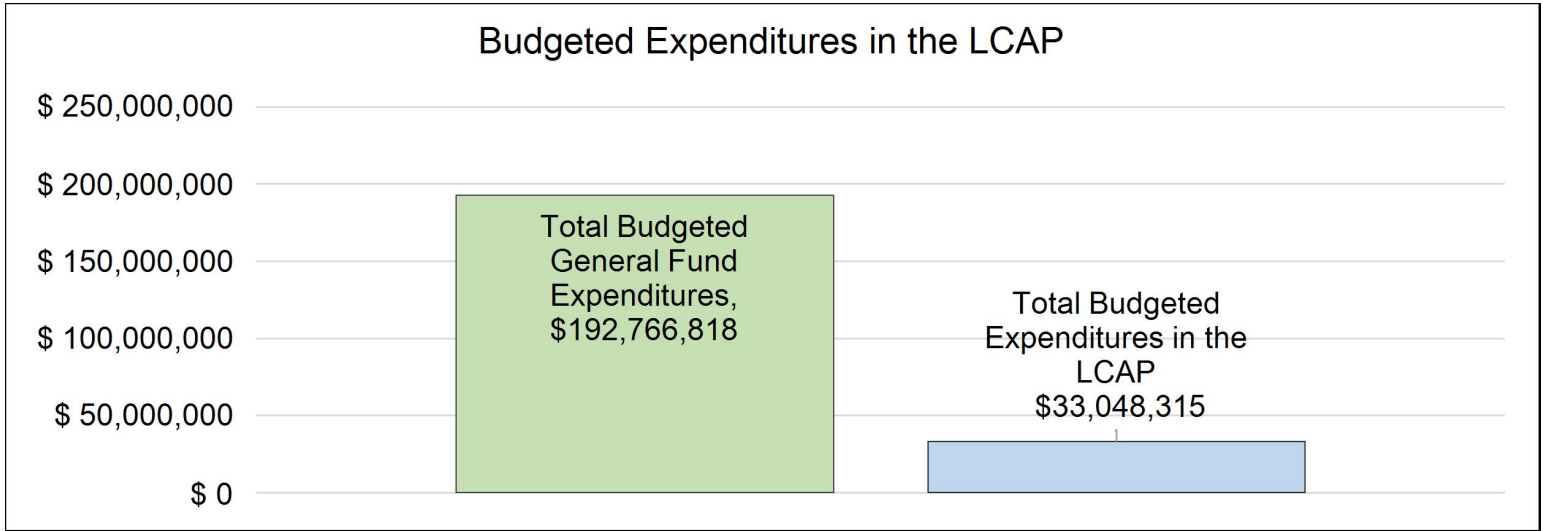


This chart shows the total general purpose revenue San Leandro Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Leandro Unified School District is \$182,347,863, of which \$135,329,383 is Local Control Funding Formula (LCFF), \$29,465,999 is other state funds, \$12,502,394 is local funds, and \$5,050,087 is federal funds. Of the \$135,329,383 in LCFF Funds, \$33,048,315 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Leandro Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Leandro Unified School District plans to spend \$192,766,818 for the 2026-27 school year. Of that amount, \$33,048,315 is tied to actions/services in the LCAP and \$159,718,503 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

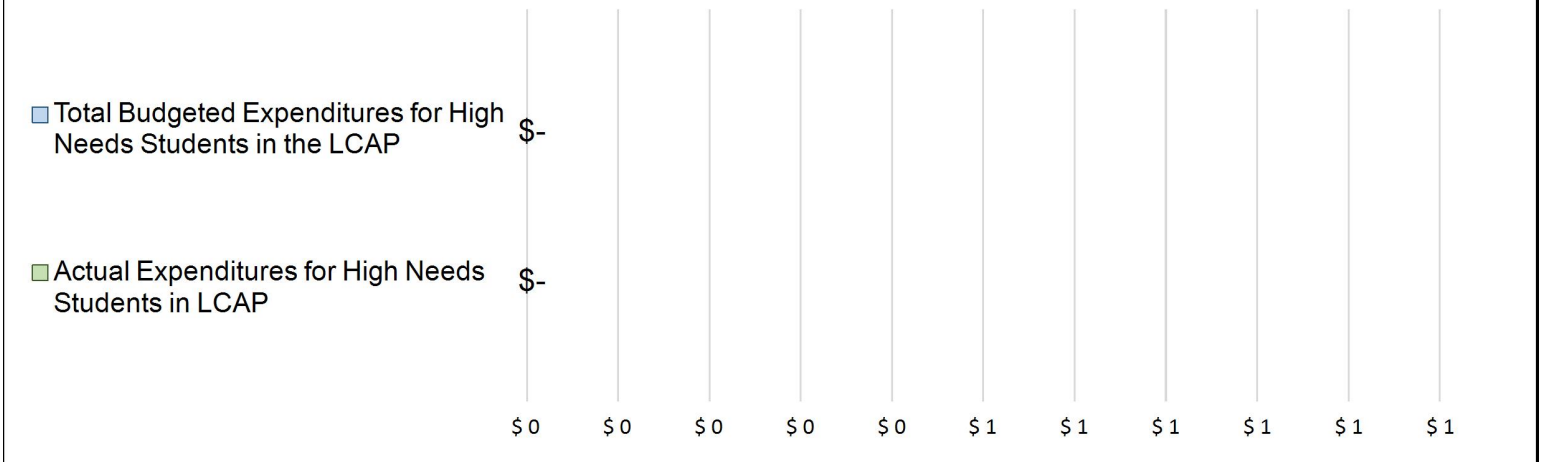
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, San Leandro Unified School District is projecting it will receive \$33,048,315 based on the enrollment of foster youth, English learner, and low-income students. San Leandro Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Leandro Unified School District plans to spend \$33,048,315 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

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



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Leandro Unified School District	Sonal Patel, Ed.D. Assistant Superintendent, Educational Services Division	spatel@slusd.us (510) 667- 1000

Plan Summary [2026-27]

General Information

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

The San Leandro Unified School District is a culturally rich and linguistically diverse school district in the San Francisco Bay area, dedicated to providing a broad range of rigorous academic programs nested within safe, supportive, and inclusive school environments. We serve approximately 8,900 students with a wide range of educational offerings, including eight TK-5th grade elementary schools - three of which have a Spanish Bilingual /DLI Pathway and one with a Mandarin DLI pathway, two middle schools, one comprehensive high school, one TK-12 virtual academy, an alternative education (continuation) high school, and an adult school. The community continues to value neighborhood schools, with almost all students attending the school determined by their enrollment zone. Our learners come from a highly diverse community where over 33 languages are spoken. 21% of our students are English Learners. 18% are identified as students with special needs. 81% of students are socio-economically disadvantaged. Our mission is to educate these students to achieve academic excellence to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where traditions are valued, and innovations are embraced. This mission requires authentic, reciprocal partnerships with educators, families, and students and a persistent focus on eradicating institutional biases that have rendered historically inequitable outcomes for large segments of the community we serve. With these goals in mind, all district personnel, programs, and services focus on equity to ensure all students have the opportunity to be healthy, engaged, and successful.

To guarantee we deliver on those promises, the Board of Education approved the SLUSD Graduate Profile in 2018. The profile codifies our shared vision for a measurable set of student outcomes that define what all graduates should know and do to be prepared for post-secondary education, career, and civic participation. Through this alignment, we can demonstrate that students are fully prepared for college and careers as cultural and ethical leaders, critical thinkers, communicators, and collaborators who have healthy minds and bodies.

These ambitious goals are realized through ongoing three-year strategic action planning. Since 2014, our organization has continuously evaluated and improved programs and services by aligning five targeted, systemic goals and expectations. Our three-year plan for 2021-2024 prioritizes the following and will be updated at the end of the 2024 for another 3 year cycle. Our LCAP for 2024-2027 merges our strategic plan goals with our framework for building community schools into these 3 goals:

Goal #1: Universally Designed Teaching and Learning for Lifelong College and Career Success

Expectation: Every classroom and program in the district will support high-quality, universally accessible learning experiences across the content areas to foster the SLUSD competencies expressed in the Graduate Profile. Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.

Key Initiatives & Tactics:

Effective & Meaningful Teaching and Learning

Deliver comprehensive, standards-based TK-12 science and history-social science education through newly adopted board curriculum and the development of corresponding assessments and projects.

Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.

Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.

Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.

Responsive Support Structures for Student Success

Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied opportunities to make learning visible and support equitable grading practices.

Explore and expand alternative education and expanded learning opportunities for students TK-12 to support both intervention, enrichment, and multimodal ways of teaching and learning.

Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-12 students.

Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.

Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.

Centering Ethical and Cultural Leadership

Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.

Develop and apply critical media and information literacies at school and in the community.

Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community partnerships, and local and national programming access.

Fostering Multilingualism

Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of Dual Language Immersion programs, world language programs, and access to the state Seal of Biliteracy.

Systematize structured supports that address the needs of long-term English learners and newcomer students.

Goal #2: Positive School Climate and School Connectedness

Healthy Minds & Bodies

Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives.

Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas.

Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

Community Schools

Expand staffing at each school to provide professional and case management services for our highest need students, specifically Tier 2 and Tier 3 interventions.

Design and implement youth development and engagement programs to promote peer to peer education opportunities for health, socio-emotional learning, and restorative justice practices.

Provide access to quality on-site mental health counseling services for targeted students through COST.

Adopt and implement a social emotional learning curriculum for all schools TK-12 and deploy a SEL screener and assessment system for monthly monitoring and adjustments.

Goal #3: Equity and Inclusion with Families and Employee Engagement

SLUSD will support and strengthen reciprocal relationships between families and our community that enhance our students' positive social, emotional and academic development. All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students.

Analyze, Audit, and Respond to Parent Needs

Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices.

Deliver outstanding, consistent translation services to our multilingual community.
Provide and participate in various engagement forums that provide feedback.
Build family leadership capacity and ensure a high standard of family engagement.
Provide informative, responsive school websites and communication.

Talented and Diverse Workforce

Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency.
Develop the skills for all employees through professional development and create pathways for professional advancement within the organization.
Recruit teachers and administrators that reflect the diversity of our students.
Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.

Cohesive Collaboration

Implement compelling teacher collaboration practices within and across schools to foster cycles of inquiry and expand the sharing and alignment of professional expertise in the service of continuous improvement and success for all learners.

Goal #4: Equity Multiplier

In addition to these goals, SLUSD has two schools receiving funding through Equity Multiplier Grants from the state: San Leandro Virtual Academy and Lincoln Continuation High School. Both these schools have worked with their educational partners to create goals and actions that address the data and needs at their respective school sites in accordance with allowable expenses for this source of funding.

Goal 4 for Lincoln High School is called : College and Career Life Preparation.

Actions under this goal are:

- Increase CTE Pathway Completion and Early College Credit
- Increase A-G Approved Courses at Lincoln High School
- EL Targeted Support
- Supporting Mental Wellness and Social Health
- Office Support Connection Additions

Goal 4 for San Leandro Virtual Academy (SLVA) is called : Virtual Academy Enhancement.

Actions under this goal are:

- Coordination and Transition for Quality Enter and Exit of SLVA
- Office Support Connection Additions
- Successful Planning

Reflections: Annual Performance

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

SLUSD continues to demonstrate promising and consistent growth across numerous state and local metrics. Analysis of the most recent data shows an overall improvement in academic performance, with the district achieving a 5.80-point increase in English Language Arts (ELA) and a 4.10-point increase in Mathematics distance from standard on the SBAC. These academic gains are supported by strong local data, including positive growth in STAR Reading and Math benchmarks. While most student groups are trending upward, the district remains committed to addressing persistent achievement gaps for specific subgroups, particularly Students with Disabilities and English Learners, through targeted strategies and regular progress monitoring .

In our language development initiatives, English Learners showed a notable foundation of growth with a 9.10-point improvement in ELA SBAC scores. However, because the English Learner Progress Indicator (ELPI) saw a minor decline of 0.6% and the reclassification rate currently sits below baseline, SLUSD is doubling down on its efforts to support newcomers and Long-Term English Learners (LTEL) . This includes maintaining stable, high-quality professional learning and refining supplemental curriculum implementation to ensure language acquisition keeps pace with academic growth .

One of the most significant successes this year was in student engagement and school climate. SLUSD achieved a major milestone in reducing TK-8 chronic absenteeism, which dropped 9.4 points from the baseline to 19.5%. This improvement is attributed to a more structured, relationship-centered approach to attendance outreach. Additionally, the overall suspension rate decreased to 3.7%, down from a 4.3% baseline, following the successful move of PBIS and restorative practices implementation directly to school sites. Despite these gains, we recognize that several student groups, including African American students, foster youth, and students with disabilities, require continued, focused interventions to sustain this progress.

Preparedness for college and career has seen a substantial boost. Overall college and career preparedness grew by 10.70% from the baseline, and the number of graduating students earning college credit increased by 73 students . Furthermore, our Equity Multiplier schools showed remarkable resilience: San Leandro Virtual Academy's graduation rate surged to 86.7%, and Lincoln High School nearly doubled its a-g course completion counts. We will continue to expand access to dual enrollment, Career Technical Education (CTE), and individualized success planning to ensure these upward trends continue .

Our community engagement efforts have reached record levels of participation. The annual California School Climate, Health, and Learning Surveys saw participation rise to 1,398 families and 517 staff members. Key indicators show that parents feel more welcome to participate (up 4%) and view the school as an active partner in their child's education (up 5%). While these results are positive, we are working to maintain consistency in culturally responsive communication across all sites.

This LCAP remains focused on three areas of greatest student need: universally designed teaching and learning, positive school climate, and authentic community engagement. By applying supplemental and concentration funding to these proven strategies, SLUSD is well-positioned to sustain our current momentum and provide equitable, high-quality educational experiences for every student we serve.

Addressing areas of concern by subgroups from CA Dashboard in the 2024-2027 LCAP:

ELA: In response to outcomes on the 2023 CA Dashboard for ELA, the LCAP includes actions (1.1, 1.6, 1.13) that include monitoring districtwide for English Learners, and for African American students at Bancroft; English Learners at Bancroft, John Muir and McKinley; Hispanic (Latinx) students at Bancroft; Socioeconomically disadvantaged students at Bancroft; and Students with Disabilities at Bancroft, Garfield, and Halkin.

MATH: To address outcomes in the 2023 CA Dashboard for Math, the LCAP includes actions (1.2, 1.6, 1.13) that support improvement goals and monitoring districtwide for English Learners, and for African American students at Bancroft and Jefferson; English Learners at Bancroft and John Muir; Hispanic (Latinx) at John Muir; Socioeconomically Disadvantaged at John Muir; Students with Disabilities at Halkin; and Filipino students at San Leandro High School.

ELPI: To address outcomes in the 2023 CA Dashboard for ELPI, the LCAP includes actions (1.3, 1.6, 1.13) that support improvement goals and monitoring at Garfield, Jefferson, and McKinley.

CCI: To address outcomes in the 2023 CA Dashboard for College and Career Readiness, the LCAP includes actions (1.16, 1.17, 1.18, 2.7) that support improvement goals and monitoring districtwide for students experiencing Homelessness and for All Students, with special focus on English Learners, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.

SUSPENSION: To address outcomes in the 2023 to CA Dashboard for Suspension Rates, the LCAP has actions (2.1, 2.2, 2.10) to support improvement goals and monitoring districtwide for African American students, American Indian students, Foster Youth, and Students with Disabilities; and for All students at Lincoln and Washington; African American students at Washington, Bancroft and Lincoln; Socioeconomically Disadvantaged students at Bancroft, Lincoln, and Washington; Students with Disabilities at Bancroft, John Muir, Lincoln, and Washington; and Students identifying as Two or More Races at Bancroft and Jefferson.

CHRONIC ABSENTEEISM: To address outcomes in the 2023 CA Dashboard for Chronic Absenteeism, this LCAP has an action (2.9) to support improvement goals and monitoring for Foster Youth districtwide, African American and Asian students at Garfield and students with Disabilities at McKinley.

San Leandro Unified School District (SLUSD) does not have unspent Learning Recovery Emergency Block Grant Funds (LREBG) for the 2025-2026 school year. In light of the State's intention to distribute more LREBG funds to LEAs in either the 25-26 school year, the educational partner engagement conducted included needs assessments that asked partners to share their priorities for state funds. The LCAP PAC and DELAC gave feedback to the district on what priorities should be with any additional funding (starting with the priorities listed for LREBG funds) based on their analysis of community input, ELAC surveys, and other survey and achievement data. For this reason, SLUSD is well positioned to plan and implement funding actions for LREBG funds should they arrive. SLUSD also has a running list of priorities should other grants or opportunities to arise so that we can apply based on a current needs assessment and prioritized list of what is needed.

Reflections: Technical Assistance

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

SLUSD is not currently identified for technical assistance.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
Community Members and Families	<p>Community Input Forums</p> <p>The District coordinated with school principals to conduct a school site-based meeting structure for family and community engagement, which optimized the relationship between site administration and their direct constituents. San Leandro Unified held 30 meetings over the course of January 2026- April 2026 to engage families in the LCAP input process as all school sites hosted at least one morning and one evening event specifically targeted at LCAP feedback and development. Over 190 participants provided feedback in either English, Spanish or Chinese which greatly assisted in connecting the community to LCAP planning over this new virtual format. All of the input was analyzed to inform LCAP development across all grade bands and school sites. Information regarding the LCFF and the LCAP was also made available to the community via the district's website with an open input form that allowed for the community to provide input on strengths and weaknesses in an online format if they were unable to attend a community forum. The Community Input Forums took place both in person in the mornings, afternoon and evenings in order to increase access. Several were held via Zoom as well in order to garner the most amount of participation possible.</p>
English Language Learner Advisory Members via the District English Learner Advisory Council (DELAC)	<p>During the DELAC meetings in the Spring of 2026, a portion of the DELAC meetings was dedicated to reviewing LCAP actions and progress, analyzing student needs, reviewing community input gathered through DELAC, and providing input for LCAP actions. This feedback was provided to the Superintendent who responds in writing</p>

Educational Partner(s)	Process for Engagement
	via a letter to the DELAC, posted on our DELAC website and sent to DELAC executive board.
LCAP Employee Groups	School sites and district teams participated in surveys and the feedback informed actions related to their work. Additionally, listening sessions were held with focus groups in order to progress monitor and adjust actions, tactics, and metrics for improved implementation in Year 3.
Schools site parent leadership groups	All school sites within the district dedicated at least one of these parent leadership group meetings (School Site Council and English Language Advisory Committee) to reviewing LCFF and LCAP processes, and site-level student data to determine site-specific needs to be considered for the upcoming LCAP. Many sites also engaged their PTO/PTA or parent-teacher association groups as well as affinity based parent groups representing ethnic subgroups and/or students with specialized needs.
Current families, staff, and students	The district administered the California School Climate, Health, and Learning Surveys (CalSCHLS) to all 5th through 11th-grade students, families at every grade level, and every employee throughout the district. This survey enabled the district to collect and analyze data regarding school connectedness, school climate, and other engagement metrics. 1,398 families, 517 staff members, 354 5th grade students, 1,685 middle school students, and 1,511 high school students took this survey during the 2025-26 administration window. This data was reviewed by the administration at the school site and district level to inform planning and was also reviewed by Parent Advisory groups to ground input
LCAP Parent Advisory Committee (PAC) with Student Members	The LCAP PAC met from January through May and consisted of a group of 40 parents representing site English Language Advisory Councils (and thereby English Learners), School Site Councils, McKinney-Vento program, Foster Youth, students with IEPs, and ethnic subgroups that require strategic attention according to our CA Dashboard data. At PAC meetings, central office directors and executive cabinet members facilitated PAC dialogue in order to deepen understanding of our local data, current needs, and fiscal landscape. Our student board members are on also on the PAC and contributed in meetings and/or via one on one sessions (when high school schedule conflicted with attending in person) to give input.

Educational Partner(s)	Process for Engagement
	<p>The committee reviewed the LCAP mid-year update progress, and provided input and recommendations for how additional funding should be allocated. The committee analyzed student achievement data (CAASPP and CA Dashboard) and reviewed data from parent and student surveys and the community input forums to make recommendations for any revisions in Year 3 of the LCAP. The LCAP PAC also received an overview of the budget landscape for SLUSD and the state in order to understand the context through which funding was granted to SLUSD from the state and federal governments. The LCAP PAC also reviewed the recommendations from the DELAC to determine if they fell within LCAP goals in order to approve or defer the actions. At the final meeting, the PAC reviewed the LCAP and made a final set of recommendations or feedback comments, to which the Superintendent responded in writing- which is posted on the LCAP website.</p>
<p>Equity Multiplier Community Engagement of Families, Staff, and Students</p>	<p>Lincoln High School engaged families, staff, and students in the development and implementation of Equity Multiplier goals through multiple input opportunities. Feedback was collected during the annual LCAP Parent Input events and reviewed in collaboration with the School Site Council. These discussions directly informed the development of Goal 4 in the School Plan for Student Achievement (SPSA), which is focused on the use of Equity Multiplier funds. Additionally, the English Learner Advisory Committee (ELAC) reviewed and provided input on Goal 4 to ensure alignment with the needs of English Learners.</p> <p>The San Leandro Virtual Academy (SLVA) engaged educational partners—families, students, and staff—through LCAP Zoom forums and surveys. Goals and actions were finalized through collaborative staff meetings. SLVA’s School Site Council also reviewed and guided the implementation of Goal 4 in the SPSA, ensuring that Equity Multiplier resources are directed to high-impact strategies that address student needs.</p>
<p>Mid-County SELPA</p>	<p>Here is the feedback from the SELPA Director at the launch of this 3 year LCAP which shows that it was reviewed during SLUSD's engagement with the SELPA:</p>

Educational Partner(s)	Process for Engagement
	<p>Specifically, in addressing education equity as the number one systemic issue nationwide, SLUSD integrates and implements LCAP action-strategies across core academic subjects as well as all educationally significant behaviors with an emphasis on professional learning communities and a clear focus and understanding that special education and related services are not isolated remedial services, but integrated services, a collaborative effort among all stakeholders as part of a comprehensive plan. SLUSD's LCAP implementation increases the achievement of all students and dramatically increases achievement among "targeted" groups: children and youth with disabilities, English Language Learners (ELL), traditionally underserved/disadvantaged, low-income students, and students in foster care. Goals and actions are considered a moral imperative to provide education equity to all students regardless of racism, classism, and language bias, which promote growing inequities. Aligned with purposefully striving for education equity, SLUSD provides professional development opportunities for families and certificated staff (teachers, administrators, paraeducators, and related service professionals across disciplines (speech-language pathologists, occupational therapists, physical therapists, adaptive physical education specialists, teachers of the visually impaired, orientation mobility specialists, behaviorists and nurses). "</p> <p>Here is the statement, an addendum to last year's by the SELPA Director from the review of the LCAP in year 2 (May 2025): "I have reviewed your LCAP and see that students with disabilities are appropriately represented in your LCAP goals. I see that you've integrated students with IEPs into your goals with dashboard data for SWD. "</p> <p>This year the SELPA Director reviewed the LCAP for year 3 and had no additional comments.</p>

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

The goals were created to align LCAP actions with our strategic plan, community schools work and focus areas of attention required in the CA Dashboard. From there, feedback from students, staff, and families that was gathered in the venues and formats described above was collated in to themes (which read like action items) in order to inform LCAP action items. This means that every recorded comment from the

site based meetings was reviewed and chunked into actionable tactics. Educational partners gave input on the most on the ground, street level data needed to monitor implementation and progress for the actions and on how to communicate progress at site and district level throughout the year. Based on the development of possible tactics, action items were created where those tactics could create strong inroads towards increasing and improving services for our unduplicated groups and students needing more assistance and strategic support according the CA Dashboard. In light of our goals to continue improving the connection between Special Education and General Education while also attending to findings from a self selected FCMAT review, actions were also created to integrate goals for student with IEPs and keep a close focus on practice that support universal access and inclusion. The comments that were not aligned to LCAP goals, state basic priorities, nor viable for district level implementation were sorted into actions and feedback to inform site based SPSAs, or school based action and budget plans or local donation or foundations seeking to support SLUSD schools- and shared accordingly. Actions and comments were not able to be addressed through the Supplemental and Concentration funding available, but met the criteria for district level implementation and LCAP or Strategic Plan goals, were evaluated and woven into other funding plans: Federal funds, other state funds, grants, and donation funds. These actions are recorded in the LCAP Companion and also informs the LCAP Federal Addendum revisions made yearly.

