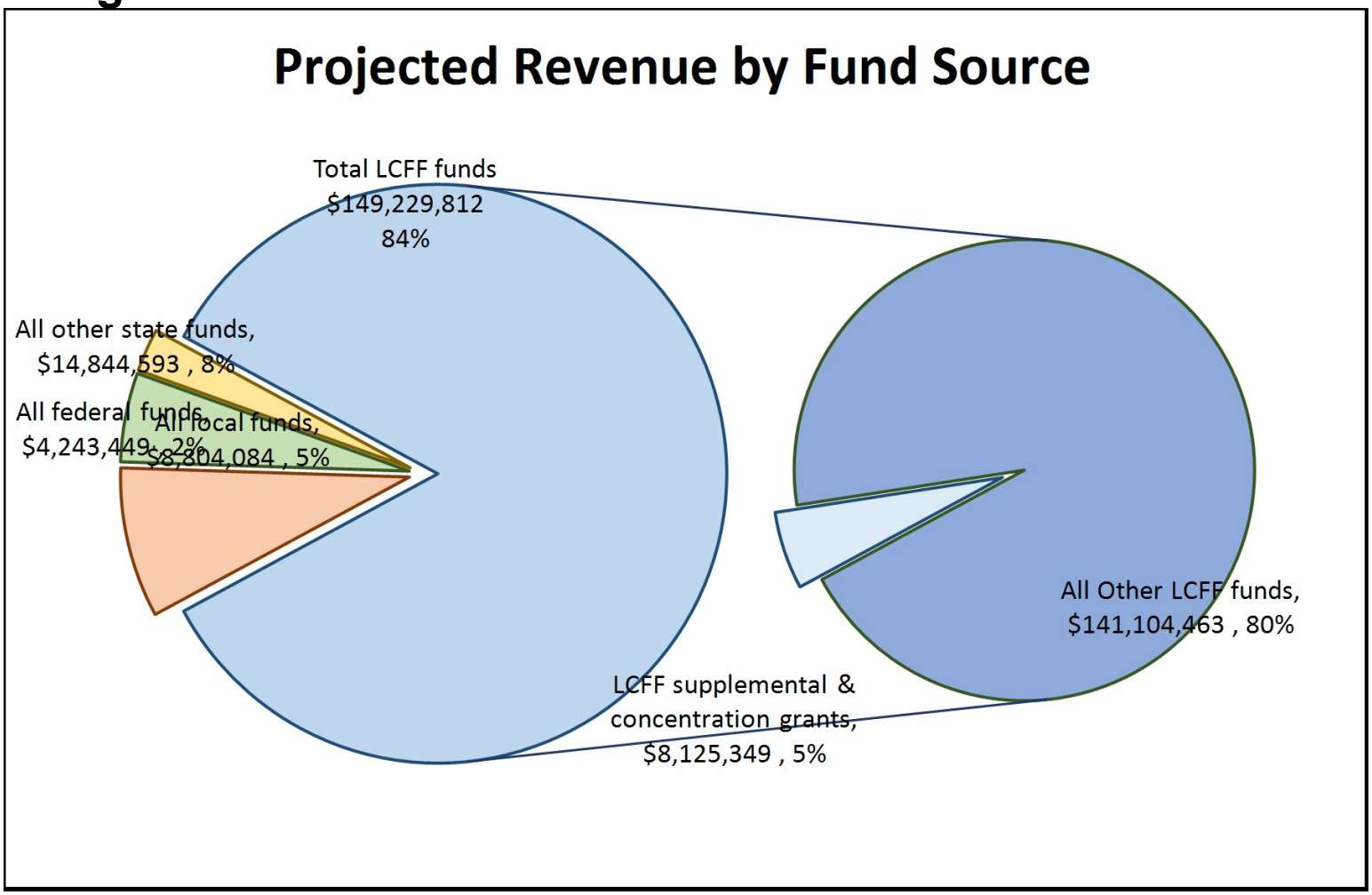
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South San Francisco Unified School District
CDS Code: 41 69070 0000000
School Year: 2025-26
LEA contact information:
Dr. Shawnterra Moore
Superintendent
smoore@ssfusd.org
650-877-8700