Key themes and tactics that emerged in the feedback that can be found in action items for Goal 1 include: the need to bolster support for high quality Teaching & Learning, providing students in key subgroups Supplemental & Intensified Supports and ensuring College and Career Preparation through responsive and high touch support systems on campus.

Key themes and tactics that emerged in the feedback that can be found in action items for Goal 2 include: Creating a Positive School Climate for students in order to cultivate a peaceful and rigorous learning environment, which includes responsive discipline practices that support how students learn behaviorally and keep students learning as much as possible through alternatives to suspension and peer support systems. Building strong transitions between schools and to home to ensure School Connectedness through strong attendance and rich opportunities for social interaction and mentoring.

Key themes and tactics that emerged in the feedback that can be found in action items for Goal 3 include: Engaging All Employees to ensure we recruit and retain highly qualified staff who utilize the professional learning and stay in our district to build capacity to close opportunity gaps for students. Family Engagement that begins with clear and consistent timely multilingual and culturally responsive communication from classroom to home, school to home, and district to home and includes authentic empowerment and bonding venues for families to inform how schools function and adapt to meet the needs of our community.

It is essential to note that while not every piece of input from educational partners can make its way to the LCAP, the district has created an LCAP Companion that outlines how other local, state, and federal funds are being allocated based on their input to operationalize the needs assessments, programs, staffing, and large scale projects the community desires for 2024-2027. In addition, every school has created a SPSA for 2026-27 that is aligned to the LCAP and includes the feedback gathered from educational partners that was more site specific and better attended to via SPSA goals and actions- as referenced above.

At the beginning of the 2025-2026 school year our PAC gathered after Back to School Nights, in what has become our new tradition: LCAP PAC FALL REUNION, to provide another round of feedback on vital signs that were visible or not in order to better monitor implementation of the LCAP goals and actions and also to support any adjustments that needed to be made. The LCAP PAC also received a briefing on school

finance, as the headlines in the news were about CA's increase in spending on schools coupled with historic local district fiscal distress and pending strikes. The PAC wanted to understand the disconnect between the headlines in the news about CA and the actual financial status of school districts in Alameda County and of course, San Leandro. They also had questions about teacher bargaining communications, salaries, and compensation as the LCAP has always had a large expenditure related to teacher retention. There were also specific questions related to College/Career and a-g requirements as PAC members were learning about initiatives related to this data as Back to School events. This led a list of information and discussion requests that were woven through the LCAP PAC engagement process during the Jan-March meetings: budget updates, teacher compensation by district, and information on College/Career readiness.

The Lincoln Continuation High School and San Leandro Virtual Academy Schools are recipients of the Equity Multiplier and both schools engaged with their educational partners to create research based actions that is outlined in our LCAP goal #4. Input was gathered from parent, staff and student surveys and well from the leadership teams at both schools (SSC, ELAC and Teacher leaders) to ensure the actions directly were tied to the needs of the schools. After the input was gathered the principal shared the results and worked directly with Educational Division to ensure the research based funding strategies set in the plan would be able to be implemented with integrity. Then the principal met with the Administrative Services Division, the Personnel Department, and Business Services to ensure that any actions related to staffing were viable and that timelines were met to put those in action.

Goals and Actions

Goal

Goal #	Description	Type of Goal
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Goal #	Description	Type of Goal
1	<p data-bbox="201 107 1415 142">Universally Designed Teaching and Learning for Lifelong College and Career Success</p> <p data-bbox="201 180 1612 362">Expectation: Every classroom and program in the district will support high-quality, universally accessible learning experiences across the content areas to foster the SLUSD competencies expressed in the Graduate Profile. Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.</p> <p data-bbox="201 399 548 435">Key Initiatives & Tactics:</p> <p data-bbox="201 440 852 475">Effective & Meaningful Teaching and Learning</p> <p data-bbox="201 480 1577 581">Deliver comprehensive, standards-based TK-12 science and history-social science education through newly adopted board curriculum and the development of corresponding assessments and projects.</p> <p data-bbox="201 586 1556 654">Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.</p> <p data-bbox="201 659 1598 760">Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.</p> <p data-bbox="201 764 1545 865">Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.</p> <p data-bbox="201 911 936 946">Responsive Support Structures for Student Success</p> <p data-bbox="201 951 1566 1019">Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied opportunities to make learning visible and support equitable grading practices.</p> <p data-bbox="201 1024 1587 1092">Explore and expand alternative education and expanded learning opportunities for students TK-12 to support both intervention, enrichment, and multimodal ways of teaching and learning.</p> <p data-bbox="201 1097 1409 1166">Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-12 students.</p> <p data-bbox="201 1170 1577 1239">Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.</p> <p data-bbox="201 1243 1482 1312">Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for Learning.</p> <p data-bbox="201 1349 789 1385">Centering Ethical and Cultural Leadership</p> <p data-bbox="201 1390 1608 1458">Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.</p> <p data-bbox="201 1463 1482 1498">Develop and apply critical media and information literacies at school and in the community.</p>	Broad Goal

Goal #	Description	Type of Goal
	<p>Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community partnerships, and local and national programming access.</p> <p>Fostering Multilingualism Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of Dual Language Immersion programs, world language programs, and access to the state Seal of Biliteracy. Systematize structured supports that address the needs of long-term English learners and newcomer students.</p>	

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning) 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)</p>

An explanation of why the LEA has developed this goal.

This goal provides the structural framework to build welcoming, engaging, responsive, and culturally relevant learning spaces that foster and encourage our students' intrinsic love of learning across all content areas. The actions in this goal also proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access in effort to design effective and responsive professional learning and classroom teaching.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts Academic Indicator - Distance (scale score points) from meeting standard on the ELA SBAC	Overall = -34.2% Socioeconomically Disadvantaged = -48% Students with Disabilities = -101.9% English Learner = -73.8%	Overall = -32% Socioeconomically Disadvantaged = -47% Students with Disabilities = -118%	Overall = -28.4% Socioeconomically Disadvantaged = -43.4% Students with Disabilities = -100.6%	Overall = -5% Socioeconomically Disadvantaged = -20% Students with Disabilities = -70%	Overall = 5.80 Socioeconomically Disadvantaged = 4.60 Students with Disabilities = 1.30

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Longterm English Learners = -118.1% Homeless = -92.8% Foster Youth = not available African American = -72.5% American Indian = -64.9% Asian = 8.8% Filipino = 1.9% Hispanic/Latinx = -52.6% Pacific Islander = -61.5% Two or more races = -5% White = 3.3%	English Learner = -74.2% Longterm English Learners = -131.5% Homeless = -104% Foster Youth = -134.3% African American = -70% American Indian = -98.2% Asian = 17.2% Filipino = 11.6% Hispanic/Latinx = -54% Pacific Islander = -91.6% Two or more races = 3.4% White = 10.9%	English Learner = -64.7% Longterm English Learners = -116% Homeless = -97.4% Foster Youth = not available African American = -64.7% American Indian = -96.8% Asian = 19.3% Filipino = 14.9% Hispanic/Latinx = -50.4% Pacific Islander = -63.3% Two or more races = -10.8% White = 21.9%	English Learner = -64% Longterm English Learners = -70% Homeless = -60% Foster Youth = -70% African American = -40% American Indian = -35% Asian = 8.8% Filipino = 0% Hispanic/Latinx = -20% Pacific Islander = -30% Two or more races = 0% White = 4%	English Learner = 9.10 Longterm English Learners = 2.10 Homeless = -4.60 Foster Youth = n/a African American = 7.80 American Indian = -31.90 Asian = 10.50 Filipino = 13.00 Hispanic/Latinx = 2.20 Pacific Islander = -1.80 Two or more races = -5.80 White = 18.60
1.2	Mathematics Academic Indicator - Distance (scale score points) from meeting standard on the Math SBAC	Overall = -74.8 Socioeconomically Disadvantaged = -88.7 Students with Disabilities = -135 English Learner = -102.8 Longterm English Learners = -189.4 Homeless = -124 Foster Youth = not available African American = -120.3	Overall = -73.1 Socioeconomically Disadvantaged = -87.3 Students with Disabilities = -150.2 English Learner = -100.9 Longterm English Learners = -196.6 Homeless = -140.7 Foster Youth = -139.9	Overall = -70.7 Socioeconomically Disadvantaged = -86.2 Students with Disabilities = -136.4 English Learner = -94.9 Longterm English Learners = -189.6 Homeless = -137.4 Foster Youth = not available	Overall = -55 Socioeconomically Disadvantaged = -55 Students with Disabilities = -60 English Learner = -60 Longterm English Learners = -65 Homeless = -60 Foster Youth = -60 African American = -60	Overall = 4.10 Socioeconomically Disadvantaged = 2.50 Students with Disabilities = -1.40 English Learner = 7.90 Longterm English Learners = -0.20 Homeless = -13.40 Foster Youth = n/a African American = 1.20

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian = -143.2 Asian = -5.6 Filipino = -49.4 Hispanic/Latinx = -98.7 Pacific Islander = -123.2 Two or more races = -50.4 White = -37.8	African American = -119.2 American Indian = -142.2 Asian = -1.8 Filipino = -43.3 Hispanic/Latinx = -98.1 Pacific Islander = -124.5 Two or more races = -53.1 White = -33.4	African American = -119.1 American Indian = -117.4 Asian = 3.4 Filipino = -41.5 Hispanic/Latinx = -98 Pacific Islander = -106.8 Two or more races = -63.6 White = -22.7	American Indian = -65 Asian = 0 Filipino = -20 Hispanic/Latinx = -65 Pacific Islander = -80 Two or more races = -20 White = -15	American Indian = 25.80 Asian = 9.00 Filipino = 7.90 Hispanic/Latinx = 0.70 Pacific Islander = 16.40 Two or more races = -13.20 White = 15.10
1.3	English Learner Progress Indicator based on ELPAC scores (% students improving)	49.4%	47.3%	48.8%	55%	-0.6
1.4	English Learner Reclassification Rate	17.8%	12.2%	13.1%	25%	-4.7
1.5	Graduation Rate (% of 12th grade students)	Overall = 90.8% Socioeconomically disadvantaged = 90.6% Students with Disabilities = 87.7% English Learner = 83% Longterm English Learners = 91.3% Homeless = 78.9% Foster Youth = not available African American = 88.4% American Indian = not available Asian = 97.2% Filipino = 97.7%	Overall = 89.3% Socioeconomically disadvantaged = 89.5% Students with Disabilities = 89.6% English Learner = 82.3% Longterm English Learners = 91.2% Homeless = 72% Foster Youth = not available African American = 86.5%	Overall = 89.9% Socioeconomically disadvantaged = 89.3% Students with Disabilities = 81.1% English Learner = 83.7% Longterm English Learners = 91.3% Homeless = 77.8% Foster Youth = not available African American = 90.8%	Overall = 95% Socioeconomically disadvantaged = 95% Students with Disabilities = 95% English Learner = 95% Longterm English Learners = 95% Homeless = 95% Foster Youth = 95% African American = 95% American Indian = 95%	Overall = -0.90 Socioeconomically disadvantaged = -1.30 Students with Disabilities = -6.60 English Learner = 0.70 Longterm English Learners = 0.00 Homeless = -1.10 Foster Youth = n/a African American = 2.40 American Indian = n/a Asian = -4.30

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latinx = 89.3% Pacific Islander = 78.6% Two or More Races = 93.8% White = 87.8%	American Indian = not available Asian = 93.2% Filipino = 95.1% Hispanic/Latinx = 88.6% Pacific Islander = 81.8% Two or More Races = 90.9% White = 94.6%	American Indian = not available Asian = 92.9% Filipino = 97.7% Hispanic/Latinx = 87.7% Pacific Islander = 80% Two or More Races = 96.8% White = 87.5%	Asian = 97.2% Filipino = 97.7% Hispanic/Latinx = 95% Pacific Islander = 95% Two or More Races = 95% White = 95%	Filipino = 0.00 Hispanic/Latinx = -1.60 Pacific Islander = 1.40 Two or More Races = 3.00 White = -0.30
1.6	College and Career Preparedness (% of graduates)	Overall = 34% Socioeconomically disadvantaged = 30.6% Students with Disabilities = 10.6% English Learner = 15% Longterm English Learners = 12.7% Homeless = 5.6% Foster Youth = not available African American = 10.1% American Indian = not available Asian = 64.8% Filipino = 56.8% Hispanic/Latinx = 28.3% Pacific Islander = 21.4% Two or more races = 34.4% White = 46.9%	Overall = 28.6% Socioeconomically disadvantaged = 26.3% Students with Disabilities = 8.1% English Learner = 14.5% Longterm English Learners = 12.2% Homeless = 13% Foster Youth = not available African American = 11.9% American Indian = not available Asian = 63.1% Filipino = 31.7% Hispanic/Latinx = 24% Pacific Islander = 9.1% Two or more races = 40.9%	Overall = 44.7% Socioeconomically disadvantaged = 41.8% Students with Disabilities = 12.6% English Learner = 23% Longterm English Learners = 22.2% Homeless = 23.5% Foster Youth = not available African American = 27.6% American Indian = not available Asian = 67.7% Filipino = 65.9% Hispanic/Latinx = 37.8% Pacific Islander = 13.3%	Overall = 40% Socioeconomically disadvantaged = 40% Students with Disabilities = 35% English Learner = 35% Longterm English Learners = 35% Homeless = 35% Foster Youth = 35% African American = 35% American Indian = 35% Asian = 64.8% Filipino = 56.8% Hispanic/Latinx = 35% Pacific Islander = 35% Two or more races = 50%	Overall = 10.70 Socioeconomically disadvantaged = 11.20 Students with Disabilities = 2.00 English Learner = 8.00 Longterm English Learners = 9.50 Homeless = 17.90 Foster Youth = n/a African American = 17.50 American Indian = n/a Asian = 2.90 Filipino = 9.10 Hispanic/Latinx = 9.50 Pacific Islander = -8.10 Two or more races = 20.40 White = 5.20

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White = 28.6%	Two or more races = 54.8% White = 52.1%	White = 46.9%	
1.7	Number of Students Receiving Academic Achievement Awards	Golden State Merit = 206 Seal of Biliteracy = 73 Seal of Civic Engagement = 40	Golden State Merit = 204 Seal of Biliteracy = 126 Seal of Civic Engagement = 172	Golden State Merit = 192 Seal of Biliteracy = 98 Seal of Civic Engagement = 138	Golden State Merit = 300 Seal of Biliteracy = 100 Seal of Civic Engagement = 60	Golden State Merit = -14 Seal of Biliteracy = 25 Seal of Civic Engagement = 98
1.8	CA Science Test - percent of students at or above standard (2024 Dashboard to include distance from standard)	Overall = 26.02% Socioeconomically disadvantaged = 21.31% Students with Disabilities = 8.2% English Learner = 1.72% Longterm English Learners = not available Homeless = 14.29% Foster Youth = not available African American = 12.15% American Indian = not available Asian = 46.03% Filipino = 39.34% Hispanic/Latinx = 16.19% Pacific Islander = 9.52% Two or more races = 38% White = 47.73%	Overall = 25.1% Socioeconomically disadvantaged = 20.02% Students with Disabilities = 8.92% English Learner = 2.22% Longterm English Learners = 0% Homeless = 4% Foster Youth = not available African American = 10.34% American Indian = not available Asian = 47.19% Filipino = 37.61% Hispanic/Latinx = 16.63% Pacific Islander = 8.7% Two or more races = 32.76% White = 42.86%	Overall = 24.61% Socioeconomically disadvantaged = 20.24% Students with Disabilities = 7.41% English Learner = 2.95% Longterm English Learners = 2.97% Homeless = 10.4% Foster Youth = not available African American = 11.65% American Indian = not available Asian = 46.79% Filipino = 43.48% Hispanic/Latinx = 14.87% Pacific Islander = 8.33% Two or more races = 33.13% White = 40.39%	Overall = 40% Socioeconomically disadvantaged = 35% Students with Disabilities = 25% English Learner = 18% Longterm English Learners = 18% Homeless = 30% Foster Youth = not available African American = 35% American Indian = not available Asian = 50% Filipino = 50% Hispanic/Latinx = 35% Pacific Islander = 30% Two or more races = 45% White = 50%	Overall = -1.41 Socioeconomically disadvantaged = -1.07 Students with Disabilities = -0.79 English Learner = 1.23 Longterm English Learners = n/a Homeless = -3.89 Foster Youth = n/a African American = -0.50 American Indian = n/a Asian = 0.76 Filipino = 4.14 Hispanic/Latinx = -1.32 Pacific Islander = -1.19 Two or more races = -4.87 White = -7.34

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	# Teacher Mis-assignments	13 (2023-24 Internal Data subject to change with release of state data)	9	15	0	2
1.10	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100% (2024 Local Indicator Data)	100% (2025 Local Indicator Data)	100% (2026 Local Indicator Data)	100%	0 (at maximum value)
1.11	Implementation of State Standards for All Students % of areas in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) Average rating per category	% of areas rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) = 100% Professional Learning for Teachers = 4.8 Standards-aligned Instructional Materials = 4.6 Policies and Programs to Support Staff = 4 Implementation of Other Adopted Academic Standards = 4 Support for Teachers and Administrators = 4.3	% of areas rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) = 100% Professional Learning for Teachers = 4 Standards-aligned Instructional Materials = 4.8 Policies and Programs to Support Staff = 4.2 Implementation of Other Adopted Academic Standards = 4	% of areas rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) = 100% Professional Learning for Teachers = 4.2 Standards-aligned Instructional Materials = 4.8 Policies and Programs to Support Staff = 4.2 Implementation of Other Adopted Academic Standards = 4	% of areas rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) = 100% Professional Learning for Teachers = 4.9 Standards-aligned Instructional Materials = 4.9 Policies and Programs to Support Staff = 4.5 Implementation of Other Adopted Academic Standards = 4.5	% of areas rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability) = 0 Professional Learning for Teachers = -0.80 Standards-aligned Instructional Materials = 0.20 Policies and Programs to Support Staff = 0.20 Implementation of Other Adopted Academic Standards = 0.00

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Support for Teachers and Administrators = 4.3	Support for Teachers and Administrators = 4.3	Support for Teachers and Administrators = 4.5	Support for Teachers and Administrators = 0.00
1.12	Implementation of State Standards for English Learners % of areas related to English Language Development in the Priority 2 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	100% (2024 Local Indicator Report)	100%	100%	100%	0
1.13	% of students meeting a-g requirements	Overall = 35.7% Socioeconomically disadvantaged = 32.5% Students with Disabilities = 8.5% English Learner = 18.8% Longterm English Learners = not available Homeless = 5.3% African American = 13.4% Asian = 70.4% Filipino = 72.7% Hispanic/Latinx = 27.2% Pacific Islander = 28.6% Two or more races = 40.6% White = 40.8%	Overall = 32% Socioeconomically disadvantaged = 28.8% Students with Disabilities = 8.8% English Learner = 16.3% Longterm English Learners = 14.2% Homeless = 12% African American = 16.2% Asian = 64.1% Filipino = 46.3% Hispanic/Latinx = 25.8% Pacific Islander = 9.1% Two or more races = 50%	Overall = 37.6% Socioeconomically disadvantaged = 35.5% Students with Disabilities = 11.7% English Learner = 19.2% Longterm English Learners = 17.3% Homeless = 5.6% African American = 23% Asian = 61.9% Filipino = 61.4% Hispanic/Latinx = 28.2% Pacific Islander = 13.3%	Overall = 55% Socioeconomically disadvantaged = 60% Students with Disabilities = 40% English Learner = 40% Longterm English Learners = Homeless = 40% African American = 45% Asian = 70% Filipino = 70% Hispanic/Latinx = 55% Pacific Islander = 55% Two or more races = 55%	Overall = 1.90 Socioeconomically disadvantaged = 3.00 Students with Disabilities = 3.20 English Learner = 0.40 Longterm English Learners = n/a Homeless = 0.30 African American = 9.60 Asian = -8.50 Filipino = -11.30 Hispanic/Latinx = 1.00 Pacific Islander = -15.30 Two or more races = 7.80

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White = 39.3%	Two or more races = 48.4% White = 47.9%	White = 55%	White = 7.10
1.14	% of students who graduate and complete a CTE pathway	Overall = 20.6% Socioeconomically disadvantaged = 20.4% Students with Disabilities = 30.2% English Learner = 10.9% Longterm English Learners = not available Homeless = 15.8% African American = 15.2% Asian = 14.8% Filipino = 31.8% Hispanic/Latinx = 20.9% Pacific Islander = 7.1% Two or more races = 25% White = 34.7%	Overall = 18.8% Socioeconomically disadvantaged = 19.2% Students with Disabilities = 23.2% English Learner = 18.7% Longterm English Learners = 21.6% Homeless = 12% African American = 15.3% Asian = 8.7% Filipino = 24.4% Hispanic/Latinx = 21.8% Pacific Islander = 18.2% Two or more races = 27.3% White = 19.6%	Overall = 13.9% Socioeconomically disadvantaged = 13.2% Students with Disabilities = 16.2% English Learner = 6.4% Longterm English Learners = 8.7% Homeless = 5.6% African American = 12.6% Asian = 10.3% Filipino = 11.4% Hispanic/Latinx = 13.4% Pacific Islander = 13.3% Two or more races = 22.6% White = 25%	Overall = 30% Socioeconomically disadvantaged = 30% Students with Disabilities = 30% English Learner = 20% Longterm English Learners = 25% Homeless = 30% African American = 30% Asian = 30% Filipino = 30% Hispanic/Latinx = 30% Pacific Islander = 30% Two or more races = 30% White = 30%	Overall = -6.70 Socioeconomically disadvantaged = -7.20 Students with Disabilities = -14.00 English Learner = -4.50 Longterm English Learners = n/a Homeless = -10.20 African American = -2.60 Asian = -4.50 Filipino = -20.40 Hispanic/Latinx = -7.50 Pacific Islander = 6.20 Two or more races = -2.40 White = -9.70
1.15	% of students who meet a-g requirements AND complete a CTE pathway	Overall = 9.6% Socioeconomically disadvantaged = 8.7% Students with Disabilities = 5.7% English Learner = 3.6% Longterm English Learners = not available Homeless = 5.3%	Overall = 7.5% Socioeconomically disadvantaged = 7.1% Students with Disabilities = 2.4% English Learner = 4.3% Longterm English Learners = 2.7%	Overall = 6.7% Socioeconomically disadvantaged = 6.7% Students with Disabilities = 0.9% English Learner = 1% Longterm English Learners = 0.8%	Overall = 15% Socioeconomically disadvantaged = 15% Students with Disabilities = 15% English Learner = 15% Longterm English Learners = 15%	Overall = -2.90 Socioeconomically disadvantaged = -2.00 Students with Disabilities = -4.80 English Learner = -2.60 Longterm English Learners = n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American = 5.4% Asian = 10.2% Filipino = 22.7% Hispanic/Latinx = 9.1% Pacific Islander = 0% Two or more races = 6.3% White = 16.3%	Homeless = 4% African American = 5.4% Asian = 7.8% Filipino = 12.2% Hispanic/Latinx = 6.6% Pacific Islander = 9.1% Two or more races = 22.7% White = 8.9%	Homeless = 0 African American = 4.6% Asian = 7.1% Filipino = 6.8% Hispanic/Latinx = 6.3% Pacific Islander = 6.7% Two or more races = 12.9% White = 10.4%	Homeless = 15% African American = 15% Asian = 15% Filipino = 23% Hispanic/Latinx = 15% Pacific Islander = 15% Two or more races = 15% White = 17%	Homeless = -5.30 African American = -0.80 Asian = -3.10 Filipino = -15.90 Hispanic/Latinx = -2.80 Pacific Islander = 6.70 Two or more races = 6.60 White = -5.90
1.16	% of students who passed an advanced placement (AP) examination with a score of 3 or higher	Overall = 56.4% African American = 22.3% Asian = 64.9% Hispanic/Latinx = 54% White = 62.2%	Overall = 56.4% African American = 31% Asian = 63.6% Hispanic/Latinx = 50.4% White = 80.4%	Overall = 69.44% English Learner = 61.11% African American = 70% Asian = 69.73% Hispanic/Latinx = 64.02% White = 84.78%	Overall = 65% African American = 55% Asian = 70% Hispanic/Latinx = 65% White = 70%	Overall = 13.04 English Learner = 2.81 African American = 47.70 Asian = 4.83 Hispanic/Latinx = 10.02 White = 22.58
1.17	% of 11th graders meeting/exceeding standard on state assessments	ELA = 39.16% Math = 15.4%	ELA = 41.43% Math = 17.8%	ELA = 56.96% Math = 30.49%	ELA = 60% Math = 50%	ELA = 17.80 Math = 15.09
1.18	% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable	100%	100%	100%	100%	0 (at maximum value)
1.19	Renaissance Star Reading % of Students At/Above State Benchmark	Beginning of Year = 42% Middle of Year = 43% End of Year = 41%	Beginning of Year = 43.4% Middle of Year = 42.8%	"Beginning of Year = 45% Middle of Year = 44.6%	Beginning of Year = 60% Middle of Year = 60%	Beginning of Year = 3.00 Middle of Year = 1.60

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			End of Year = available 43%	End of Year =	End of Year = 65%	End of Year = n/a
1.20	Renaissance Star CBM Reading % of Students At/Above Benchmark	Beginning of Year = 44% Middle of Year = 56% End of Year = 57%	Beginning of Year = 48.3% Middle of Year = 50.1% End of Year = 57.0%	"Beginning of Year = 45% Middle of Year = 53.4% End of Year =	Beginning of Year = 49% Middle of Year = 61% End of Year = 62%	Beginning of Year = 1.00 Middle of Year = -2.60 End of Year = n/a
1.21	Renaissance Star Math % of Students At/Above State Benchmark	Beginning of Year = 28% Middle of Year = 35% End of Year = 56%	Beginning of Year = 29.4% Middle of Year = 33.1% End of Year = 33%	Beginning of Year = 31% Middle of Year = 33.6% End of Year =	Beginning of Year = 50% Middle of Year = 55% End of Year = 60%	Beginning of Year = 3.00 Middle of Year = -1.40 End of Year = n/a
1.22	Renaissance Star CBM Math % of Students At/Above Benchmark	Fall = 43% Winter = 63% Spring = 62%	Fall = 46.7% Winter = 56.8% Spring = 58.7%	Beginning of Year = 47% Middle of Year = 60.3% End of Year = data not reported at midyear	Fall = 48% Winter = 68% Spring = 70%	Beginning of Year = 4.00 Middle of Year = -2.70 End of Year = n/a
1.23	% of teacher reporting professional development as "Very Effective"	45%	59.7%	50.3%	60%	5.3
1.24	% of students with D/F by subject area in high school second semester	Business = 0% CTE = 15.2% ELD = 15.8% English = 16.7% Mathematics = 28.7% Physical Education = 24% ROP = 12.8% Science = 24.5% Social Science/History = 17.1%	Business = 0.8% CTE = 11.0% ELD = 19.3% English = 16.2% Mathematics = 21.5% Physical Education = 9.8% ROP = not available Science = 20.0%		Business = 0% CTE = 5% ELD = 5% English = 5% Mathematics = 10% Physical Education = 10% ROP = 5% Science = 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Special Education = 14.3% VAPA = 11.5% World Language = 15.2%	Social Science/History = 11.6% Special Education = 13.7% VAPA = 12.9% World Language = 12.5%		Social Science/History = 5% Special Education = 5% VAPA = 5% World Language = 5%	
1.25	Number of Students Enrolled in Music Class	High School = 252 Middle School = 487	High School = 239 Middle School = 521	High School = 280 Middle School = 503	High School = 275 Middle School = 510	High School = 28 Middle School = 16
1.26	% of SPSAs addressing lowest-ranked indicators	100%	100%	100%	100%	100
1.27	Star Reading Average Student Growth Percentile	Fall to Winter = 49% Winter to Spring = 49%	Fall to Winter = 49% Winter to Spring = 49%	Fall to Winter = 65.7% Winter to Spring =	Fall to Winter = 54% Winter to Spring = 54%	Fall to Winter = 16.70 Winter to Spring = n/a
1.28	Star Math Average Student Growth Percentile	Fall to Winter = 49% Winter to Spring = 38%	Fall to Winter = 47% Winter to Spring = 48%	Fall to Winter = 63.3% Winter to Spring =	Fall to Winter = 54% Winter to Spring = 54%	Fall to Winter = 14.30 Winter to Spring = n/a
1.29	% of students in intervention programs (reading academy, ms tutoring)	15.2%	15.2%	23.6%	20%	8.4
1.30	% of students/families with individual case management meetings and number of meetings per family (foster youth)	% students receiving case management: 50% Average number of meetings per student: 1.2	% students receiving case management: 50% Average number of meetings per student: 1.2		% students receiving case management: 90% Average number of meetings per student: 2	n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.31	Percentage of SLHS Summer School Grades of B- or better	61.6%	73.0%	80.4%	67%	18.8
1.32	% of students participating in the College Career Guidance Initiative	12%	12%	15%	25%	3
1.33	# of graduating students earning college credit	44	38	117	150	73

Goal Analysis [2025-26]

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

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

The implementation of our Elementary education initiatives under the current LCAP has shown both successes and areas requiring additional attention. We successfully completed the second cohort of our early literacy training for K-2 teachers while launching year 1 for two new cohorts. There is an increase of Teachers actively implementing the supplemental adopted curriculum that supports strong early literacy instruction across classrooms. We have put a pause on the Math Toolkit implementation, but have launched a focus on PD and coaching for grades 3-5 in math this SY and K-2 for the 2026-27 SY. This year, we implemented a middle school math initiative to support our middle school teachers and leaders to look at mathematical practices, instructional strategies, and math data to improve math outcomes for middle school students.

In our language development initiatives, secondary ELD teachers received multiple professional learning opportunities to strengthen skills and strategies for both the newcomer pathway and students on track to reclassify. Additionally, we successfully provided professional development to all TK-5 Dual Language Immersion (DLI) teachers across the district and have established plans to continue training in the upcoming year. Secondary sites have made significant strides in supporting teachers with equitable grading practices through targeted professional learning opportunities and data dives with instructional leadership teams. These professional development sessions have focused on best practices in grading, emphasizing fairness, transparency, and consistency to ensure that grading policies reflect students' learning progress rather than extraneous factors like behavior or effort. Additionally, we have conducted data dives with instructional leadership teams to analyze grading trends, identify disparities, and develop actionable strategies to promote more equitable grading practices across all classrooms. By equipping teachers with the tools and insights needed to make data-informed decisions, we are fostering an environment where grading accurately reflects student achievement and supports the success of every learner. In addition to our teacher support and PD this year we introduced all site Principals to the instructional core rubric and continued implementation of learning walks to develop common language to discuss instruction alignment at our school sites.

The Board of Education has adopted a new three-year Strategic Action Plan, reinforcing our commitment to expanding college and career opportunities for all students. As part of this work, we have established bi-monthly check-ins with secondary leaders to support the implementation of Strategic Action 1.3: Key efforts included launching the Kaiser Permanente mentorship program connecting 11th-grade students with medical residents, expanding exposure to postsecondary options through visits like Chabot College for English Learners, and preparing students for the workforce through initiatives like the San Leandro Jobs First Manufacturing Internship pilot. Together, these efforts increased access, awareness, and readiness for college and career pathways, ensuring students are better prepared with clear, supported postsecondary plans. Additionally, we are focused on actively identifying and recruiting students for dual enrollment and CTE pathways, including apprenticeships and work-based learning experiences that broaden postsecondary opportunities.

Summer Learning and Academic Support: Based on our parent, students and teacher input and summer data we have designed the summer learning program for K-8 to offer a broader academic enrichment program with built in skills development to get ready for the following school year and specifically we will be partnering with our ELOP provider (San Leandro Boys and Girls Clubs) to offer a combined summer learning experience that will include a holistic (academic, social, emotional, and physical) approach through hands-on, engaging activities. Students continue to be identified through academic performance indicators and multiple data points. Greater emphasis was placed on credit recovery and grade improvement for high school students with specific support with students with IEPs and English Learners.

Early College Credit Expansion: We expanded early college credit opportunities by significantly increasing Dual Enrollment course offerings, including adding 2 new Cal State East Bay (CUSEB) courses and 6 Chabot College courses, as well as introducing a cosmetology/barbering course at Lincoln High School in partnership with Laney College. During the 2025–2026 school year, approximately 200 students enrolled in Dual Enrollment, expanding access to college-level coursework while in high school. To support this growth, we facilitated a four-day professional development for teachers and administrators to deepen understanding of Dual Enrollment and how to implement it within the school day. We also developed a comprehensive staff handbook to clarify program expectations, systems, and structures, and strengthened processes for accurately tracking Dual Enrollment courses to ensure students receive both high school graduation credit and proper state reporting.

Career Technical Education (CTE):We strengthened Career Technical Education (CTE) by expanding high-quality pathway offerings through deeper partnerships with Eden Area Regional Occupational Program and local industry partners. This included increasing summer internship placements and developing a new Early Educator Pathway, allowing students to earn early college credits and Early Childhood Education certification aligned with workforce needs. We also expanded early exposure to CTE by partnering with EAROP to host a Middle School Summer CTE Summit for our students and providing targeted outreach to English Learner newcomer students through industry-focused presentations and field trips to Chabot College and EAROP facilities. Additionally, we are launching the SLUSD Early Educator Registered Youth Apprenticeship, part of California’s Education, Child Development, and Family Services sector, enabling students to earn ECE permits through the California Commission on Teacher Credentialing upon completion of the two-year program.

We have made meaningful progress in most areas while identifying specific initiatives that require additional time and attention moving forward.

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.

Increases to personnel expenses were covered with alternate funding sources, resulting in complete funding of all initiatives.

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

Effectiveness of Actions Evidence of Effectiveness

Action 1.1 (Effective and Engaging ELA Instruction): This action is categorized as effective. Metric 1.1 shows an overall improvement of 5.80 points from the baseline in ELA SBAC scores. Local data supports this, with Metric 1.19 (STAR Reading) and Metric 1.20 (STAR CBM Reading) showing positive growth, and professional development effectiveness reaching 59.7% (Metric 1.23).

Action 1.2 (Responsive and Rigorous Math Instruction): This action is categorized as effective. The district achieved a 4.10-point overall increase in Math SBAC scores (Metric 1.2). Additionally, Metric 1.21 (STAR Math) indicates a 3.00% increase in students at or above the state benchmark compared to the baseline.

Action 1.5 (Enhanced Art & Music Programs): This action is categorized as effective. Metric 1.25 demonstrates clear success in student engagement, with high school music enrollment increasing by 28 students and middle school enrollment increasing by 16 students over the baseline.

Action 1.6 (SPSA Support to Address CA Dashboard Data): This action is categorized as effective. The district maintained 100% compliance in ensuring all School Plans for Student Achievement (SPSAs) specifically address lowest-ranked indicators, creating strong site-level alignment (Metric 1.26). Action 1.9 (Universal Access Blended Learning Suites): This action is categorized as effective. Strong student growth is evident in high average growth percentiles for both Star Reading (65.7) and Star Math (63.3) (Metrics 1.27 and 1.28).

Action 1.13 (Summer Learning Opportunities): This action is categorized as effective. Metric 1.31 highlights a significant positive impact, with an 18.8% increase from the baseline in students earning a grade of B- or better in summer school courses.

Action 1.17 (Early College Credits) & Action 1.18 (High Quality CTE): These actions are categorized as effective. Metric 1.33 shows an impressive increase of 73 additional students earning college credit. Furthermore, Metric 1.6 shows that overall college and career preparedness has grown by 10.70% from the baseline.

Limitedly Effective

Action 1.3 (Meaningful ELD Instruction) & Action 1.11 (LTEL Support): These actions are categorized as limitedly effective. While English Learners improved ELA SBAC performance by 9.10 points (Metric 1.1), the English Learner Progress Indicator (Metric 1.3) saw a minor decline of 0.6%. The reclassification rate (Metric 1.4) also currently sits 4.7% below the baseline.

Action 1.4 (Real-world Instruction across Content Areas): This action is categorized as limitedly effective. Performance on the California Science Test (Metric 1.8) shows a slight decrease of 1.41 points from the baseline. However, teacher feedback remains a strong secondary indicator of implementation quality.

Action 1.7 (Grading and Assessing Enhancements): This action is categorized as limitedly effective. Significant progress was made in reducing D/F rates in Mathematics (improving to 21.5%), but English D/F rates remained relatively flat at 16.2% compared to a 16.7% baseline (Metric 1.24).

Action 1.8 (Equity and Access for Students with Disabilities): This action is categorized as limitedly effective. Outcomes for Students with Disabilities (SWD) are moving in a positive direction with gains in both ELA (Metric 1.1, +1.30) and Math (Metric 1.2, +1.40), though total distance from standard remains high.

Action 1.15 (Increase College Acceptance) & Action 1.16 (Individual Student Planning): These actions are categorized as limitedly effective. While preparedness rates are rising (Metric 1.6), Metric 1.32 shows that participation in the College Career Guidance Initiative remains at the baseline level of 12%.

Inconclusive Evidence

Action 1.10 (Implementation of MISS): This action is categorized as inconclusive evidence. Data for Metric 1.29 (percent of students in intervention programs) is currently reported as "n/a" for the current difference from the baseline.

Action 1.12 (Wrap Around Services for Foster Youth): This action is categorized as inconclusive evidence. The current data for Metric 1.30, tracking individual case management meetings for foster youth, is not yet available and is listed as "n/a".

Action 1.14 (Dual Language Immersion Programs): This action is categorized as inconclusive evidence. While overall ELA and Reading scores are tracked, the specific impact of recently implemented DLI-specific professional development has not yet been isolated in the reported metrics.

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.

Goal 1 actions will remain consistent in Year 3 in order to continue implementing and monitoring the effectiveness of the strategies and supports that have been established over the previous two years. Maintaining consistency allows the district and school sites to fully evaluate the long-term impact of these actions on student outcomes, strengthen systems and practices already in progress, and ensure staff, students, and families experience stable and sustained support. Continuing these actions also provides the opportunity to refine implementation based on data and feedback while maintaining alignment to district priorities, the Strategic Action Plan, and identified student needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Effective and Engaging ELA Instruction	<p>Provide ongoing professional learning opportunities for TK-12 teachers, administrators, and support staff focused on effective strategies for instruction in English Language Arts aligned to grade-level content standards, with opportunities for cross-content literacy development. This includes supporting school sites to better monitor progress on English Language Arts competencies and skills in order to guide intervention and differentiation needed for subgroups. At elementary, this includes implementation of a structured phonological awareness program TK-2 in order to support effective early reading instruction while also developing rich oral language and vocabulary for all students, with specific attention to English Learners.</p> <p>In response to outcomes on the 2023-2024 CA Dashboard for ELA, this includes monitoring districtwide for English Learners and for African American students at Bancroft; English Learners at Bancroft, John Muir and McKinley; Hispanic (Latinx) students at Bancroft; Socioeconomically disadvantaged students at Bancroft; and Students with Disabilities at Bancroft, Garfield, and Halkin.</p>	\$140,000.00	Yes
1.2	Responsive and Rigorous Math Instruction	<p>Provide ongoing professional learning opportunities for TK-12 teachers, administrators, and support staff focused on effective strategies for instruction in Math aligned to grade-level content standards. This work includes creating and providing professional development on TK-12 math toolkit while also engaging in a Math curriculum review for K-8. This action also includes anti-racist, culturally and linguistically responsive universal design for learning teaching professional development through administrator and teacher action research cycles. To address outcomes in the 2023-2024 to CA Dashboard for Math, this action supports improvement goals and monitoring districtwide for English Learners, and for African American students at Bancroft and Jefferson; English Learners at Bancroft and John Muir; Hispanic (Latinx) at John Muir; Socioeconomically Disadvantaged at John Muir; Students with Disabilities at Halkin; and Filipino students at San Leandro High School.</p>	\$140,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Meaningful, Research Based ELD Instruction	Provide ongoing professional learning opportunities for TK-12 teachers, administrators, and support staff focused on effective strategies for instruction in English Language Development aligned to content standards correlated to English Proficiency goals. This includes district and site level collaboration on topics (such as: Newcomer pathway, Long-term English Learner coursework, Supporting English Learners with IEPs) to improve systems to address the specific needs of EL subgroups- including LTEL, newcomers, dually (EL + IEP) identified). To address outcomes in the 2023-2024 CA Dashboard for ELPI, this action supports improvement goals and monitoring at Garfield, Jefferson, and McKinley.	\$350,000.00	Yes
1.4	Dynamic and Real-world Instruction across Content Areas	Provide ongoing professional learning opportunities for TK-12 teachers, administrators, and support staff focused on effective strategies for instruction in Science, History-Social Studies, VAPA, PE, and the technical arts aligned to grade-level content standards. This action also includes anti-racist, culturally and linguistically responsive universal design for learning teaching professional development through administrator and teacher action research cycles.	\$150,000.00	Yes
1.5	Enhanced Art & Music Programs	Provide richer art experiences through an expansion of art, performance art and music programs. Retain high quality Instrumental, Music and Choir Teachers. Continue to provide musical instrument repair and purchases and supplies for art integration. Strategically outreach to students experiencing low income or in Foster Youth program to encourage school based access to instrumental music and choir to foster of love of music and a stronger connection to school through the arts.	\$420,000.00	Yes
1.6	SPSA Support to Address CA Dashboard Data	To attend to the state LCAP requirement and best provide opportunity to groups with the lowest level of outcome on state measures (as reflected on CA Dashboard), principals will develop specific, measurable and timely actions to improve equitable opportunity and outcome through Single Plan for Student Achievement (SPSA) development and implementation, including practices for engaging educational partners in the process. Educational Services will support site leaders SPSA development through	\$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needs assessments, goal writing, metric development and other coaching as needed.		
1.7	Grading and Assessing Understanding and Communication Enhancements	To deepen the alignment to academic standards, assessment and reporting, the elementary report card will be revised to reflect all content areas and communicate student performance effectively to families/caregivers. Improve academic progress communication by automating weekly progress (grade) reports to all secondary families. Support effective implementation of SLUSD's grading policy in support of assessing students accurately by collaborating with site leaders and teachers to review and offer strategies for implementation ensuring equitable grading practices are deployed 6-12 grade. Support monitoring and evaluation of grade inflation and deflation to guide professional development and support. Build capacity of leadership teams to support syllabi review and subject area department meetings focused on clear and consistent grading practices and student/parent communication about progress on standards.	\$375,000.00	Yes
1.8	Equity and Access for Students with Disabilities	Deepen capacity and implementation of Universal Design for Learning in the general education setting to ensure Least Restrictive Environment for students with IEPs and 504s. Continue the Lead and Support model to provide a broad spectrum of services in the general education setting in ELA and Math for students with IEPs in grades 6-12. Increase professional development and training to support TK-3 access to early inclusive programs that prioritizes high quality instruction for every learner by promoting a classroom culture of access, participation and support for all. This includes a strategic focus on our dually identified students (EL + IEP) to ensure program specificity and alignment of the most optimal curriculum and assessments.	\$320,000.00	Yes
1.9	Universal Access Blended Learning Suites and District Digital Assessment Platforms	Maintain and improve the district assessment system, supplemental blended learning platforms, and digital licenses to support differentiation and universal access.	\$756,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Implementation of Multi-Tiered Integrated Intervention System (MIISS)	Build and revise a systematic approach to collecting and analyzing academic, attendance, social-emotional, and behavioral data through monthly reviews with site administrators. Continue training all staff on the districtwide Multi-Tiered Integrated Intervention Support System (MIISS), the district's framework aligned to MTSS (Multi-Tiered System of Supports), which is designed to provide all students with the appropriate level of academic, behavioral, and wellness support based on identified needs. This work is important to ensure early identification of student needs, consistent implementation of universal and tiered interventions, and ongoing monitoring of student progress so that timely, responsive, and equitable supports are in place, particularly for student groups identified through the California Dashboard. This action supports improvement goals and monitoring districtwide efforts to address outcomes in the 2023-2024 to CA Dashboard for Suspension Rates, this action supports improvement goals and monitoring districtwide for African American students, American Indian students, Foster Youth, and Students with Disabilities; and for All students at Lincoln and Washington; African American students at Washington, Bancroft and Lincoln; Socioeconomically Disadvantaged students at Bancroft, Lincoln, and Washington; Students with Disabilities at Bancroft, John Muir, Lincoln, and Washington; and Students identifying as Two or More Races at Bancroft and Jefferson.	\$100,000.00	Yes
1.11	Supplemental Curriculum & Support for Long Term English Learners	Supplemental curriculum to support English Learners, specifically Long Term English Learners (LTELS) and students who are dually identified (LTEL + students with disabilities). Professional development for staff on implementation of curriculum and strategies to support LTELS.	\$25,000.00	Yes
1.12	Wrap Around Services for Foster Youth	Implement Foster Youth onboarding for foster families and youth year round into the school community. This includes workshops, ambassador programs, and home visits to ensure warm handoffs between schools, district, and county agency staff. Conduct routine check ins to monitor academic and social progress, goals for college/career/ and expanded learning (afterschool, summer, extra curricular) and any individualized learning needs	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Summer Learning Opportunities	Provide enrichments and academic support in a summer learning program. ELA: In response to outcomes on the 2023-2024 CA Dashboard for ELA, this includes monitoring districtwide for English Learners, and for African American students at Bancroft; English Learners at Bancroft, John Muir and McKinley; Hispanic (Latinx) students at Bancroft; Socioeconomically disadvantaged students at Bancroft; and Students with Disabilities at Bancroft, Garfield, and Halkin. MATH: To address outcomes in the 2023-2024 to CA Dashboard for Math, this action supports improvement goals and monitoring districtwide for English Learners, and for African American students at Bancroft and Jefferson; English Learners at Bancroft and John Muir; Hispanic (Latinx) at John Muir; Socioeconomically Disadvantaged at John Muir; Students with Disabilities at Halkin; and Filipino students at SLHS. ELPI: To address outcomes in the 2023-2024 to CA Dashboard for ELD, this action supports improvement goals and monitoring at Garfield, Jefferson, and McKinley.	\$361,826.00	Yes
1.14	Dual Language Immersion Programs	Enhance Dual Language Immersion programs by providing targeted professional development to DLI teachers and administrators that will enhance their pedagogical skills, support effective language acquisition strategies, cultural competency, and to align and integrate dual language immersion curriculum across content areas with state standards, research-based best practices, and SLUSD's content and language allocation plan.	\$300,000.00	Yes
1.15	Increase College Acceptance and A-G Completion	Closer analysis of students needing access to support to prepare for college and careers by enrolling students in high school tutoring and credit/grade recovery programs to increase "a-g" graduation rates. Access to PSAT, SAT and AP testing opportunities by supporting testing fees, workshops and training for test preparation to support students' college applications.	\$375,000.00	Yes
1.16	Individual Student College and Career Planning	Provide additional college and career readiness program staffing that will provide support to students in middle and high schools. District will improve access to 4 year programming systems in high schools and launch systems to implement the CCGI (College Career Guidance Initiative) online platform for students 6-12 through site based collaboration, professional	\$178,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning, and connections with institutes of higher learning. This action will also address outcomes in the 2023-2024 to CA Dashboard for College and Career Readiness, this action supports improvement goals and monitoring districtwide for students experiencing Homelessness and for All Students, with special focus on English Learners, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.		
1.17	Early College Credits	Expand Early College Credit Opportunities by offering dual enrollment programs during and after the school day to ensure every student in the graduating class of 2027 earns at least 6 early college credits. This includes creation and monitoring of students' 4 year plans to support a wide range of pathways for college and career success. This action will also address outcomes in the 2023-2024 to CA Dashboard for College and Career Readiness, this action supports improvement goals and monitoring districtwide for students experiencing Homelessness and for All Students, with special focus on English Learners, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$600,000.00	Yes
1.18	High Quality Career Technical Education	Provide high quality career technical education programs and courses for students' career readiness, opportunity to earn industry certifications and readiness to enter in opportunities in the trades unions and beyond. Partnerships with Eden Area Regional Occupational Center and local businesses to support students with courses and internship placements. This action will also address outcomes in the 2023-2024 to CA Dashboard for College and Career Readiness, this action supports improvement goals and monitoring districtwide for students experiencing Homelessness and for All Students, with special focus on English Learners, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$1,256,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>Positive School Climate and School Connectedness</p> <p>Healthy Minds & Bodies Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives. Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas. Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.</p> <p>Community Schools Expand staffing at each school to provide professional and case management services for our highest need students, specifically Tier 2 and Tier 3 interventions. Design and implement youth development and engagement programs to promote peer to peer education opportunities for health, socio-emotional learning, and restorative justice practices. Provide access to quality on-site mental health counseling services for targeted students through COST. Adopt and implement a social emotional learning curriculum for all schools TK-12 and deploy a SEL screener and assessment system for monthly monitoring and adjustments.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- 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.

This goal was developed in order to provide district and school level focus and attention to developing the conditions and capacity to support students healthy mind and bodies as outlines in our Graduate Profile. In order to do this, this goal outlines the school level climate, conditions

(programs, staffing, and dispositions) needed to ensure that the social, mental, physical, and behavioral health of students are supported and resourced by schools in collaboration with the local community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	District Attendance Rate (% present)	92.49%	93.31%		95%	
2.2	% of students who are chronically absent (i.e., have missed 10% or more school days throughout the school year) TK-8	Overall = 28.9% Socioeconomically disadvantaged = 31.4% Students with Disabilities = 40.7% English Learner = 28% Longterm English Learners = 25.6% Homeless = 60.6% Foster Youth = 66.7% African American = 36.1% American Indian = 36.1% Asian = 12% Filipino = 21.4% Hispanic/Latinx = 34.7% Pacific Islander = 55.6% Two or More Races = 28.9% White = 24.1%	Overall = 22.4% Socioeconomically disadvantaged = 25.6% Students with Disabilities = 32.8% English Learner = 24.1% Longterm English Learners = 29.7% Homeless = 53.9% Foster Youth = 56.7% African American = 25.7% American Indian = 39.4% Asian = 7.3% Filipino = 15.9% Hispanic/Latinx = 28.3% Pacific Islander = 47.2% Two or More Races = 22.3% White = 17.8%	Overall = 19.5% Socioeconomically disadvantaged = 22.5% Students with Disabilities = 28.9% English Learner = 19% Longterm English Learners = 19.4% Homeless = 41.3% Foster Youth = 33.3% African American = 24.4% American Indian = 19.2% Asian = 6.9% Filipino = 14.5% Hispanic/Latinx = 24.6% Pacific Islander = 49.2% Two or More Races = 19.3% White = 13.6%	Overall = 18% Socioeconomically disadvantaged = 21% Students with Disabilities = 25% English Learner = 18% Longterm English Learners = 24% Homeless = 45% Foster Youth = 50% African American = 26% American Indian = 26% Asian = 10% Filipino = 10% Hispanic/Latinx = 24% Pacific Islander = 40% Two or More Races = 18% White = 14%	Overall = -9.40 Socioeconomically disadvantaged = -8.90 Students with Disabilities = -11.80 English Learner = -9.00 Longterm English Learners = -6.20 Homeless = -19.30 Foster Youth = -33.40 African American = -11.70 American Indian = -16.90 Asian = -5.10 Filipino = -6.90 Hispanic/Latinx = -10.10 Pacific Islander = -6.40 Two or More Races = -9.60 White = -10.50

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	% of students suspended once or more	Overall = 4.3% Socioeconomically disadvantaged = 4.9% Students with Disabilities = 8.1% English Learner = 3.6% Longterm English Learners = 8.5% Homeless = 9.7% Foster Youth = 16.1% African American = 11.1% American Indian = 10.2% Asian = 0.9% Filipino = 2.6% Hispanic/Latinx = 4% Pacific Islander = 4.2% Two or More Races = 5.3% White = 3.7%	Overall = 3.9% Socioeconomically disadvantaged = 4.4% Students with Disabilities = 7.4% English Learner = 2.4% Longterm English Learners = 6.7% Homeless = 7.9% Foster Youth = 10.3% African American = 10.2% American Indian = 12.2% Asian = 0.6% Filipino = 1.4% Hispanic/Latinx = 3.9% Pacific Islander = 4.7% Two or More Races = 3.9% White = 3.2%	Overall = 3.7% Socioeconomically disadvantaged = 4.3% Students with Disabilities = 7.3% English Learner = 3.6% Longterm English Learners = 9.2% Homeless = 8.1% Foster Youth = 23.3% African American = 11% American Indian = 4.4% Asian = 1.1% Filipino = 1.2% Hispanic/Latinx = 3.4% Pacific Islander = 4.9% Two or More Races = 4.5% White = 2.4%	Overall = 3% Socioeconomically disadvantaged = 3% Students with Disabilities = 4.5% English Learner = 3% Longterm English Learners = 4.5% Homeless = 4.5% Foster Youth = 4.5% African American = 4.5% American Indian = 4.5% Asian = 3% Filipino = 3% Hispanic/Latinx = 3% Pacific Islander = 3% Two or More Races = 3% White = 3%	Overall = -0.60 Socioeconomically disadvantaged = -0.60 Students with Disabilities = -0.80 English Learner = 0.00 Longterm English Learners = 0.70 Homeless = -1.60 Foster Youth = 7.20 African American = -0.10 American Indian = -5.80 Asian = 0.20 Filipino = -1.40 Hispanic/Latinx = -0.60 Pacific Islander = 0.70 Two or More Races = -0.80 White = -1.30
2.4	# of students expelled (internal data)	2	1	3	0	1
2.5	# of students who have dropped out	Middle School: 3 High School: 29	Middle School = 0 High School = 33		Middle School: 0 High School: 10	Middle School = -3 High School = 4
2.6	% of students who report (strongly agree or agree) feeling safe at school (California Healthy Kids Survey - CHKS)	49.8%	49.6%	60.1%	60%	10.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	% of parents/guardians who report feeling confident (strongly agree/agree) that school is a safe place for their child (California School parent Survey - CSPA)	90%	90%	93%	90%	3
2.8	% of socioeconomically disadvantaged, English Learner, or Foster Youth students who participate in after-school programs	Socioeconomically disadvantaged = 19.2% English Learner = 14.8% Foster Youth = 26.9%	Socioeconomically disadvantaged = 20.6% English Learner = 20.2% Foster Youth = 16.7%	Socioeconomically disadvantaged = 30.9% English Learner = 34.6% Foster Youth = 43.8%	Socioeconomically disadvantaged = 11.7 English Learner = 19.8 Foster Youth = 16.8	
2.9	# of meetings convened for Foster Youth and McKinney-Vento students/families	309	309		350	
2.10	Completion Rate (%) of triennial Assessment to determine ongoing educational needs and access to special education services according to Individualized Education Program (internal data)	85%	94%		98%	
2.11	# students with one or more behavioral referral (baseline established in 2024-25 with internal data)	776	776		580	
2.12	# of behavioral referrals per student/ average	0.097	0.097		0.07	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	referrals per student (baseline established in 2024-25 with internal data)					
2.13	# of students receiving counseling and medical services (baseline from 2024-25 internal data)	# students receiving counseling: 530 # students served by school nurses: 8100 # students vision screened: 2594 # students hearing screened: 2598	# students receiving counseling: 530 # students served by school nurses: 8100 # students vision screened: 2594 # students hearing screened: 2598	# students receiving counseling: 618 # students served by school nurses = 8847 # students vision screened = 2866 # students hearing screened = 2756"	# students receiving counseling: 600 # students served by school nurses: 8200 # students vision screened: 2650 # students hearing screened: 2650	# students receiving counseling: 88 # students served by school nurses = 747 # students vision screened = 272 # students hearing screened = 158
2.14	Library Multimedia Specialist PD Attendance Rate (internal data)	95%	98%	85%	95%	-10
2.15	% of School facilities are maintained in good repair (Local Indicator Report)	100%	100%	100%	100%	0
2.16	% of SART/SARB meetings conducted for qualifying students (internal Data)	13%	9.3%		15%	
2.17	# of COST Referrals (internal data)	Behavioral = 790 Academic = 567 Attendance = 133	Behavioral = 877 Academic = 490 Attendance = 242	Behavioral = 646 Academic = 411 Attendance = 145	Behavioral = 500 Academic = 400 Attendance = 80	Behavioral = -144 Academic = -156 Attendance = 12
2.18	California Healthy Kids Survey measure of School Connectedness - % reporting agree/strongly agree	5th grade = 76% 6th grade = 59% 7th grade = 47% 8th grade = 40% 9th grade = 45%	5th grade = 77% 6th grade = 60% 7th grade = 51% 8th grade = 47% 9th grade = 45%	5th grade = 76% 6th grade = 64% 7th grade = 55% 8th grade = 54% 9th grade = 56%	5th grade = 80% 6th grade = 70% 7th grade = 57% 8th grade = 50% 9th grade = 55%	5th grade = 0 6th grade = 5 7th grade = 8 8th grade = 14 9th grade = 11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10th grade = 45% 11th grade = 45%	10th grade = 46% 11th grade = 43%	10th grade = 51% 11th grade = 48%	10th grade = 55% 11th grade = 55%	10th grade = 6 11th grade = 3
2.19	California School Parent Survey % "strongly agree"	Promotion of parental involvement = 41% Parental Involvement in school = 56% School encourages me to be an active partner with the school in educating my child = 43% School actively seeks the input of parents before making important decisions = 34% Parents feel welcome to participate at this school = 44%	Promotion of parental involvement = 45% Parental Involvement in school = 58% School encourages me to be an active partner with the school in educating my child = 46% School actively seeks the input of parents before making important decisions 34% Parents feel welcome to participate at this school = 37%	Promotion of parental involvement = 45% Parental Involvement in school = 55% School encourages me to be an active partner with the school in educating my child = 48% School actively seeks the input of parents before making important decisions 34% Parents feel welcome to participate at this school = 36%	Promotion of parental involvement = 46% Parental Involvement in school = 61% School encourages me to be an active partner with the school in educating my child = 48% School actively seeks the input of parents before making important decisions 34% Parents feel welcome to participate at this school = 39%	Promotion of parental involvement = 4 Parental Involvement in school = -1 School encourages me to be an active partner with the school in educating my child = 5 School actively seeks the input of parents before making important decisions 0 Parents feel welcome to participate at this school = 2
2.20						

Goal Analysis [2025-26]

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

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

LCAP Goal 2 centers on fostering a positive school climate and strengthening students' sense of connection and belonging. This priority is reinforced in our newly adopted three-year Strategic Action Plan, where Goal 2 focuses on prioritizing student health and belonging through three key actions: expanding universal school-based behavioral health supports, promoting positive school climates through healthy

relationships and behaviors, and strengthening safe, supportive, and responsible school cultures. Our district is piloting the CareSolace electronic health record (EHR) system to strengthen how we coordinate, document, and track student mental health services across sites. At the same time, we are implementing the Children and Youth Behavioral Health Initiative (CYBHI), a statewide effort to expand access to prevention, early intervention, and treatment services for students. Together, these efforts are improving care coordination, streamlining referrals and data systems, and ensuring students receive timely, integrated behavioral health supports.

We are utilizing the Attendance Recovery (AR) program as a proactive strategy to foster a positive school climate and strengthen students' sense of connection and belonging. Through AR, schools engage students and families in supportive, relationship-centered approaches that address barriers to attendance while reinforcing students' connection to their school community. By integrating academic support with wellness check-ins and personalized outreach, the program helps re-engage students, build trust, and create a more inclusive and supportive environment where students feel valued and motivated to attend and succeed.

Action 2.1: Differentiated Professional Development for PBIS and Restorative Practices

We advanced this work by moving implementation to school sites, where teams are leading through ongoing collaboration meetings and site-based professional development. During the implementation year, schools adopted Positive Behavioral Interventions and Supports (PBIS) frameworks, with training tailored to each site's context. Differentiated professional learning strengthened staff capacity in restorative approaches, social-emotional learning (SEL), and the use of tiered interventions prior to suspension.

Schools adapted these strategies based on their unique needs, resulting in varied but responsive approaches across the district. Middle schools, in particular, expanded student supports by establishing peer advocate programs and creating social lunch groups, supported by additional staff, to build prosocial skills and positive decision-making. While the original vision included a districtwide peer mentoring model, sites implemented versions that best aligned with their staffing and schedules, ensuring the work remained relevant and sustainable at each campus.

At the same time, the eight schools participating in the Community Schools Partnership Program (CCSPP) further enhanced these efforts by leveraging additional resources to expand integrated student supports, family engagement, and wellness services. These sites increased access to Tier 2 and Tier 3 interventions, and deepened partnerships with community-based organizations, allowing for more comprehensive, site-specific approaches to improving school climate, connectedness, and student well-being.

Action 2.2: Monitoring Suspension and Expulsion Trends The district's Information Services Department successfully developed and launched discipline dashboards, giving school leaders real-time access to suspension and expulsion data disaggregated by subgroup. These dashboards were used by principals and site leadership teams to identify disproportionality, monitor trends, and inform site-based intervention planning. Staffing was maintained and offered continued support in action 2.3 and 2.5 and contracts for mental health counseling 2.4 was implemented successfully. Action 2.7 The district successfully hosted key events including a High School Success Information Night and a Rising 9th Grade Information Night at San Leandro High School (SLHS). These events were well attended and provided families with critical information on academic planning, graduation requirements, "a-g" course expectations, and opportunities such as dual enrollment and CTE pathways.

Partnered with the BLAZE Consulting group to host in-person and online sessions for families. To ensure a smooth transition into Middle and High School, Healthy Relationships, and other mental health focused topics. The sessions were well attended and we received feedback from families to continue hosting these sessions.

Early Attendance and Outreach Intervention (Action 2.9) We successfully launched key components of its Early Attendance and Outreach Intervention strategy through the work of the Child Welfare and Attendance (CWA) Program Coordinator. A district-wide attendance calendar was developed and implemented to standardize and align communication efforts across school sites. This tool ensured that office staff, counselors, and school administrators remained timely and consistent in delivering positive attendance messaging and issuing required truancy notifications (i.e., letters, SART, and SARB notices). In addition, the CWA Program Coordinator created the SLUSD Truancy Support Plan, which outlines proactive, tiered strategies for supporting students with attendance challenges. This plan was shared with all school site Attendance Review Teams (ARTs), office teams, and relevant staff to improve their ability to identify at-risk students early and implement targeted interventions. While the major planned actions were implemented as intended, some adjustments were made to improve coherence and responsiveness:

Planned Action: Focused primarily on outreach and notifications.

Actual Implementation: Evolved into a more structured and systemic approach through the development of the Truancy Support Plan and a coordinated calendar, moving beyond compliance to include prevention and relationship-building strategies.

Action 2.10 We strengthened its Coordination of Services Team (COST) structure with assistance of the Child Welfare and Attendance (CWA) Program Coordinator. A major implementation success was the development of a district-wide attendance calendar, designed to guide office staff, counselors, and school leaders in distributing timely and consistent positive attendance messaging, as well as issuing legally required truancy notifications, including SART (School Attendance Review Team) and SARB (School Attendance Review Board) letters. All COST referrals are input in a district created tracking system that simplifies the process for connecting students to services.

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.

Increases to personnel expenses were covered with alternate funding sources, resulting in complete funding of all initiatives.

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

Evidence of Effectiveness

Action 2.1 (Positive Behavior Interventions and Supports & Restorative Practices): This action is categorized as effective. Metric 2.3 shows a decrease in the overall suspension rate to 3.7%, down from a 4.3% baseline. This progress is supported by qualitative successes, as schools moved implementation to sites and strengthened staff capacity in restorative approaches.

Action 2.2 (Suspension and Expulsion Data Reflections): This action is categorized as effective. The number of student expulsions dropped from a baseline of 2 down to 1 in Year 2 (Metric 2.4). Additionally, the district successfully launched discipline dashboards, providing real-time data to help site leaders monitor trends and identify disproportionality.

Action 2.3 (Safe and Secure District Settings): This action is categorized as effective. Metric 2.3 (Suspension Rates) showed positive movement with an overall decrease. The district maintained staffing levels and provided continued support for student supervision in extended learning spaces.

Action 2.4 (Supporting Mental Wellness and Social Health) & Action 2.5 (School Based Health and Social Services): These actions are categorized as effective. Metric 2.1 (District Attendance Rate) increased to 93.31% from a 92.49% baseline. Implementation was further bolstered by the pilot of the CareSolace system to coordinate student mental health services and the successful execution of mental health counseling contracts.

Action 2.7 (Secondary Transitions for all 6-12th grade): This action is categorized as effective. Metric 2.19 shows that parental involvement promotion increased to 45% (from 41% baseline) and parent confidence that schools are active partners rose to 48% (from 43% baseline). Transition events, such as the Rising 9th Grade Information Night, were well-attended and received positive family feedback.

Action 2.9 (Early Attendance and Outreach Intervention): This action is categorized as effective. Metric 2.2 demonstrates a significant impact, with overall TK-8 chronic absenteeism dropping 9.4 points from the baseline to 19.5%. Success is attributed to the implementation of a standardized attendance calendar and the new SLUSD Truancy Support Plan.

Action 2.10 (Coordination of Services Team): This action is categorized as effective. The district successfully transitioned COST referrals into the Student Information System and created a tracking system to simplify service connections. Metric 2.17 shows an increase in behavioral referrals (877 vs 790 baseline), indicating improved system identification and coordination.

Action 2.11 (Site Based Positive Climate School Connectedness Initiatives): This action is categorized as effective. Metric 2.18 shows an increase in reported school connectedness for students in 6th grade (64% vs 59% baseline), 7th grade (55% vs 47% baseline), and 8th grade (54% vs 40% baseline).

Limitedly Effective

Action 2.6 (Diverse School Site Library): This action is categorized as limitedly effective. Metric 2.14 shows that Library Multimedia Specialist PD attendance dropped to 85% in Year 2, a 10-point decrease from the baseline. While staffing was retained, professional development participation has seen a recent decline.

Action 2.8 (Student Supports for Foster Youth/McKinney-Vento): This action is categorized as limitedly effective. Metric 2.9 (Number of meetings convened) remained flat at 309, showing no growth over the baseline. While the CWA Program Coordinator has launched key components of the strategy, the measurable meeting frequency has not yet increased.

Inconclusive Evidence

Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.11 (Referral and Health Service Data): For specific metrics associated with these actions, evidence is currently inconclusive because the necessary data has not yet been fully collected or reported for Year 2. Specifically, Metric 2.11 (# students

with behavioral referrals), Metric 2.12 (average referrals per student), and Metric 2.13 (# students receiving counseling/medical services) all currently contain blank entries for the Year 2 outcome. Progress on these specific indicators cannot be judged until the full data review occurs. Action 2.11 (After-School Participation): Evidence is inconclusive regarding Metric 2.8 (% participation in after-school programs), as Year 2 data for socioeconomically disadvantaged and English Learner students is not yet reported in the current table.

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

Based on reflections from prior practice and evidence of effectiveness, the district will maintain the overall structure of Goal 2 actions while refining several implementation strategies, data collection systems, and targeted supports for the coming year. Actions related to Positive Behavioral Interventions and Supports (PBIS), restorative practices, mental health supports, attendance intervention, and school connectedness will continue due to positive outcomes, including reductions in suspension and chronic absenteeism rates and increases in student connectedness and family engagement. The district will continue expanding restorative practices, attendance outreach systems, and school-based mental health coordination through CareSolace and community partnerships. Additionally, the district will strengthen the use of discipline dashboards, COST referral tracking systems, and data review protocols to improve monitoring of disproportionality and timely student interventions.

Several actions will be refined based on areas identified as limitedly effective or inconclusive. For Action 2.6, the district will increase supports and outreach to improve Library Multimedia Specialist participation in professional learning opportunities and ensure implementation of culturally responsive library resources across sites. For Action 2.8, the district will strengthen coordination and case management supports for Foster Youth and McKinney-Vento students by increasing intentional outreach, improving documentation systems, and expanding collaboration between school sites and district support staff. Additionally, the district will improve data collection and reporting processes related to behavioral referrals, counseling and health services, and after-school participation to ensure more complete Year 3 outcome monitoring and evaluation. These refinements are intended to strengthen implementation consistency, improve access to services, and better measure the impact of student wellness and connectedness initiatives across the district.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior Interventions and Supports with Research Based Social Emotional Learning &	Provide differentiated professional development training and education for Positive Intervention and Supports and restorative justice practices. Implement peer mentor programs across school sites, with special attention to reduce disproportionality of discipline for students of color, English Learners, Low income, Foster Youth, and/or unhoused students. Continue to provide social emotional training, materials and curriculum. To	\$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Restorative Practices Training	address outcomes in the 2023-2024 to CA Dashboard for Suspension Rates, this action supports improvement goals and monitoring districtwide for African American students, American Indian students, Foster Youth, and Students with Disabilities; and for All students at Lincoln and Washington; African American students at Washington, Bancroft and Lincoln; Socioeconomically Disadvantaged students at Bancroft, Lincoln, and Washington; Students with Disabilities at Bancroft, John Muir, Lincoln, and Washington; and Students identifying as Two or More Races at Bancroft and Jefferson.		
2.2	Suspension and Expulsion Data Reflections	Create systems to implement regular monitoring of student suspension and expulsion data to offer intervention and support. To address outcomes in the 2023-2024 to CA Dashboard for Suspension Rates, this action supports improvement goals and monitoring districtwide for African American students, American Indian students, Foster Youth, and Students with Disabilities; and for All students at Lincoln and Washington; African American students at Washington, Bancroft and Lincoln; Socioeconomically Disadvantaged students at Bancroft, Lincoln, and Washington; Students with Disabilities at Bancroft, John Muir, Lincoln, and Washington; and Students identifying as Two or More Races at Bancroft and Jefferson.	\$100,000.00	Yes
2.3	Safe and Secure District Settings	Provide effective supervision of students in district settings by supporting an increase of staffing to support supervision of students in extended learning spaces and in transition to offsite programs. Provide enhanced professional learning for all staffing in campus supervisor and similar staffing positions to understand how to de-escalate and engage in non-violent crisis prevention as necessary.	\$200,000.00	Yes
2.4	Supporting Mental Wellness and Social Health	Mental health counseling and socio-emotional support to all schools to support students' well being and progress towards pursuing a joyful and vibrant life as outlined in our SLUSD Graduate Profile, This action has a focus on services for multilingual students and student who could otherwise not afford mental health services.	\$716,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	School Based Health and Social Services	Continue expanded nurses services at school sites including additional contracts and support for timely vision, hearing and health screenings and training. Provide social support services (immigration, WIC, medi-cal) and medical health services access at the Barbara Lee Center for Health and Wellness with focused recruitment and outreach to unduplicated students,	\$815,000.00	Yes
2.6	Diverse School Site Library	Hire and retain high quality Library Multimedia Specialists and Librarians staff with focused professional development on creating responsive and diverse learning spaces that support our unduplicated students	\$740,000.00	Yes
2.7	Secondary Transitions for all 6-12th grade	Provide family and student transition meetings and events each semester students onboarding to their next grade level and for college and careers after high school. This action will also address outcomes in the 2023-2024 to CA Dashboard for College and Career Readiness, this action supports improvement goals and monitoring districtwide for students experiencing Homelessness and for All Students, with special focus on English Learners, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$150,000.00	Yes
2.8	Student Supports for those who are temporarily unhoused (McKinney-Vento eligible) and in Foster Youth care	Provide a district wide McKinney-Vento/Foster Youth Coordinator to ensure that foster youth and students experiencing temporary unhoused situations have full access to the same academic resources, services, and extracurricular activities that are available to all students. The McKinney-Vento/Foster Youth Coordinator will provide social-emotional learning interventions, academic/ attendance tracking, intensive case management, and referrals.	\$200,000.00	Yes
2.9	Early Attendance and Outreach Intervention	Begin attendance monitoring and outreach efforts on the first day of school with ongoing weekly ART (Attendance Review Team Meetings) and offer training, workshops and professional development to educational partners on the importance of ensuring students attend school daily. To address outcomes in the 2023-2024 CA Dashboard for Chronic Absenteeism, this	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		action supports improvement goals and monitoring for Foster Youth districtwide, African American and Asian students at Garfield and students with Disabilities at McKinley.		
2.10	Coordination of Services Team	Systematize the COST (Coordination of Services Team) processes and procedures district wide by transitioning COST referrals in the Student Information System and through training and professional development on best practices for effective COST programs. To address outcomes in the 2023-2024 to CA Dashboard for Suspension Rates, this action supports improvement goals and monitoring districtwide for African American students, American Indian students, Foster Youth, and Students with Disabilities; and for All students at Lincoln and Washington; African American students at Washington, Bancroft and Lincoln; Socioeconomically Disadvantaged students at Bancroft, Lincoln, and Washington; Students with Disabilities at Bancroft, John Muir, Lincoln, and Washington; and Students identifying as Two or More Races at Bancroft and Jefferson.	\$300,000.00	Yes
2.11	Site Based Positive Climate School Connectedness Initiatives	Site based enrichment and tutoring programs, library material enhancements for all students and additional funding for multilingual books, supplementary materials for PE and ART programs at elementary sites with a focus on ensuring improved services for unduplicated students	\$397,470.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	<p>Equity and Inclusion with Families and Employee Engagement</p> <p>SLUSD will support and strengthen reciprocal relationships between families and our community that enhance our students’ positive social, emotional and academic development. All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students.</p> <p>Analyze, Audit, and Respond to Parent Needs Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices. Deliver outstanding, consistent translation services to our multilingual community. Provide and participate in various engagement forums that provide feedback. Build family leadership capacity and ensure a high standard of family engagement. Provide informative, responsive school websites and communication.</p> <p>Talented and Diverse Workforce Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency. Develop the skills for all employees through professional development and create pathways for professional advancement within the organization. Recruit teachers and administrators that reflect the diversity of our students. Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.</p> <p>Cohesive Collaboration Implement compelling teacher collaboration practices within and across schools to foster cycles of inquiry and expand the sharing and alignment of professional expertise in the service of continuous improvement and success for all learners.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

SLUSD strive to support and strengthen reciprocal relationships between families and our community that enhance our students' positive social, emotional, and academic development. This goal focuses on developing and maintaining authentic, dynamic partnerships with our families and our community partners that enhance our students' positive social, emotional, and academic development. Through the following key actions related to this goal, all parents and families, especially those who have historically been marginalized, will be more connected to our schools. All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students. We want to ensure that those who work with our students are the best trained, most qualified, and culturally competent educators available. In our efforts to align all district personnel, we will implement the following actions related to this 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	California School Parent Survey Participation Rate and Summary of Key Indicators Rated "Strongly Agree"	<p># of respondents = 1205</p> <p>Promotion of parental involvement = 41%</p> <p>Parental Involvement in school = 56%</p> <p>School encourages me to be an active partner with the school in educating my child = 43%</p> <p>School actively seeks the input of parents before making important decisions 34%</p> <p>Parents feel welcome to participate at this school = 44%</p>	<p># of respondents = 1240</p> <p>Promotion of parental involvement = 45%</p> <p>Parental Involvement in school = 58%</p> <p>School encourages me to be an active partner with the school in educating my child = 46%</p> <p>School actively seeks the input of parents before making important decisions 34%</p>	<p># of respondents = 1398</p> <p>Promotion of parental involvement = 45%</p> <p>Parental Involvement in school = 55%</p> <p>School encourages me to be an active partner with the school in educating my child = 48%</p> <p>School actively seeks the input of parents before making important decisions = 34 %</p>	<p># of respondents = 1400</p> <p>Promotion of parental involvement = 46%</p> <p>Parental Involvement in school = 61%</p> <p>School encourages me to be an active partner with the school in educating my child = 48%</p> <p>School actively seeks the input of parents before making important decisions 34%</p>	<p># of respondents = 193</p> <p>Promotion of parental involvement = 4</p> <p>Parental Involvement in school = -1</p> <p>School encourages me to be an active partner with the school in educating my child = 5</p> <p>School actively seeks the input of parents before making important decisions = 0</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Parents feel welcome to participate at this school = 45%	Parents feel welcome to participate at this school = 48%	Parents feel welcome to participate at this school = 49%	Parents feel welcome to participate at this school = 4
3.2	<p>Parent Involvement and Family Engagement Local Indicator Report</p> <p>% of practices in the Priority 3 Self-Reflection Tool that are rated level 4 (Full Implementation) or 5 (Full Implementation and Sustainability)</p> <p>Average rating across category</p>	<p>% level 4 or 5 = 100%</p> <p>Building Relationships Between School Staff and Families = 4</p> <p>Building Partnerships for Student Outcomes = 4.5</p> <p>Seeking Input for Decision-Making = 4.5</p>	<p>% level 4 or 5 = 100%</p> <p>Building Relationships Between School Staff and Families = 4</p> <p>Building Partnerships for Student Outcomes = 4.5</p> <p>Seeking Input for Decision-Making = 4.5</p>	<p>% level 4 or 5 = 100%</p> <p>Building Relationships Between School Staff and Families (average rating) = 4.25</p> <p>Building Partnerships for Student Outcomes (average rating) = 4.5</p> <p>Seeking Input for Decision-Making (average rating) = 4.5</p>	<p>% level 4 or 5 = 100%</p> <p>Building Relationships Between School Staff and Families = 4.5</p> <p>Building Partnerships for Student Outcomes = 4.7</p> <p>Seeking Input for Decision-Making = 4.7</p>	<p>% level 4 or 5 = 0 (at maximum value)</p> <p>Building Relationships Between School Staff and Families = 0.25</p> <p>Building Partnerships for Student Outcomes = 0</p> <p>Seeking Input for Decision-Making = 0</p>
3.3	<p>California School Staff Survey Participation Rate and Summary of Key Indicators Rated "Strongly Agree"</p>	<p># of respondents = 473 (34%)</p> <p>Staff working environment = 33%</p> <p>Is a safe place for staff = 37%</p>	<p># of respondents = 471 (40%)</p> <p>Staff working environment = 37%</p> <p>Is a safe place for staff = 44%</p>	<p># of respondents = 517</p> <p>Staff working environment = 35%</p> <p>Is a safe place for staff = 39%</p>	<p>Staff working environment = 500 (45%)</p> <p>Is a safe place for staff 45%</p>	<p># of respondents = 44</p> <p>Staff working environment = 2</p> <p>Is a safe place for staff = 2</p>
3.4	% of district events with interpretation provided (internal data)	100%	100%	100%	100%	0 (at maximum value)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	% of teaching FTE with appropriate clear credentials	84.9%	85%	85%	98%	0.1

Goal Analysis [2025-26]

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

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

Goal 3 was implemented largely as planned, with a stronger focus on supporting families during transitions from elementary to middle school and middle to high school. The district supported these transitions through more focused, in-person and virtual meetings for families, providing clear information about expectations, programs, and supports at the next school level. Parent education programs also helped families feel more prepared and connected.

Hiring stabilized due to regional staffing shifts, though retaining staff remains a priority. Demand for translation and interpretation services remains high, and some inconsistency in implementation occurred due to staffing changes.

Overall, the district made progress in improving how families are supported during transitions and will continue building consistency in this work.

Implementation Summary: Goal 3 was implemented with a strong emphasis on staff recruitment and retention, along with improvements in family engagement. Key actions included investing in competitive compensation to retain a highly qualified and diverse workforce; expanding high-quality translation services; increasing access to multilingual, family-centered communication; and strengthening family engagement programs, particularly those supporting smooth transitions from elementary to middle and high school.

Successes:

- Sustained compensation increases allowed the district to attract and retain staff who can support historically underserved student groups.
- Centralized translation services ensured equitable access to information for families speaking the district's two highest-volume languages.
- SchoolSMARTs and other parent/caregiver education initiatives strengthened family-school connections.

Challenges:

- Despite increases in compensation, staffing remains a challenge as wages still struggle to keep pace with the high cost of living in the San Francisco Bay Area, impacting the district's ability to recruit and retain personnel across all employee groups.

- As multilingual family engagement has grown, the demand for high-quality translation and interpretation services has increased significantly, sometimes exceeding current capacity.
- Ongoing staffing changes have created a persistent challenge in fully implementing culturally responsive communication practices, as new personnel often require additional training and support to build capacity in this area.

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.

No material differences were identified between budgeted expenditures and estimated actual expenditures, nor between the planned and estimated actual percentages of improved services.

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

Evidence of Effectiveness

Action 3.1 (Highly Qualified Staff): This action is categorized as effective. Metric 3.5 shows that the percentage of teaching FTE with appropriate clear credentials has reached 85%, an increase over the baseline. Furthermore, the California School Staff Survey (Metric 3.3) saw a significant rise in participation with 517 respondents, up from 473 at the baseline. Staff ratings for a safe working environment and overall safety also showed positive year-over-year growth.

Action 3.2 (Translation and Support Services): This action is categorized as effective. The district successfully maintained a 100% rate for providing interpretation at all district events, meeting the high standard established in the baseline (Metric 3.4). Centralized translation services have ensured equitable access for the district's two highest-volume languages, supporting the needs of our multilingual community.

Action 3.3 (Family Support by School Office Staff) & Action 3.4 (District Wide Communications): These actions are categorized as effective. Metric 3.1 demonstrates a strong increase in family engagement, with survey participation rising to 1,398 families compared to the 1,205 baseline. Key indicators for "Parents feel welcome to participate" rose by 4% over the baseline, and "School encourages me to be an active partner" improved by 5%. Additionally, the Local Indicator Report (Metric 3.2) showed a rating increase from 4 to 4.25 in "Building Relationships Between School Staff and Families".

Action 3.5 (Parent/Caregiver Education Programs): This action is categorized as effective. The growth in family survey participation and the positive shift in "Parents feeling welcome" (Metric 3.1) indicate that education initiatives like SchoolSMARTs and the family learning series are successfully strengthening home-school connections. Implementation has focused on supporting transitions and building family leadership capacity.

Limitedly Effective

Action 3.3 (Family Support by School Office Staff): While largely effective, this action is also categorized as limitedly effective in specific areas. Metric 3.1 showed a slight 1% decline in "Parental Involvement in school" compared to the baseline, and the rating for "School actively seeks input before making decisions" remained flat at 34%. These results align with identified challenges regarding high demand for

translation services sometimes exceeding current capacity and ongoing staffing changes impacting the consistency of culturally responsive communication.

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

There were no substantive changes to the planned goal, metrics, or targets, as the continued focus on systematizing translation services, enhancing communication platforms, and retaining office staff for family support (Actions 3.2–3.4) builds directly on lessons learned in previous years. The district is strategically scaling efforts that have proven effective by deepening culturally relevant communication and expanding targeted professional development.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Highly Qualified Staff	Allocate funds necessary to sustain the compensation increases that have been provided to all employee groups to attract and retain highly qualified staff that create the collaborative and engaged personnel to deliver high-quality educational experiences to students with attention to attracting employees who are able to be successful with students who are English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors. This amount includes benefits and salaries for all employee groups including certified, classified, and management.	\$22,058,619.00	Yes
3.2	Translation and Support Services	Provide outstanding, consistent translation services so that families can access critical information to support their child's learning. Provide expert oral or written translation with contracted services as necessary. Provide centralized bilingual translators in the two highest targeted languages and provide a systematic process for school sites to access translation services when needed using additional services. Provide culturally relevant marketing and communications throughout the district.	\$348,000.00	Yes
3.3	Family Support by School Office Staff	Retain office staff to support TK-12 schools with family communications and supporting students health and safety through collaboration with	\$305,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and District wide Communication Enhancement	families with attention to outreaching and supporting students (and families) who are English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors. Provide training and professional learning to support school and family connectedness.		
3.4	Clear and Effective District Wide Communications to Families	Maintain and maximize the potential of existing communication channels (ParentSquare and websites) to deliver timely, responsive, and accurate information regarding district resources and support. Including providing parents with an annual schedule of events for sites. Establish ongoing cycles of review and response to address specific needs of students and families of English Learners, Low income, and Foster Youth. Ensure district and site accessibility in all languages spoken in the district for all communication portals, i.e. ParentSquare, telephone answering system, etc. with attention to monitoring use and access by families of English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors.	\$263,000.00	Yes
3.5	Parent/Caregiver Education Programs	Provide parent/caregiver education about social emotional tools & topics and continue School SMARTs leadership sessions. Provide family learning series that address transition to middle school/high school, Early Literacy, understanding of Science instruction and content.	\$83,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>Equity Multiplier (LINCOLN CONTINUATION HIGH SCHOOL AND SAN LEANDRO VIRTUAL ACADEMY)</p> <p>Targeted support to ensure resources are provided to students transitioning schools.</p> <p>Provide all students an opportunity to develop the skills, knowledge, and character traits necessary to become responsible, well-rounded individuals through real world learning experiences that prepares them for a successful future.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

SLUSD has developed this goal to improve outcomes at our school with high non-stability rates and socioeconomically disadvantaged pupil rates, Lincoln Continuation School and San Leandro Virtual Academy (SLVA). The following actions resulted from community engagement events at both school that included discussion of the lowest performance areas on the CA Dashboard. San Leandro Virtual Academy does not have performance indicator levels assigned on the 2023 CA Dashboard. Lincoln Continuation High School has the following areas of lowest performance on the dashboard that informed the actions: Suspension (All students, African American students, Socioeconomically disadvantaged students, and Students with disabilities), College and Career Indicator (All students, English Learners, Hispanic/Latinx students, and Socioeconomically disadvantaged students). According to the 2024 CA School Dashboard, Lincoln Continuation High School exhibited the lowest performance in the following areas for the identified student groups: English Language Arts for All students and Socioeconomically disadvantaged; Mathematics for All students, Socioeconomically Disadvantaged and Hispanic/Latino students; Suspension Rate for All students, English Learners, LTELs, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic/Latino students. SLVA has the lowest indicator in ELA and Math for Socioeconomically Disadvantaged students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Course Completion Counts (from Calpads 3.9 - baseline collected 2022-23)	CTE Courses - Lincoln = 154 CTE Courses - SLVA = 20 Dual Enrollment - Lincoln = not available Dual Enrollment - SLVA = not available a-g courses - Lincoln = 434 a-g courses - SLVA = 370	CTE Courses - Lincoln = 176 CTE Courses - SLVA = 10 Dual Enrollment - Lincoln = not available Dual Enrollment - SLVA = not available a-g courses - Lincoln = 1028 a-g courses - SLVA = 493	CTE Courses - Lincoln = 84 CTE Courses - SLVA = 16 Dual Enrollment - Lincoln = 0 Dual Enrollment - SLVA = 0 a-g courses - Lincoln = 914 a-g courses - SLVA = 522	CTE Courses - Lincoln = 200 CTE Courses - SLVA = 30 Dual Enrollment - Lincoln = 30 Dual Enrollment - SLVA = 30 a-g courses - Lincoln = 1200 a-g courses - SLVA = 500	"CTE Courses - Lincoln = -70 CTE Courses - SLVA = -4 Dual Enrollment - Lincoln = 0 Dual Enrollment - SLVA = 0 a-g courses - Lincoln = 480 a-g courses - SLVA = 152
4.2	EL Reclassification Rate	Lincoln = 4.4% SLVA = 10.3%	Lincoln = 7.8% SLVA = 15%	Lincoln = 2.6% SLVA = 10.5%	Lincoln = 14% SLVA = 20%	Lincoln = -1.80 SLVA = 0.20
4.3	UC Doorways # a-g approved courses	Lincoln = 20 SLVA = 0	Lincoln = 34 SLVA = 37	Lincoln = 32 SLVA = 37	Lincoln = 26 SLVA = 15	Lincoln = 12 SLVA = 37
4.4	Lincoln Graduation Rates	Overall = 83% Socioeconomically disadvantaged = 83% Students with Disabilities = 79% English Learner = 86.8% Longterm English Learners = 87.5% African American = 78.6% Hispanic/Latinx = 86.4%	Overall = 76.1% Socioeconomically disadvantaged = 75.2% Students with Disabilities = 87% English Learner = 75% Longterm English Learners = 76.9% African American = 88.9% Hispanic/Latinx = 70.1%	Overall = 72.7% Socioeconomically disadvantaged = 74% Students with Disabilities = 62.5% English Learner = 81.1% Longterm English Learners = 81.8% African American = 71.4% Hispanic/Latinx = 74.3%	Overall = 90% Socioeconomically disadvantaged = 90% Students with Disabilities = 90% English Learner = 90% Longterm English Learners = 90% African American = 90% Hispanic/Latinx = 90%	Overall = -10.30 Socioeconomically disadvantaged = -9.00 Students with Disabilities = -16.50 English Learner = -5.70 Longterm English Learners = -5.70 African American = -7.20 Hispanic/Latinx = -12.10

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	SLVA Graduation Rates	Overall = 95% Socioeconomically disadvantaged = 94.2%	Overall = 55% Socioeconomically disadvantaged = 47.1%	Overall = 86.7% Socioeconomically disadvantaged = 85.7%	Overall = 98% Socioeconomically disadvantaged = 98%	Overall = -8.30 Socioeconomically disadvantaged = -8.50
4.6	English Language Progress Indicator % making progress	Lincoln = 16.1% SLVA = 30%	Lincoln = 27.1% SLVA = 31.6%	Lincoln = 56.4% SLVA = 30%	Lincoln = 24% SLVA = 25%	Lincoln = 40.30 SLVA = 0.00
4.7	Lincoln Suspension Rates	Overall = 9% Socioeconomically disadvantaged = 10.6% Students with Disabilities = 10.8% English Learner = 7.8% Longterm English Learners = 6.8% African American = 15.2% Hispanic/Latinx = 6.4%	Overall = 14.2% Socioeconomically disadvantaged = 15.4% Students with Disabilities = 21.6% English Learner = 14.5% Longterm English Learners = 15.8% African American = 14.6% Hispanic/Latinx = 14%	Overall = 12.7% Socioeconomically disadvantaged = 13.3% Students with Disabilities = 30.6% English Learner = 6.7% Longterm English Learners = 7.7% African American = 34.3% Hispanic/Latinx = 9.4%	Overall = 4% Socioeconomically disadvantaged = 4% Students with Disabilities = 4% English Learner = 4% Longterm English Learners = 4% African American = 4% Hispanic/Latinx = 4%	Overall = 3.70 Socioeconomically disadvantaged = 2.70 Students with Disabilities = 19.80 English Learner = -1.10 Longterm English Learners = 0.90 African American = 19.10 Hispanic/Latinx = 3.00
4.8	SLVA Suspension Rates	Overall = 0.5% Socioeconomically disadvantaged = 0.6% Students with Disabilities = 0% English Learner = 0% Longterm English Learners = 0% African American = 2.4% Filipino = Hispanic/Latinx = 0%	Overall = 0% Socioeconomically disadvantaged = 0% Students with Disabilities = 0% English Learner = 0% Longterm English Learners = 0% African American = 0% Filipino = Hispanic/Latinx = 0%	Overall = 0.6% Socioeconomically disadvantaged = 0.8% Students with Disabilities = 0% English Learner = 0% Longterm English Learners = 0% African American = 4% Filipino = not available	Overall = 0.5% Socioeconomically disadvantaged = 0% Students with Disabilities = 0% English Learner = 0% Longterm English Learners = 0% African American = 0% Filipino = 0% Hispanic/Latinx = 0%	Overall = 0.10 Socioeconomically disadvantaged = 0.20 Students with Disabilities = 0.00 English Learner = 0.00 Longterm English Learners = 0.00 African American = 1.60 Filipino = n/a Hispanic/Latinx = 0.00

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Hispanic/Latinx = 0%		
4.9	Attendance rates	Lincoln = 75% SLVA Elementary = 85.75% SLVA Middle = 67.22% SLVA High = 67.33%	Lincoln = 67.8% SLVA Elementary = 94.1% SLVA Middle = 74.4% SLVA High = 77%		Lincoln = 85% SLVA Elementary = 95% SLVA Middle = 95% SLVA High = 95%	
4.10	Internship Completion	Lincoln = 17 SLVA = 0	Lincoln = 17 SLVA = 0	Lincoln = 10 SLVA = 0	Lincoln = 20 SLVA = 25	Lincoln = -7 SLVA = 0
4.11	Lincoln SBAC ELA Distance from Standard in Scale Score Points Distance from Standard in Scale Score points	Overall = -132.2 Socioeconomically disadvantaged = -110.1 Students with Disabilities = not available English Learner = -150 Longterm English Learners = -163.4 Hispanic/Latinx = -142.6	Overall = -155.2 Socioeconomically disadvantaged = -156.5 Students with Disabilities = -210.2 English Learner = -196.4 Longterm English Learners = -196.4 Hispanic/Latinx = -172.2	Overall = -141.4 Socioeconomically disadvantaged = -147 Students with Disabilities = not available English Learner = -165.9 Longterm English Learners = -176.2 Hispanic/Latinx = -132.3	Overall = -100 Socioeconomically disadvantaged = -100 Students with Disabilities = -150 English Learner = -100 Longterm English Learners = -100 Hispanic/Latinx = -100	Overall = -9.20 Socioeconomically disadvantaged = -36.90 Students with Disabilities = n/a English Learner = -15.90 Longterm English Learners = -12.80 Hispanic/Latinx = 10.30
4.12	Lincoln SBAC Math Distance from Standard in Scale Score Points	Overall = -223 Socioeconomically disadvantaged = -225.2 Students with Disabilities = not available English Learner = -220.9 Longterm English Learners = -234.6 Hispanic/Latinx = -224.1	Overall = -259.3 Socioeconomically disadvantaged = -267.1 Students with Disabilities = -275.5 English Learner = -288.7 Longterm English Learners = -288.7 Hispanic/Latinx = -276.2	Overall = -258 Socioeconomically disadvantaged = -260.8 Students with Disabilities = not available English Learner = -266.7 Longterm English Learners = -270.9 Hispanic/Latinx = -249.6	Overall = -180 Socioeconomically disadvantaged = -180 Students with Disabilities = -180 English Learner = -180 Longterm English Learners = -180 Hispanic/Latinx = -180	Overall = -35.00 Socioeconomically disadvantaged = -35.60 Students with Disabilities = n/a English Learner = -45.80 Longterm English Learners = -36.30 Hispanic/Latinx = -25.50

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.13	SLVA SBAC ELA Distance from Standard in Scale Score Points	Overall = -92.2 Socioeconomically disadvantaged = -79.3 Students with Disabilities = -126.9 English Learner = -95.7 Hispanic/Latinx = -61.5	Overall = -68.6 Socioeconomically disadvantaged = -84.7 Students with Disabilities = -236.2 English Learner = -50.1 Hispanic/Latinx = -47.9	Overall = -29.9 Socioeconomically disadvantaged = -26.4 Students with Disabilities = not available English Learner = -39.9 Hispanic/Latinx = -53.9	Overall = -80 Socioeconomically disadvantaged = -80 Students with Disabilities = -100 English Learner = -80 Hispanic/Latinx = -40	Overall = 62.30 Socioeconomically disadvantaged = 52.90 Students with Disabilities = n/a English Learner = 55.80 Hispanic/Latinx = 7.60
4.14	SLVA SBAC Math Distance from Standard in Scale Score Points	Overall = -137.8 Socioeconomically disadvantaged = -138.1 Students with Disabilities = -145 English Learner = -147.4 Hispanic/Latinx = -116.4	Overall = -128.7 Socioeconomically disadvantaged = -139.2 Students with Disabilities = -254.3 English Learner = -93.9 Hispanic/Latinx = -94.1	Overall = -124.1 Socioeconomically disadvantaged = -126 Students with Disabilities = not available English Learner = -160.6 Hispanic/Latinx = -146.9	Overall = -100 Socioeconomically disadvantaged = -100 Students with Disabilities = -100 English Learner = -100 Hispanic/Latinx = -80	Overall = 13.70 Socioeconomically disadvantaged = 12.10 Students with Disabilities = n/a English Learner = -13.20 Hispanic/Latinx = -30.50
4.15	Renaissance STAR Reading and Math % of students at/above state benchmark on midyear assessment	Lincoln Star Reading = 20% Lincoln Star Math = 0% SLVA Elementary Star Reading = 50% SLVA Middle Star Reading = 38% SLVA High Star Reading = 55% SLVA Elementary Star Math = 36% SLVA Middle Star Math = 20% SLVA High Star Math = 61%	Lincoln Star Reading = 29% Lincoln Star Math = 0% SLVA Elementary Star Reading = 35% SLVA Middle Star Reading = 29% SLVA High Star Reading = 22% SLVA Elementary Star Math = 16% SLVA Middle Star Math = 11%	Lincoln Star Reading = not assessed Lincoln Star Math = not assessed SLVA Elementary Star Reading = 53.8% SLVA Middle Star Reading = 44.4% SLVA High Star Reading = 81.1% SLVA Elementary Star Math = 28.6%	Lincoln Star Reading = 30% Lincoln Star Math = 20% SLVA Elementary Star Reading = 60% SLVA Middle Star Reading = 50% SLVA High Star Reading = 62% SLVA Elementary Star Math = 50% SLVA Middle Star Math = 40%	Lincoln Star Reading = n/a Lincoln Star Math = n/a SLVA Elementary Star Reading = 3.80 SLVA Middle Star Reading = 6.40 SLVA High Star Reading = 26.10 SLVA Elementary Star Math = -7.40 SLVA Middle Star Math = 18.90

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SLVA High Star Math = 17%	SLVA Middle Star Math = 38.9% SLVA High Star Math = 45.5%	SLVA High Star Math = 68%	SLVA High Star Math = -15.50
4.16	California School Parent Survey - % strongly agree	Lincoln Promotion of parental involvement = 58% Lincoln Parents feel welcome to participate at this school = 50% Lincoln School provides parents with advice and resources to support my child's social and emotional needs = 100% SLVA Promotion of parental involvement = not available SLVA Parents feel welcome to participate at this school = not available SLVA School provides parents with advice and resources to support my child's social and emotional needs = not available	Lincoln Promotion of parental involvement = not available Lincoln Parents feel welcome to participate at this school = not available Lincoln School provides parents with advice and resources to support my child's social and emotional needs = not available SLVA Promotion of parental involvement = not available SLVA Parents feel welcome to participate at this school = not available SLVA School provides parents with advice and resources to support my child's social and	Lincoln Promotion of parental involvement = 47% Lincoln Parents feel welcome to participate at this school = 50% Lincoln School provides parents with advice and resources to support my child's social and emotional needs = not available SLVA Promotion of parental involvement = 69% SLVA Parents feel welcome to participate at this school = 67% SLVA School provides parents with advice and resources to support my child's social and emotional needs = 89%	Lincoln Promotion of parental involvement = 65% Lincoln Parents feel welcome to participate at this school = 60% Lincoln School provides parents with advice and resources to support my child's social and emotional needs = 100% SLVA Promotion of parental involvement = SLVA Parents feel welcome to participate at this school = SLVA School provides parents with advice and resources to support my child's social and emotional needs =	"Lincoln Promotion of parental involvement = -11.00 Lincoln Parents feel welcome to participate at this school = 0.00 Lincoln School provides parents with advice and resources to support my child's social and emotional needs = n/a SLVA Promotion of parental involvement = n/a SLVA Parents feel welcome to participate at this school = n/a SLVA School provides parents with advice and resources to support my child's social and emotional needs = n/a"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			emotional needs = not available			
4.17	Lincoln College and Career Indicator % prepared	Overall = 1% Socioeconomically disadvantaged = 1.0% Students with Disabilities = 5.6% English Learner = 3% Longterm English Learners = 3.6% African American = 0% Hispanic/Latinx = 1.5%	Overall = 0.9% Socioeconomically disadvantaged = 0.9% Students with Disabilities = 0% English Learner = 0% Longterm English Learners = 0% African American = 0% Hispanic/Latinx = 1.5%	Overall = 4.8% Socioeconomically disadvantaged = 5.1% Students with Disabilities = 0% English Learner = 2.9% Longterm English Learners = 3.1% African American = 0% Hispanic/Latinx = 7.2%	Overall = 30% Socioeconomically disadvantaged = 30% Students with Disabilities = 30% English Learner = 30% Longterm English Learners = 30% African American = 30% Hispanic/Latinx = 30%	Overall = 3.80 Socioeconomically disadvantaged = -4.9 Students with Disabilities = -5.6 English Learner = -0.1 Longterm English Learners = -0.5 African American = 0 Hispanic/Latinx = 5.7
4.18	SLVA College and Career Indicator	Overall = 10% Socioeconomically disadvantaged = 11.8%	Overall = 5% Socioeconomically disadvantaged = 5.9%	Overall = 13.3% Socioeconomically disadvantaged = 14.3%	Overall = 30% Socioeconomically disadvantaged = 30%	Overall = 3.3 Socioeconomically disadvantaged = 2.5
4.19	California Healthy Kids Survey % agree/strongly agree	Lincoln - School Connectedness = 57% Lincoln - Academic Motivation = 57% Lincoln - School perceived as safe = 66% Lincoln - Current alcohol or drug use = 28% Lincoln - Social emotional distress = 38% Lincoln - Experienced chronic	Lincoln - School Connectedness = 58% Lincoln - Academic Motivation = 66% Lincoln - School perceived as safe = 68% Lincoln - Current alcohol or drug use = 19% Lincoln - Social emotional distress = 18% Lincoln - Experienced	Lincoln - School Connectedness = 66% Lincoln - Academic Motivation = 67% Lincoln - School perceived as safe = 84% Lincoln - Current alcohol or drug use = 12% Lincoln - Social emotional distress = 16% Lincoln - Experienced	Lincoln - School Connectedness = 9 Lincoln - Academic Motivation = 10 Lincoln - School perceived as safe = 18 Lincoln - Current alcohol or drug use = -16 Lincoln - Social emotional distress = -22 Lincoln - Experienced chronic	Lincoln - School Connectedness = 9 Lincoln - Academic Motivation = 10 Lincoln - School perceived as safe = 18 Lincoln - Current alcohol or drug use = -16 Lincoln - Social emotional distress = -22 Lincoln - Experienced chronic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		sadness/hopelessness = 36% SLVA - Grade 11 - School Connectedness = 60% SLVA - Grade 11 - Academic Motivation = 65% SLVA - Grade 11 - School perceived as safe = n/a SLVA - Grade 11 - Current alcohol or drug use = 9% SLVA - Grade 11 - Social emotional distress = 35% SLVA - Grade 11 - Experienced chronic sadness/hopelessness = 45%	chronic sadness/hopelessness = 32% SLVA - Grade 11 - School Connectedness = 51% SLVA - Grade 11 - Academic Motivation = 71% SLVA - Grade 11 - School perceived as safe = n/a SLVA - Grade 11 - Current alcohol or drug use = 4% SLVA - Grade 11 - Social emotional distress = 26% SLVA - Grade 11 - Experienced chronic sadness/hopelessness = 37 %	chronic sadness/hopelessness = 15% SLVA not available for 2025-26.	sadness/hopelessness = SLVA - Grade 11 - School Connectedness = SLVA - Grade 11 - Academic Motivation = SLVA - Grade 11 - School perceived as safe = SLVA - Grade 11 - Current alcohol or drug use = SLVA - Grade 11 - Social emotional distress = SLVA - Grade 11 - Experienced chronic sadness/hopelessness =	chronic sadness/hopelessness = -21 SLVA - Grade 11 - School Connectedness = n/a SLVA - Grade 11 - Academic Motivation = n/a SLVA - Grade 11 - School perceived as safe = n/a SLVA - Grade 11 - Current alcohol or drug use = n/a SLVA - Grade 11 - Social emotional distress = n/a SLVA - Grade 11 - Experienced chronic sadness/hopelessness = n/a
4.20	Completion Rate of Industry recognized certifications (# of students completing one or more certificate) - Lincoln Only	CPR = 15 OSHA10 = 10 NABTU = 4 Food Safe Handler = n/a	CPR = 20 OSHA10 = 9 NABTU = 4 Food Safe Handler = 0	CPR = 10 OSHA10 = 12 NABTU = 0 Food Safe Handler = 0	CPR = 20 OSHA10 = 15 NABTU = 10 Food Safe Handler = 10	CPR = -5 OSHA10 = 2 NABTU = -4 Food Safe Handler = n/a

Goal Analysis [2025-26]

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

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

Using Equity Multiplier funding, SLVA successfully strengthened student achievement, engagement, and transitions through targeted staffing, program design, and systems of support. A key success was support for a school counselor and program coordinator, which significantly enhanced case management, academic planning, and college and career guidance. Through this support, students received individualized academic plans that prioritized access to early college credit and high school graduation.

The investment also improved student engagement and persistence by providing consistent advising, social-emotional check-ins, and structured goal-setting. The program coordinator played a critical role in facilitating ongoing family communication, coordinating semester intake and exit processes, and ensuring students and families remained connected and supported throughout their time in the program. Additionally, Equity Multiplier funds expanded access to dual enrollment opportunities for SLVA students in grades 9–12, increasing early exposure to college coursework and supporting college readiness. As part of expanded career exploration efforts, two students also participated in a mentorship opportunity with Kaiser Permanente, gaining valuable insight into healthcare careers and professional pathways. SLVA also strengthened operational systems by improving documentation, clarifying policies for virtual learning, and enhancing onboarding and offboarding processes for students transitioning in and out of the academy. These combined efforts resulted in more cohesive service delivery, increased family engagement, and a more personalized, responsive learning environment that supports student success and long-term outcomes.

Based on ongoing data analysis and the need to expand access and impact to serve more students, SLVA is refining its approach to student success planning. Moving forward, student planning will be a shared responsibility between the assigned school counselor and a teacher coach. This partnership will strengthen alignment between academic advising and classroom instruction, while also building teacher capacity to design and implement responsive programs that meet diverse student needs.

Lincoln High Continuation High School:

Lincoln High School effectively utilized Equity Multiplier funding to expand access, engagement, and postsecondary opportunities for students, with a strong focus on those most in need of support. The school strengthened college and career readiness by continuing its pre-apprenticeship MC3 construction pathway, enhancing the culinary program, and launching an early college cosmetology certification program in partnership with Laney College. A newly established College and Career Hub provided students with resources for FAFSA completion, trade and certification programs, and provided exposure to industry professionals through monthly guest speakers.

The school also prioritized student engagement and wellness through intentional relationship-building and systems of support. A structured onboarding process with the principal for all students contributed to a notable decrease in suspensions and improved school climate outcomes. Daily check-ins and consistent family communication increased attendance and strengthened connections between home and school. Additionally, a lead-and-support model for students with IEPs was successful.

A key success of Lincoln's approach was strong collaboration across departments, allowing Equity Multiplier resources to be used strategically and equitably. Looking ahead, the school plans to refine its approach by funding a Teacher on Special Assignment (TOSA) to provide targeted academic and behavioral support. This role will also strengthen Tier 2 interventions through the COST process and enhance

Student Attendance Review Team (SART) efforts, ensuring a more coordinated and proactive system of support for students requiring additional intervention.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for this year. Although the EL Paraeducator position was not filled during this school year, Lincoln High School ensured that English Learner (EL) students continued to receive targeted academic support through a coordinated effort by teachers, the EL coach, and assigned site staff. These team members collectively monitored student progress, provided tutoring, and supported students in preparing for ELPAC assessments, maintaining a focus on both language development and overall academic achievement. Actions are supported through in-kind contributions to maximize the impact of Equity Multiplier resources.

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

Evidence of Effectiveness

Action 4.1 (Increase CTE Pathway Completion and Early College Credit - Lincoln): This action is categorized as effective. Metric 4.17 (College and Career Indicator) shows the socioeconomically disadvantaged subgroup grew to 5.1 points, up from a baseline of 1.0. Furthermore, Metric 4.20 shows strong student certification completion in areas like CPR (20%), OSHA10 (15%), and NABTU (10%).

Action 4.2 (Increase A-G Approved Courses - Lincoln): This action is categorized as effective. Based on the latest data, UC Doorways approved courses for Lincoln reached 32, a significant increase from the baseline of 20. This is reflected in Metric 4.1, which shows that a-g course completion counts at Lincoln nearly doubled to 914, compared to a baseline of 434.

Action 4.5 (Supporting Mental Wellness and Social Health - Lincoln): This action is categorized as effective. The overall suspension rate for Lincoln High School (Metric 4.7) dropped from a baseline of 14.2% to 9.0%. Additionally, California Healthy Kids Survey data (Metric 4.19) shows that students' perception of school safety rose substantially from 66% to 84%.

Action 4.9 (Coordination and Transition for SLVA): This action is categorized as effective. Metric 4.5 reports that the SLVA graduation rate surged to 86.7%, a major improvement over the 55% baseline. Attendance rates (Metric 4.9) also showed positive growth, rising to 77.0% from a baseline of 67.33%.

Action 4.12 (Successful Planning - SLVA): This action is categorized as effective. Metric 4.13 (SBAC ELA) shows a massive gain for SLVA students, moving from -92.2 points to -29.9 points (a 62.3-point increase). This growth is also reflected in the increased graduation rate and College and Career Indicator results (Metric 4.18), which rose to 13.3% from a 10% baseline.

Limitedly Effective

Action 4.4 (EL Targeted Support - Lincoln): This action is categorized as limitedly effective. The EL reclassification rate at Lincoln (Metric 4.2) dropped to 2.6% from a 4.4% baseline. Additionally, the English Learner graduation rate (Metric 4.4) declined to 81.1% from the 86.8%

baseline. The district noted that the EL Paraeducator position remained vacant for much of the year, though other staff provided interim support. Action 4.6 (Office Support Connection Additions - Lincoln): This action is categorized as limitedly effective. While outreach efforts contributed to improved school climate, the primary target of daily attendance saw a decline. Metric 4.9 shows Lincoln's attendance rate dropped to 67.8% from a 75% baseline.

Inconclusive Evidence

Action 4.9 & 4.12 (SLVA Parent Engagement): For these actions, evidence is inconclusive based on Metric 4.16. The California School Parent Survey results for SLVA are currently listed as "n/a" or "not available," making it difficult to assess the specific effectiveness of parent outreach and advisory coordination at this site.

Action 4.12 (SLVA Internship Completion): This action is categorized as inconclusive evidence regarding career preparation, as Metric 4.10 currently reports 0% internship completion for SLVA students. Effectiveness in this specific area cannot be determined until more students transition into work-based learning opportunities.

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

Based on reflection and analysis of prior year implementation, some key adjustments have been made to Lincoln High School and San Leandro Virtual Academy (SLVA) goals, actions, and resource allocations for the coming year.

At Lincoln High School, although the EL Paraeducator position was not filled this year, the need for dedicated, consistent English Learner (EL) support was clearly identified. As a result, a refined action has been established to prioritize the hiring, training, and full utilization of an EL Paraeducator. This role will more systematically support EL students through grade monitoring, targeted tutoring, and structured ELPAC preparation in coordination with the EL coach and site administration. This adjustment strengthens the original goal by ensuring clearer accountability and more consistent delivery of services, with an intended outcome of a 5–10% increase in ELPAC performance and improved progress toward College and Career Indicator (CCI) completion.

Funding allocations will be adjusted to prioritize and sustain the most effective, high-impact actions that directly improve student outcomes. This includes a strategic investment in a Teacher on Special Assignment position, which will support coordination of student services, strengthen systems of support, and expand access to targeted academic interventions.

A significant structural change for the coming year is the relocation of SLVA staff to the Lincoln campus. This shift is designed to bridge resources and expand access to supports for students and families by aligning office support systems and increasing collaboration across programs.

In response to College and Career Readiness data, Lincoln High School will continue to expand access to Career Technical Education (CTE) pathways and early college opportunities. This includes maintaining and increasing dual enrollment offerings through partnerships with Laney College and Chabot College, including summer programming. The school will also actively promote SLUSD's Early Educator Youth Apprenticeship Program to increase student enrollment in high-demand career pathways.

With SLVA and Lincoln co-located, the COST (Coordination of Services Team) structure will be integrated to strengthen collaboration among school staff, community-based partners, and mental health providers. This change is intended to improve the coordination and effectiveness of Tier 2 and Tier 3 interventions.

These changes reflect a more targeted, data-informed approach to improving student outcomes, with an emphasis on sustainability, alignment of resources, and expanded access to college and career pathways.

Metric 4.10 Baseline and Target Outcome data was adjusted to correct an error in the calculation.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increase CTE Pathway Completion and Early College Credit	The Teacher on Special Assignment (TOSA) will provide in-class support and lead tiered intervention programs to strengthen academic achievement across content areas. The TOSA will monitor student progress, conduct regular check-ins to support motivation and goal completion, and expand student access to multiple postsecondary pathways, including early college coursework, CTE pathways, and industry certification programs, ensuring students are prepared for college, career, and future opportunities. In addition, the TOSA will support and coach teachers by modeling effective instructional strategies, collaborating on intervention planning, and building staff capacity to implement high-impact, inclusive practices that improve student outcomes. To address outcomes in the 2024-2025 to CA Dashboard for College and Career Readiness, this action supports improvement goals and monitoring for All Students at Lincoln High School with special focus on Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$70,000.00	No
4.2	Increase A-G Approved Courses at Lincoln High School	Lincoln high teachers and administrators will work with the Teaching, Learning and Educational Equity Department on writing and creating a-g courses to submit to the UC doorways in order to increase students opportunities to meet the UC/CSU requirements. To address outcomes in the 2024-2025 to CA Dashboard for College and Career Readiness, this action supports improvement goals and monitoring for All Students at	\$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Lincoln High School with special focus on Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.		
4.3	ACTION CLOSED: Attendance Incentive Campaign			No
4.4	EL Targeted Support	Lincoln High School will hire, train and utilize an EL para to provide academic support to English Learners throughout the school day and specially in preparation for ELPAC assessments. In coordination with EL coach and site administration, the EL Para will monitor EL students' grades in courses to provide tutoring and logistical support to ensure a 5-10% increase in ELPAC score and completion of CCI. To address outcomes in the 2024-2025 to CA Dashboard for ELA, Math and support to College & Career Readiness, this action supports improvement goals and monitoring for All Students at Lincoln High School with special focus on Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$50,000.00	No
4.5	Supporting Mental Wellness and Social Health	Mental health additional counseling and socio-emotional support students' well being and progress towards pursuing a joyful and vibrant life. To address outcomes in the 2024-2025 to CA Dashboard for Suspension, this action supports improvement goals and monitoring for All Students at Lincoln High School with special focus on English Learners, Long Term EL, Students with Disabilities, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.	\$35,000.00	No
4.6	Office Support Connection Additions	Family, caregiver and student outreach additional support with focused additional hours for office staff for targeted identified family and student communications and supporting students' connection for attending school daily with supportive daily communications. o address outcomes in the 2024-2025 to CA Dashboard for Suspension and College & Career Readiness, this action supports improvement goals and monitoring for All Students at Lincoln High School with special focus on English Learners,	\$57,799.00	No

Action #	Title	Description	Total Funds	Contributing
		Long Term EL, Students with Disabilities, Hispanic (Latinx) students, and Socioeconomically disadvantaged students at Lincoln High School.		
4.7	ACTION CLOSED: Exposure Activities to Work Based Learning and Real World Connections Field Trips & Activities			No
4.8	ACTION CLOSED: Effective and Engaging Instruction			No
4.9	Coordination and Transition for Quality Enter and Exit of SLVA	Provide coordination around semester intake and exit meetings and parent outreach weekly for connection and support. Ensure documentation and policies are implemented for virtual academy students and families. Support coordination of events and activities that prepare students for success. To address outcomes in the 2024-2025 to CA Dashboard for ELA and Math; this action supports improvement goals and monitoring Socioeconomically disadvantaged students at SLVA School.	\$105,000.00	No
4.10	ACTION CLOSED: Attendance Incentive Campaign			No
4.11	ACTION CLOSED: Office Support Connection Additions			No
4.12	Successful Planning	The Teacher on Special Assignment (TOSA) will support SLVA students in successfully transitioning to Lincoln High School by coordinating transition supports and ensuring access to school resources that promote engagement and continuity. The TOSA will also expand access to early college credit opportunities by connecting students to Chabot College and Laney College, ensuring participation in workshops, and providing one on one check ins. Through ongoing monitoring, collaboration with staff, and targeted follow-up, the TOSA will reduce barriers and increase student	\$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
		participation and success for students transitioning between schools and between high school and college. To address outcomes in the 2024-2025 to CA Dashboard for ELA and Math; this action supports improvement goals and monitoring Socioeconomically disadvantaged students at SLVA School.		
4.13	ACTION CLOSED: Exposure to Field Trips (Virtual and in Person) & College/Career			No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$33,048,315	\$3,525,660

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.771%	0.000%	\$0.00	32.771%

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>Action: Effective and Engaging ELA Instruction</p> <p>Need: CAASPP and STAR data reveal a need for intervention and support for students in reading. STAR CBM shows a need to support early literacy through phonological awareness.</p> <p>Scope:</p>	Supporting literacy across the content areas as well as implementing daily phonological awareness in grades TK-2 will lay a solid foundation for reading TK-12. This is provided on a LEA-wide basis because SLUSD's theory of action is that using our unduplicated groups as focal students in developing strong practices and curricula in ELA while monitoring student progress will render not only better academic outcomes of these groups but raise the professional capacity of our staff to meet the needs of all students.	1.1 CAASPP ELA Distance from Standard 1.19 STAR Reading At/Above State Benchmark 1.20 STAR CBM Reading At/Above Benchmark 1.23 % of teachers reporting effectiveness of PD

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		
1.2	<p>Action: Responsive and Rigorous Math Instruction</p> <p>Need: Our student achievement data show the need to improve math outcomes for unduplicated groups while specifically attending to gaps in elementary math learning progressions.</p> <p>Scope: LEA-wide</p>	The action research and curricula analysis in this action will provide e a sharp lens on how to design quality lessons and assessments for math that support student learning. This is provided on a LEA-wide basis because SLUSD's theory of action is that using our unduplicated groups as focal students in developing strong practices and curricula in Math while monitoring student progress will render not only better academic outcomes of these groups but raise the professional capacity of our staff to meet the needs of all students.	1.2 CAASPP Math Distance from Standard 1.21 STAR Math At/Above State Benchmark 1.22 STAR CBM Math At/Above Benchmark 1.23 % of teachers reporting effectiveness of PD
1.4	<p>Action: Dynamic and Real-world Instruction across Content Areas</p> <p>Need: Student grades, completion of advanced placement courses, and completion of a-g in high school shows a need to support students in engaging with content based learning in science, social studies, VAPA and PE.</p> <p>Scope: LEA-wide</p>	Creating formative assessment and cross-content teaching strategies that support literacy and critical thinking where VAPA, PE, Science and History/Social Science education intersect with reading across the technical subjects standards will provide students a cohesive framework for accessing content across domains. This is provided on a LEA-wide basis because SLUSD's theory of action is that using our unduplicated groups as focal students will render not only better academic outcomes of these groups but raise the professional capacity of our staff to meet the needs of all students.	1.8 CAST Distance from Standard 1.23 % of teachers reporting effectiveness of PD, 1.24 D/F rates for Science, Social Science, VAPA, PE, and Technical Arts
1.5	<p>Action: Enhanced Art & Music Programs</p> <p>Need: Increasing completion of VAPA a-g requirements in performing arts is a need for students experiencing low-income</p>	This is provided on a LEA-wide basis because SLUSD's theory of action is that using our unduplicated groups as focal students in developing robust school based access to performing arts/music will render not only better engagement in school and thus academic outcomes of these groups but raise the	1.25 Enrollment in music courses by grade

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>Scope: LEA-wide</p>	<p>professional capacity of our staff to meet the needs of all students.</p>	
<p>1.6</p>	<p>Action: SPSA Support to Address CA Dashboard Data</p> <p>Need: Current SPSAs need more SMART goals for unduplicated students and students in red on CA Dashboard</p> <p>Scope: LEA-wide</p>	<p>This is provided on a LEA-wide basis because SLUSD's theory of action is that using our unduplicated groups as focal students in developing responsive and measurable SPSA actions will raise academic outcomes of these groups but also raise the professional capacity of our staff to meet the needs of all students.</p>	<p>1.26 % of SPSAs addressing lowest-ranked indicators</p>
<p>1.7</p>	<p>Action: Grading and Assessing Understanding and Communication Enhancements</p> <p>Need: Unduplicated students show high need for intervention in ELA and Math based on grades so there is a need to analyze accuracy of the grades in guiding more strategic support by standards.</p> <p>Scope: LEA-wide</p>	<p>Inconsistent and inequitable grading practices more adversely affect unduplicated students and can mask performance needs. Attending to inaccuracies in grading can support all students with a clearer picture of their progress and next steps.</p>	<p>1.1 and 1.2 CAASPP Distance from Standard 1.24 D/F Rate</p>
<p>1.8</p>	<p>Action: Equity and Access for Students with Disabilities</p> <p>Need:</p>	<p>Supporting a deeper understanding of how to support dually identified students while also supporting UDL in the general education classroom will not only support unduplicated students but also widen access and inclusion for all students.</p>	<p>1.1 and 1.2 CAASPP Distance from Standard 1.23 % of teachers reporting effectiveness of PD</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>Unduplicated students are highly represented in special education and in referrals for testing.</p> <p>Scope: LEA-wide</p>		
1.9	<p>Action: Universal Access Blended Learning Suites and District Digital Assessment Platforms</p> <p>Need: Unduplicated students performance data in math and ELA shows a need for timely support and intervention</p> <p>Scope: LEA-wide</p>	<p>Access to multilingual, on demand intervention and extra support during the school day and at home can remedy learning gaps while also providing opportunities for acceleration as needed. While the platforms and resources in this action are selected to best serve unduplicated students in terms of universal access needs, this is an LEA-wide action because these tools will support growth for all students while also developing the capacity for differentiated teaching and small group instruction for our staff.</p>	<p>1.19 and 1.21 STAR Reading and Math At/Above State Benchmark 1.27 and 1.28 Star Reading and Math Growth Percentile</p>
1.10	<p>Action: Implementation of Multi-Tiered Integrated Intervention System (MIISS)</p> <p>Need: CA Dashboard data and CHKS data show a need to support unduplicated students with timely access to the right level of intervention.</p> <p>Scope: LEA-wide</p>	<p>Our MIISS efforts will be focused on our intervention specialists supporting direct instruction and building capacity for all school staff to serve English Learners, students who qualify for intervention due to the intersection of academic need and socioeconomic status, and students who are highly mobile, such as Foster Youth and our unhoused youth. Our centralized staff will focus outreach and coordination between sites and local providers to ensure timely interventions, data monitoring, and supports needed based on Differentiated Assistance goals from state and county. These actions should raise the quality and versatility of our MIISS programs and protocols to provide safeguards specifically for our unduplicated student population while also</p>	<p>1.1 and 1.2 CAASPP Distance from Standard 1.29 % of students in intervention</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
		documenting the areas where services are increased and improved and where adjustments may need to be made in real time.	
1.11	<p>Action: Supplemental Curriculum & Support for Long Term English Learners</p> <p>Need: CAASPP ELA and Math data for unduplicated students (as well as other subgroups in CA Dashboard) reveal need for additional curriculum to bridge learning gaps</p> <p>Scope: LEA-wide</p>	Implementation of focused curriculum designed for these needs will support progress not only for these groups but for all students as the strategies and routines become parts of core practices, enhancing our capacity for more universally designed teaching.	1.1 CAASPP Distance from Standard 1.3 English Language Progress Indicator 1.19 Star Reading % At/Above Benchmark 1.4 Reclassification Rate
1.13	<p>Action: Summer Learning Opportunities</p> <p>Need: CAASPP and local data indicates a need to provide support and intervention and support math, language and literacy during extended learning times</p> <p>Scope: LEA-wide</p>	Our summer school and after (before, if possible) school programs will be focused on increasing the offering of programs specifically designed to support English Learners and increasing participation of students who qualify for intervention due to the intersection of academic need and socioeconomic status, and students who are highly mobile, such as Foster Youth and our unhoused youth. With this design in mind, access for all students will open up as both universal design principles are utilized and there is an increased effort on recruitment and family outreach. This expansion of learning opportunity is an added service that should support all students' academic achievement who qualify as a result of . local assessments.	1.19 and 1.21 Star Math and Reading % At/Above Benchmark 1.31 Number of Summer School Grades of B or better

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>1.15</p>	<p>Action: Increase College Acceptance and A-G Completion</p> <p>Need: Prior data analysis shows that we have increased college readiness as our unduplicated students are enrolling in APs and taking the exams, applying to college more easily with the support services offered in our college and career counseling center. We want to see more growth in this area.</p> <p>Scope: Schoolwide</p>	<p>One on one support to guide students with the courses and potential credit or grade recovery needed to graduate and offering free test prep and exams to support college application process will remove barriers not only for unduplicated students but create systems that support a stronger college going and graduation culture across campuses. For this reason, this goal is schoolwide.</p>	<p>1.13 a-g completion 1.5 Graduation Rates 1.16 AP exam 3 or higher</p>
<p>1.16</p>	<p>Action: Individual Student College and Career Planning</p> <p>Need: Increase College and Career Readiness indicator rate on CA Dashboard for unduplicated students</p> <p>Scope: Schoolwide</p>	<p>Additional program staff focused on college and career pathway work in grades 6-12 will be able to analyze root causes for where pathways have barriers and support new programs to remedy those pitfalls. Ultimately, this work in the service of students who have historically been underserved will strengthen postsecondary support systems for all students and therefore it is a schoolwide action.</p>	<p>1.6 College and career preparedness 1.13 a-g completion rates 1.32 Participation Rate in College Career Guidance Initiative</p>
<p>1.17</p>	<p>Action: Early College Credits</p> <p>Need: Unduplicated student college readiness rates</p>	<p>Improving access to dual enrollment will not only support a more college ready culture on campuses but also bolster unduplicated students' opportunity to enter post secondary with confidence and access to higher level courses in their interest areas. This is a school-wide goal as these efforts will support staff in creating the systems and</p>	<p>1.5 Graduation Rate 1.6 College and Career Indicator % prepared 1.7 Academic Achievement Awards 1.13 a-g completion 1.14 CTE Completion</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>Scope: Schoolwide</p>	relationships needed with community colleges and universities to provide all students with more access to college level coursework during the core high school day and in extended learning spaces.	1.16 AP Passing Rate 1.33 % students completing college credit
1.18	<p>Action: High Quality Career Technical Education</p> <p>Need: These actions, collectively housed at our high schools from prior LCAPs, focus on increasing access to college and career readiness for all students but the actions stemmed from an analysis of our graduation rates for English Language Learners, access to quality career education, and work certification programs for our English Language Learners and low-income students.</p> <p>Scope: Schoolwide</p>	This supports our students who would otherwise not have access to highly specialized career certification and pathway programming as this action provides not only the on site coursework, work based learning opportunities, and mentorship, but also the transportation to the regional facility in Hayward. While this program is open to all students, our unduplicated student population benefits from the specialized support structures and programs that are only available to them via Eden Area ROP through both the regional center as well as Eden Area ROP teachers and support structures located at the San Leandro High School campus. While these actions were driven to ensure equity through college and career readiness for our unduplicated students, the wealth of services provided through these actions benefit all students at our high schools and have created a larger college-going, workforce-ready culture for all students. For this reason, it is a schoolwide action.	1.5 Graduation Rate 1.6 College and Career Indicator % prepared 1.14 CTE Completion
2.1	<p>Action: Positive Behavior Interventions and Supports with Research Based Social Emotional Learning & Restorative Practices Training</p> <p>Need: Need to reduce disproportionality of discipline for students of color, English Learners, Low income, Foster Youth, and/or unhoused students</p>	Provide differentiated professional development training and education for Positive Intervention and Supports and restorative justice practices as well as building peer mentor programs will not only support unduplicated students but it will bring consistent and just practices to the forefront, benefitting all students.	2.3 Suspension Rates 2.11 # of students with one or more referrals and average number of referrals per student

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>Scope: LEA-wide</p>		
<p>2.2</p>	<p>Action: Suspension and Expulsion Data Reflections</p> <p>Need: Need to reduce disproportionality of suspension for students of color, English Learners, Low income, Foster Youth, and/or unhoused students</p> <p>Scope: LEA-wide</p>	<p>Regular monitoring will support looking at students intersectional identities and getting to know the conditions which may affect disproportionate suspension rates. Communicating this data to staff can support the work needed to analyze the use of disproportionate suspension by educators in order to get to root causes. This kind of work builds a more solid foundation of caring and democratic schools that will benefit all students, hence this action is schoolwide.</p>	<p>2.3 Suspension Rate 2.4 Expulsion Rate 2.11 Referral Rate</p>
<p>2.3</p>	<p>Action: Safe and Secure District Settings</p> <p>Need: Reduce disproportionate suspension rates among unduplicated students and subgroups in CA Dashboard</p> <p>Scope: LEA-wide</p>	<p>Providing additional supervision to support students in extended learning spaces will create less distractions for those students while ensuring a more positive school climate for all students.</p>	<p>2.3 Suspension Rate 2.11 Referral Rate</p>
<p>2.4</p>	<p>Action: Supporting Mental Wellness and Social Health</p> <p>Need: Feedback from students specifically at the high school level</p>	<p>Provide students who are low-income more mental health counseling sessions beyond what is currently standard practice with most mental health providers. This action with LCFF funding allows for these services in order to specifically benefit the unduplicated students and the families,</p>	<p>2.2 Chronic Absenteeism 2.1 District Attendance 2.13 # students receiving counseling services</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>should a need for on-demand mental health services that could be accessed when in crisis without appointment. Feedback from families indicated a need for mental health services that included family counseling and in Spanish.</p> <p>Scope: LEA-wide</p>	<p>while improving the overall structure and spectrum of mental health services in SLUSD.</p>	
<p>2.5</p>	<p>Action: School Based Health and Social Services</p> <p>Need: Feedback from community indicated need to support unduplicated student with access to more universal screening and medical care and resource related to immigration services</p> <p>Scope: LEA-wide</p>	<p>Vision and hearing screenings alongside access to medical services within the district will support students who otherwise may not have access while creating the infrastructure for a community schools model across the district for all students.</p>	<p>2.2 Chronic Absenteeism, 2.1 Attendance Rate, 2.13 # students receiving medical services</p>
<p>2.6</p>	<p>Action: Diverse School Site Library</p> <p>Need: Unduplicated students need access to quality texts and a space for tutoring and support on campus.</p> <p>Scope: LEA-wide</p>	<p>This action is focused on ensuring access to our libraries- with a focus on ensuring quality programming and relevant materials for our English Learners, spaces for academic intervention groups for our low income students who need academic support, and spaces for tutoring for our Foster Youth and students who are unhoused through contracted services that land in the libraries during extended learning times. This action enables our secondary library programming to foster literacy across the content areas and through technology integration through high levels</p>	<p>2.14 LMMD PD attendance 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
		of collaboration between our library services and core content courses, as evidenced through programs such as Project Lit Circle, which have resulted in increased library materials and circulation of books among students who have traditionally not been successful in English Language Arts. The placement of high interest, rigorous texts within the library AND core content classrooms has created a greater schoolwide culture around reading and reading to learn.	
2.7	<p>Action: Secondary Transitions for all 6-12th grade</p> <p>Need: DELAC and PAC feedback on need to better support students between teachers, grades, and into postsecondary</p> <p>Scope: LEA-wide</p>	Creating transition meetings for this groups of students will support families with information needed to assist their student into the next phase of learning while also building the confidence of student to self-advocate and guide their own educational path. This kind of approach will create a map for how all students can be transitioned between semesters and grade and is therefore scalable and thus a LEA wide action,	2.3 Suspension Rate 2.2 Chronic Absenteeism 2.19 CSPS Results
2.9	<p>Action: Early Attendance and Outreach Intervention</p> <p>Need: Reduce chronic absenteeism rates</p> <p>Scope: LEA-wide</p>	Supporting a culture of daily attendance while addressing the root causes for missing school will support unduplicated students in coming to school more often and benefitting from the services deigned for them available on site. Programs that encourage daily attendance and assist the district in addressing root causes for absence will enhance the school climate and academic outcomes of all students so this is a LEA wide action for that reason.	2.2 Chronic Absenteeism 2.16 % of SART/SARB meetings conducted for qualifying students
2.10	<p>Action: Coordination of Services Team</p>	Creating a system that makes visible a variety of student data, tried interventions, and progress will guide educators and community based partners in	2.3 Suspension Rates 2.17 # of COST referrals

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>Need: Feedback from community input and student achievement data points to need for closer, timely monitoring for referrals into more intensive supports for academics, behavior and physical health support for unduplicated students</p> <p>Scope: LEA-wide</p>	<p>providing more responsive supports. This infrastructure will undoubtedly benefit all students and is therefore an LEA-wide action.</p>	
2.11	<p>Action: Site Based Positive Climate School Connectedness Initiatives</p> <p>Need: increase access to broad course of study and</p> <p>Scope: LEA-wide</p>	<p>Providing site based enrichment and tutoring designed for unduplicated students' interests will boost school connectedness and academic readiness while creating a more positive school climate for other students who may also attend and benefit from services designed for unduplicated student but scaled schoolwide.</p>	<p>2.1 Attendance 2.3 Suspension 2.18 CHKS student connectedness</p>
3.1	<p>Action: Highly Qualified Staff</p> <p>Need: These actions stem from an analysis of the community input (from previous LCAP processes and current) and input from the DELAC on continued need to attract and retain highly qualified staff that come to work in San Leandro Unified specifically because we serve English Learners, students who are from working class homes and need financial security (SED) and our foster youth.</p>	<p>Retaining and increasing staff that have undergone the SLUSD trainings for how to integrate anti-bias frameworks with real world learning (teaching staff) and cultural competency with responsive customer service (support staff) in order to close the opportunity gap and bridge long-standing home-school divides is a major initiative in our strategic plan focused on unduplicated students. That these efforts can support our professionals (classified and certificated employees) in staying SLUSD to ensure stability benefit all students in the district.</p>	<p>3.5 % of teaching FTE with appropriate clear/preliminary credentials</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>Scope: LEA-wide</p>		
<p>3.3</p>	<p>Action: Family Support by School Office Staff and District wide Communication Enhancement</p> <p>Need: Feedback from DELAC and community on need for multilingual and culturally responsive staff</p> <p>Scope: LEA-wide</p>	<p>These actions also attend to the input for more staff in the front office and over the phone to support families as well as more staff with bilingual credentials and stipends to be able to provide these services in Spanish. While these services stem from addressing the specific needs and requests from our DELAC in thinking about the needs of English Learners, the staff who are providing these services will surely be supporting students schoolwide and parents who may not represent unduplicated students.</p>	<p>3.1 CSPS Key Indicators</p>
<p>3.4</p>	<p>Action: Clear and Effective District Wide Communications to Families</p> <p>Need: Our families, via the educational partners input from our last LCAP 2017-2020, stated the need for better, proactive communication systems so that our unduplicated families are more readily and easily linked into not only school matters but also with one another, to encourage their own collaboration and engagement as a community. Input this year supported continuing this action.</p> <p>Scope:</p>	<p>These systems were procured and designed with unduplicated students in mind (multilingual, multiple modes of access, access for caregivers, etc.) but are raising the quality of services and outreach for all students in San Leandro Unified.</p>	<p>3.1 CSPS Key Indicators</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		
3.5	<p>Action: Parent/Caregiver Education Programs</p> <p>Need: A wider variety of parent engagement identified as an area of growth by PAC and DELAC.</p> <p>Scope: LEA-wide</p>	From workshops on immigration in primary languages to support our newcomer families to affinity group support for student with disabilities to parent academies to learn about academics and school governance, SLUSD is committed to creating safe and engaging space for students whose families have been historically marginalized from schools and whose voices need to be centered. This increase in services should render higher degrees of parent engagement, an area of growth the LCAP seeks to address based on feedback from LCAP PAC and DELAC.	3.1 CSPA Key Indicators

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Meaningful, Research Based ELD Instruction</p> <p>Need: ELPAC data shows a need to support professional development to hone in on the intersection between real-world learning strategies like project based learning and arts integrated learning AND rigorous English Language Development goals for multilingual learners across the content areas.</p>	This type of professional training and collaboration will raise the capacity of all staff to teach across linguistic differences while harnessing a more assets based approach for not only English Learners but all students learning Academic English, which can include students who speak non-mainstream English but are not English Learners which is why it may be an LEA-wide goal.	1.3 ELPI 1.1 CAASPP ELA Distance from Standard 1.4 EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.12	<p>Action: Wrap Around Services for Foster Youth</p> <p>Need: CA Dashboard data for Foster youth shows need to reduce chronic absenteeism and suspensions</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>A case management approach can support getting to root issues for why student are missing school and inform better outreach and intervention/supports. This approach should also support better handoffs between schools and agencies including communication on behavior goals and plans to reduce potential discipline and suspensions.</p>	<p>2.3 suspension rates 2.1 attendance data 1.5 Graduation rate 1.24 D/F rates, 1.30 % of students/families with individual case management meetings and number of meetings per family</p>
1.14	<p>Action: Dual Language Immersion Programs</p> <p>Need: PAC and DELAC feedback to continue to increase access to programs that sustain primary language for English learners</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Supporting the capacity of educators to deliver Dual Language Immersion in Spanish and Mandarin can promote primary language development, curb language and culture loss among our multilingual students, and support biliteracy.</p>	<p>1.1 CAASPP ELA Distance from Standard, 1.19 STAR Reading At/Above State Benchmark, 1.20 STAR CBM Reading At/Above Benchmark, 1.23 % of teachers reporting effectiveness of PD</p>
2.8	<p>Action: Student Supports for those who are temporarily unhoused (McKinney-Vento eligible) and in Foster Youth care</p> <p>Need: Listening session feedback pointed to a continued need for support in accessing tutoring and extra curricular activities</p>	<p>Considering that this group of students has high mobility, the district aims to provide additional tutoring time and one-on-one mentoring to close learning gaps caused by interruptions to their education and create a strong bond to our community and programs. Progress will be monitored through local assessments (STAR reading and math) as well by</p>	<p>2.9 # of meetings per student/family</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	monitoring attendance/participation in order to ensure access and improved intervention services for our Foster Youth and unhoused students.	
3.2	Action: Translation and Support Services Need: Community input and DELAC feedback on need for translation services Scope: Limited to Unduplicated Student Group(s)	SLUSD plans to increase parent engagement by using multiple ways of communicating to parents and the community with additional translation support and tailoring services driven by the direct input of these groups. While these services are most often used by multilingual families, the materials and resources created to be more universally accessible and visual support all students and families.	3.4 % of district communications and events with translation offered

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.

Not Applicable

Additional Concentration Grant Funding

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

In order to retain highly qualified staff and continue to keep positions fully staffed at schools with unduplicated students exceeding the 55% threshold during a difficult labor market and an ongoing worker shortage, the add-on funding is being used towards a combination of salaries and additional support positions in order to increase services and create a more responsive, positive, and safe school environment conducive to rigorous learning.

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	0.016	0.026
Staff-to-student ratio of certificated staff providing direct services to students	0.048	0.052

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	100,847,008	33,048,315	32.771%	0.000%	32.771%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$33,048,315.00	\$393,799.00	\$0.00	\$0.00	\$33,442,114.00	\$5,691,799.00	\$27,750,315.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Effective and Engaging ELA Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$140,000.00	\$140,000.00				\$140,000.00	
1	1.2	Responsive and Rigorous Math Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$140,000.00	\$140,000.00				\$140,000.00	
1	1.3	Meaningful, Research Based ELD Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$250,000.00	\$100,000.00	\$350,000.00				\$350,000.00	
1	1.4	Dynamic and Real-world Instruction across Content Areas	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$150,000.00	\$150,000.00				\$150,000.00	
1	1.5	Enhanced Art & Music Programs	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$400,000.00	\$20,000.00	\$420,000.00				\$420,000.00	
1	1.6	SPSA Support to Address CA Dashboard Data	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$45,000.00	\$45,000.00				\$45,000.00	
1	1.7	Grading and Assessing Understanding and Communication Enhancements	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$375,000.00	\$375,000.00				\$375,000.00	
1	1.8	Equity and Access for Students with Disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$200,000.00	\$120,000.00	\$320,000.00				\$320,000.00	
1	1.9	Universal Access Blended Learning Suites and District Digital Assessment Platforms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$0.00	\$756,400.00	\$756,400.00				\$756,400.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.10	Implementation of Multi-Tiered Integrated Intervention System (MIISS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$100,000.00	\$100,000.00				\$100,000.00	
1	1.11	Supplemental Curriculum & Support for Long Term English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.12	Wrap Around Services for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$150,000.00	\$0.00	\$150,000.00				\$150,000.00	
1	1.13	Summer Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$361,826.00	\$361,826.00				\$361,826.00	
1	1.14	Dual Language Immersion Programs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Washington, Halkin, and Jefferson Elementary, Bancroft Middle	Ongoing	\$240,000.00	\$60,000.00	\$300,000.00				\$300,000.00	
1	1.15	Increase College Acceptance and A-G Completion	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro High, Lincoln High, San Leandro Virtual Academy	Ongoing	\$0.00	\$375,000.00	\$375,000.00				\$375,000.00	
1	1.16	Individual Student College and Career Planning	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro High, Lincoln High, San Leandro Virtual Academy	Ongoing	\$0.00	\$178,000.00	\$178,000.00				\$178,000.00	
1	1.17	Early College Credits	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro High, Lincoln High, San Leandro	Ongoing	\$0.00	\$600,000.00	\$600,000.00				\$600,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Virtual Academy									
1	1.18	High Quality Career Technical Education	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro High, Lincoln High, San Leandro Virtual Academy	Ongoing	\$0.00	\$1,256,000.00	\$1,256,000.00				\$1,256,000.00	
2	2.1	Positive Behavior Interventions and Supports with Research Based Social Emotional Learning & Restorative Practices Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$130,000.00	\$0.00	\$130,000.00				\$130,000.00	
2	2.2	Suspension and Expulsion Data Reflections	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	
2	2.3	Safe and Secure District Settings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$160,000.00	\$40,000.00	\$200,000.00				\$200,000.00	
2	2.4	Supporting Mental Wellness and Social Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$716,000.00	\$0.00	\$716,000.00				\$716,000.00	
2	2.5	School Based Health and Social Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$815,000.00	\$0.00	\$815,000.00				\$815,000.00	
2	2.6	Diverse School Site Library	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$740,000.00	\$0.00	\$740,000.00				\$740,000.00	
2	2.7	Secondary Transitions for all 6-12th grade	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$150,000.00	\$0.00	\$150,000.00				\$150,000.00	
2	2.8	Student Supports for those who are temporarily unhoused (McKinney-Vento eligible) and in Foster Youth care	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	\$100,000.00	\$100,000.00	\$200,000.00				\$200,000.00	
2	2.9	Early Attendance and Outreach Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$200,000.00	\$0.00	\$200,000.00				\$200,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.10	Coordination of Services Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$300,000.00	\$0.00	\$300,000.00				\$300,000.00	
2	2.11	Site Based Positive Climate School Connectedness Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$397,470.00	\$397,470.00				\$397,470.00	
3	3.1	Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$22,058,619.00	\$22,058,619.00				\$22,058,619.00	
3	3.2	Translation and Support Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$348,000.00	\$0.00	\$348,000.00				\$348,000.00	
3	3.3	Family Support by School Office Staff and District wide Communication Enhancement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$305,000.00	\$0.00	\$305,000.00				\$305,000.00	
3	3.4	Clear and Effective District Wide Communications to Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$263,000.00	\$263,000.00				\$263,000.00	
3	3.5	Parent/Caregiver Education Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$83,000.00	\$83,000.00				\$83,000.00	
4	4.1	Increase CTE Pathway Completion and Early College Credit	All	No			Specific Schools: Lincoln Continuation High School	Ongoing	\$70,000.00	\$0.00		\$70,000.00			\$70,000.00	
4	4.2	Increase A-G Approved Courses at Lincoln High School	All	No			Specific Schools: Lincoln Continuation High School	Ongoing	\$0.00	\$6,000.00		\$6,000.00			\$6,000.00	
4	4.3	ACTION CLOSED: Attendance Incentive Campaign	All	No			Specific Schools: Lincoln Continuation High School									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.4	EL Targeted Support	All	No			Specific Schools: Lincoln Continuation High School	Ongoing	\$50,000.00	\$0.00		\$50,000.00			\$50,000.00	
4	4.5	Supporting Mental Wellness and Social Health	All	No			Specific Schools: Lincoln Continuation High School	Ongoing	\$35,000.00	\$0.00		\$35,000.00			\$35,000.00	
4	4.6	Office Support Connection Additions	All	No			Specific Schools: Lincoln Continuation High School	Ongoing	\$57,799.00	\$0.00		\$57,799.00			\$57,799.00	
4	4.7	ACTION CLOSED: Exposure Activities to Work Based Learning and Real World Connections Field Trips & Activities	All	No			Specific Schools: Lincoln Continuation High School									
4	4.8	ACTION CLOSED: Effective and Engaging Instruction	All	No			Specific Schools: San Leandro Virtual Academy									
4	4.9	Coordination and Transition for Quality Enter and Exit of SLVA	All	No			Specific Schools: San Leandro Virtual Academy	Ongoing	\$105,000.00	\$0.00		\$105,000.00			\$105,000.00	
4	4.10	ACTION CLOSED: Attendance Incentive Campaign	All	No			Specific Schools: San Leandro Virtual Academy									
4	4.11	ACTION CLOSED: Office Support Connection Additions	All	No			Specific Schools: San Leandro Virtual Academy									
4	4.12	Successful Planning	All	No			Specific Schools: San Leandro Virtual Academy	Ongoing	\$70,000.00	\$0.00		\$70,000.00			\$70,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.13	ACTION CLOSED: Exposure to Field Trips (Virtual and in Person) & College/Career	All	No			Specific Schools: San Leandro Virtual Academy									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
100,847,008	33,048,315	32.771%	0.000%	32.771%	\$33,048,315.00	0.000%	32.771 %	Total:	\$33,048,315.00
								LEA-wide Total:	\$29,291,315.00
								Limited Total:	\$1,348,000.00
								Schoolwide Total:	\$2,409,000.00

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 (%)
1	1.1	Effective and Engaging ELA Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$140,000.00	
1	1.2	Responsive and Rigorous Math Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$140,000.00	
1	1.3	Meaningful, Research Based ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$350,000.00	
1	1.4	Dynamic and Real-world Instruction across Content Areas	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
1	1.5	Enhanced Art & Music Programs	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$420,000.00	
1	1.6	SPSA Support to Address CA Dashboard Data	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	
1	1.7	Grading and Assessing Understanding and	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$375,000.00	

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 (%)
		Communication Enhancements			Low Income			
1	1.8	Equity and Access for Students with Disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$320,000.00	
1	1.9	Universal Access Blended Learning Suites and District Digital Assessment Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$756,400.00	
1	1.10	Implementation of Multi-Tiered Integrated Intervention System (MISS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
1	1.11	Supplemental Curriculum & Support for Long Term English Learners	Yes	LEA-wide	English Learners	All Schools	\$25,000.00	
1	1.12	Wrap Around Services for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$150,000.00	
1	1.13	Summer Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$361,826.00	
1	1.14	Dual Language Immersion Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Washington, Halkin, and Jefferson Elementary, Bancroft Middle	\$300,000.00	
1	1.15	Increase College Acceptance and A-G Completion	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro High, Lincoln High, San Leandro Virtual Academy	\$375,000.00	
1	1.16	Individual Student College and Career Planning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro High, Lincoln High, San Leandro Virtual Academy	\$178,000.00	
1	1.17	Early College Credits	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro High, Lincoln High, San	\$600,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Leandro Virtual Academy		
1	1.18	High Quality Career Technical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Leandro High, Lincoln High, San Leandro Virtual Academy	\$1,256,000.00	
2	2.1	Positive Behavior Interventions and Supports with Research Based Social Emotional Learning & Restorative Practices Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	
2	2.2	Suspension and Expulsion Data Reflections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
2	2.3	Safe and Secure District Settings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
2	2.4	Supporting Mental Wellness and Social Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$716,000.00	
2	2.5	School Based Health and Social Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$815,000.00	
2	2.6	Diverse School Site Library	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$740,000.00	
2	2.7	Secondary Transitions for all 6-12th grade	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
2	2.8	Student Supports for those who are temporarily unhoused (McKinney-Vento eligible) and in Foster Youth care	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$200,000.00	
2	2.9	Early Attendance and Outreach Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	

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 (%)
2	2.10	Coordination of Services Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
2	2.11	Site Based Positive Climate School Connectedness Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$397,470.00	
3	3.1	Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,058,619.00	
3	3.2	Translation and Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$348,000.00	
3	3.3	Family Support by School Office Staff and District wide Communication Enhancement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$305,000.00	
3	3.4	Clear and Effective District Wide Communications to Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$263,000.00	
3	3.5	Parent/Caregiver Education Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$30,990,539.00	\$31,786,964.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Effective and Engaging ELA Instruction	Yes	\$140,000.00	\$140,000.00
1	1.2	Responsive and Rigorous Math Instruction	Yes	\$140,000.00	\$140,000.00
1	1.3	Meaningful, Research Based ELD Instruction	Yes	\$350,000.00	350,000.00
1	1.4	Dynamic and Real-world Instruction across Content Areas	Yes	\$150,000.00	150,000.00
1	1.5	Enhanced Art & Music Programs	Yes	\$420,000.00	420,000.00
1	1.6	SPSA Support to Address CA Dashboard Data	Yes	\$45,000.00	45,000.00
1	1.7	Grading and Assessing Understanding and Communication Enhancements	Yes	\$375,000.00	375,000.00
1	1.8	Equity and Access for Students with Disabilities	Yes	\$320,000.00	320,000.00
1	1.9	Universal Access Blended Learning Suites and District Digital Assessment Platforms	Yes	\$756,400.00	756,400.00
1	1.10	Implementation of Multi-Tiered Integrated Intervention System (MISS)	Yes	\$100,000.00	100,000.00
1	1.11	Supplemental Curriculum & Support for Long Term English Learners	Yes	\$25,000.00	25,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Wrap Around Services for Foster Youth	Yes	\$150,000.00	150,000.00
1	1.13	Summer Learning Opportunities	Yes	\$361,826.00	\$400,000.00
1	1.14	Dual Language Immersion Programs	Yes	\$300,000.00	300,000.00
1	1.15	Increase College Acceptance and A-G Completion	Yes	\$375,000.00	375,000.00
1	1.16	Individual Student College and Career Planning	Yes	\$178,000.00	178,000.00
1	1.17	Early College Credits	Yes	\$600,000.00	600,000.00
1	1.18	High Quality Career Technical Education	Yes	\$1,256,000.00	1,256,000.00
2	2.1	Positive Behavior Interventions and Supports with Research Based Social Emotional Learning & Restorative Practices Training	Yes	\$130,000.00	130,000.00
2	2.2	Suspension and Expulsion Data Reflections	Yes	\$100,000.00	100,000.00
2	2.3	Safe and Secure District Settings	Yes	\$200,000.00	200,000.00
2	2.4	Supporting Mental Wellness and Social Health	Yes	\$716,000.00	716,000.00
2	2.5	School Based Health and Social Services	Yes	\$815,000.00	815,000.00
2	2.6	Diverse School Site Library	Yes	\$740,000.00	740,000.00

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)
2	2.7	Secondary Transitions for all 6-12th grade	Yes	\$150,000.00	150,000.00
2	2.8	Student Supports for those who are temporarily unhoused (McKinney-Vento eligible) and in Foster Youth care	Yes	\$200,000.00	200,000.00
2	2.9	Early Attendance and Outreach Intervention	Yes	\$200,000.00	200,000.00
2	2.10	Coordination of Services Team	Yes	\$300,000.00	300,000.00
2	2.11	Site Based Positive Climate School Connectedness Initiatives	Yes	\$397,470.00	397,470.00
3	3.1	Highly Qualified Staff	Yes	\$19,607,044.00	20,365,295.00
3	3.2	Translation and Support Services	Yes	\$348,000.00	348,000.00
3	3.3	Family Support by School Office Staff and District wide Communication Enhancement	Yes	\$305,000.00	305,000.00
3	3.4	Clear and Effective District Wide Communications to Families	Yes	\$263,000.00	263,000.00
3	3.5	Parent/Caregiver Education Programs	Yes	\$83,000.00	83,000.00
4	4.1	Increase CTE Pathway Completion and Early College Credit	No	\$70,000.00	70,000.00
4	4.2	Increase A-G Approved Courses at Lincoln High School	No	\$6,000.00	6,000.00
4	4.3	ACTION CLOSED: Attendance Incentive Campaign	No		

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	4.4	EL Targeted Support	No	\$50,000.00	50,000.00
4	4.5	Supporting Mental Wellness and Social Health	No	\$35,000.00	35,000.00
4	4.6	Office Support Connection Additions	No	\$57,799.00	57,799.00
4	4.7	ACTION CLOSED: Exposure Activities to Work Based Learning and Real World Connections Field Trips & Activities	No		
4	4.8	ACTION CLOSED: Effective and Engaging Instruction	No		
4	4.9	Coordination and Transition for Quality Enter and Exit of SLVA	No	\$105,000.00	105,000.00
4	4.10	ACTION CLOSED: Attendance Incentive Campaign	No		
4	4.11	ACTION CLOSED: Office Support Connection Additions	No		
4	4.12	Successful Planning	No	\$70,000.00	70,000.00
4	4.13	ACTION CLOSED: Exposure to Field Trips (Virtual and in Person) & College/Career	No		

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
31,354,991.00	\$30,596,740.00	\$31,393,165.00	(\$796,425.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Effective and Engaging ELA Instruction	Yes	\$140,000.00	\$140,000.00		
1	1.2	Responsive and Rigorous Math Instruction	Yes	\$140,000.00	\$140,000.00		
1	1.3	Meaningful, Research Based ELD Instruction	Yes	\$350,000.00	\$350,000.00		
1	1.4	Dynamic and Real-world Instruction across Content Areas	Yes	\$150,000.00	\$150,000.00		
1	1.5	Enhanced Art & Music Programs	Yes	\$420,000.00	\$420,000.00		
1	1.6	SPSA Support to Address CA Dashboard Data	Yes	\$45,000.00	\$45,000.00		
1	1.7	Grading and Assessing Understanding and Communication Enhancements	Yes	\$375,000.00	\$375,000.00		
1	1.8	Equity and Access for Students with Disabilities	Yes	\$320,000.00	\$320,000.00		
1	1.9	Universal Access Blended Learning Suites and District Digital Assessment Platforms	Yes	\$756,400.00	\$756,400.00		
1	1.10	Implementation of Multi-Tiered Integrated Intervention System (MISS)	Yes	\$100,000.00	\$100,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	Supplemental Curriculum & Support for Long Term English Learners	Yes	\$25,000.00	\$25,000.00		
1	1.12	Wrap Around Services for Foster Youth	Yes	\$150,000.00	\$150,000.00		
1	1.13	Summer Learning Opportunities	Yes	\$361,826.00	\$400,000.00		
1	1.14	Dual Language Immersion Programs	Yes	\$300,000.00	\$300,000.00		
1	1.15	Increase College Acceptance and A-G Completion	Yes	\$375,000.00	\$375,000.00		
1	1.16	Individual Student College and Career Planning	Yes	\$178,000.00	\$178,000.00		
1	1.17	Early College Credits	Yes	\$600,000.00	\$600,000.00		
1	1.18	High Quality Career Technical Education	Yes	\$1,256,000.00	\$1,256,000.00		
2	2.1	Positive Behavior Interventions and Supports with Research Based Social Emotional Learning & Restorative Practices Training	Yes	\$130,000.00	\$130,000.00		
2	2.2	Suspension and Expulsion Data Reflections	Yes	\$100,000.00	\$100,000.00		
2	2.3	Safe and Secure District Settings	Yes	\$200,000.00	\$200,000.00		
2	2.4	Supporting Mental Wellness and Social Health	Yes	\$716,000.00	\$716,000.00		
2	2.5	School Based Health and Social Services	Yes	\$815,000.00	\$815,000.00		
2	2.6	Diverse School Site Library	Yes	\$740,000.00	\$740,000.00		
2	2.7	Secondary Transitions for all 6-12th grade	Yes	\$150,000.00	\$150,000.00		
2	2.8	Student Supports for those who are temporarily unhoused (McKinney-Vento eligible) and in Foster Youth care	Yes	\$200,000.00	\$200,000.00		

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	2.9	Early Attendance and Outreach Intervention	Yes	\$200,000.00	\$200,000.00		
2	2.10	Coordination of Services Team	Yes	\$300,000.00	\$300,000.00		
2	2.11	Site Based Positive Climate School Connectedness Initiatives	Yes	\$397,470.00	\$397,470.00		
3	3.1	Highly Qualified Staff	Yes	\$19,607,044.00	\$20,365,295.00		
3	3.2	Translation and Support Services	Yes	\$348,000.00	\$348,000.00		
3	3.3	Family Support by School Office Staff and District wide Communication Enhancement	Yes	\$305,000.00	\$305,000.00		
3	3.4	Clear and Effective District Wide Communications to Families	Yes	\$263,000.00	\$263,000.00		
3	3.5	Parent/Caregiver Education Programs	Yes	\$83,000.00	\$83,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
94,306,961.00	31,354,991.00		33.248%	\$31,393,165.00	0.000%	33.288%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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