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

Budget Overview for the 2025-26 School Year

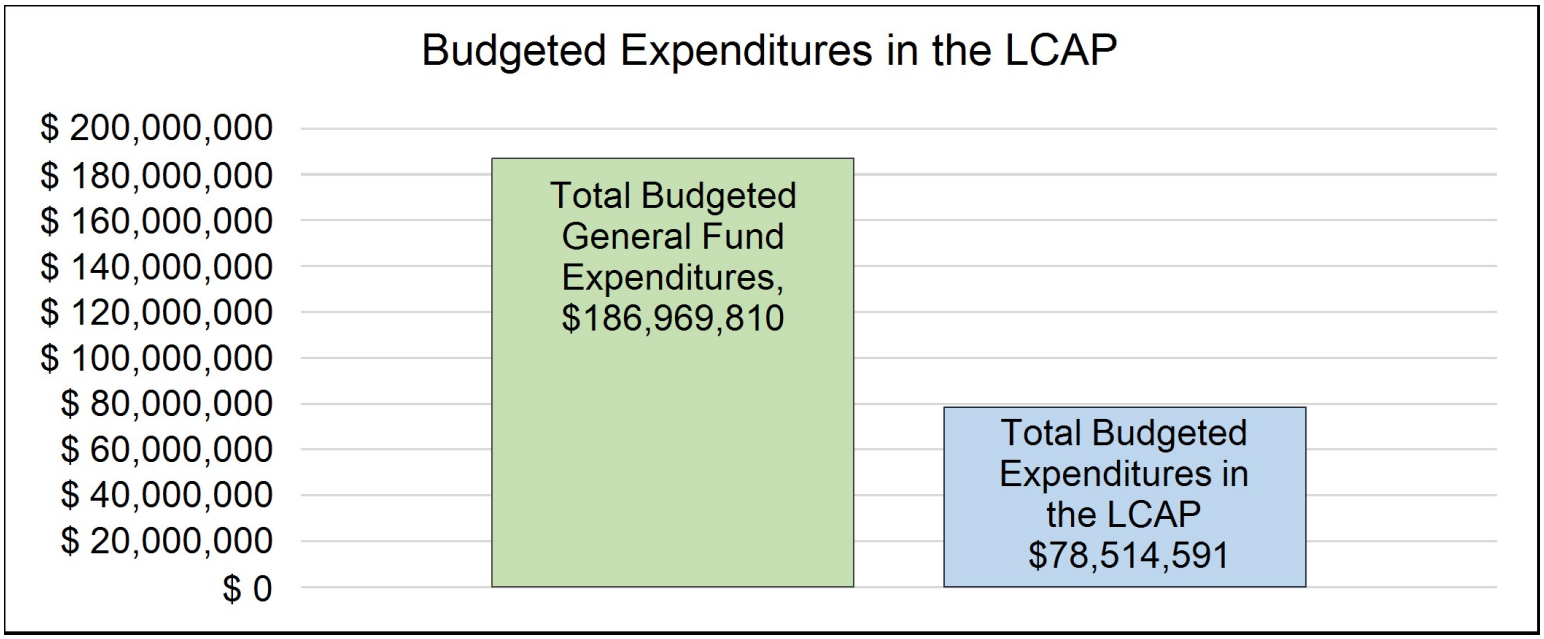


This chart shows the total general purpose revenue South San Francisco Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for South San Francisco Unified School District is $177,121,938, of which $149,229,812.00 is Local Control Funding Formula (LCFF), $14,844,593.00 is other state funds, $8,804,084.00 is local funds, and $4,243,449.00 is federal funds. Of the $149,229,812.00 in LCFF Funds, $8,125,349.00 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.



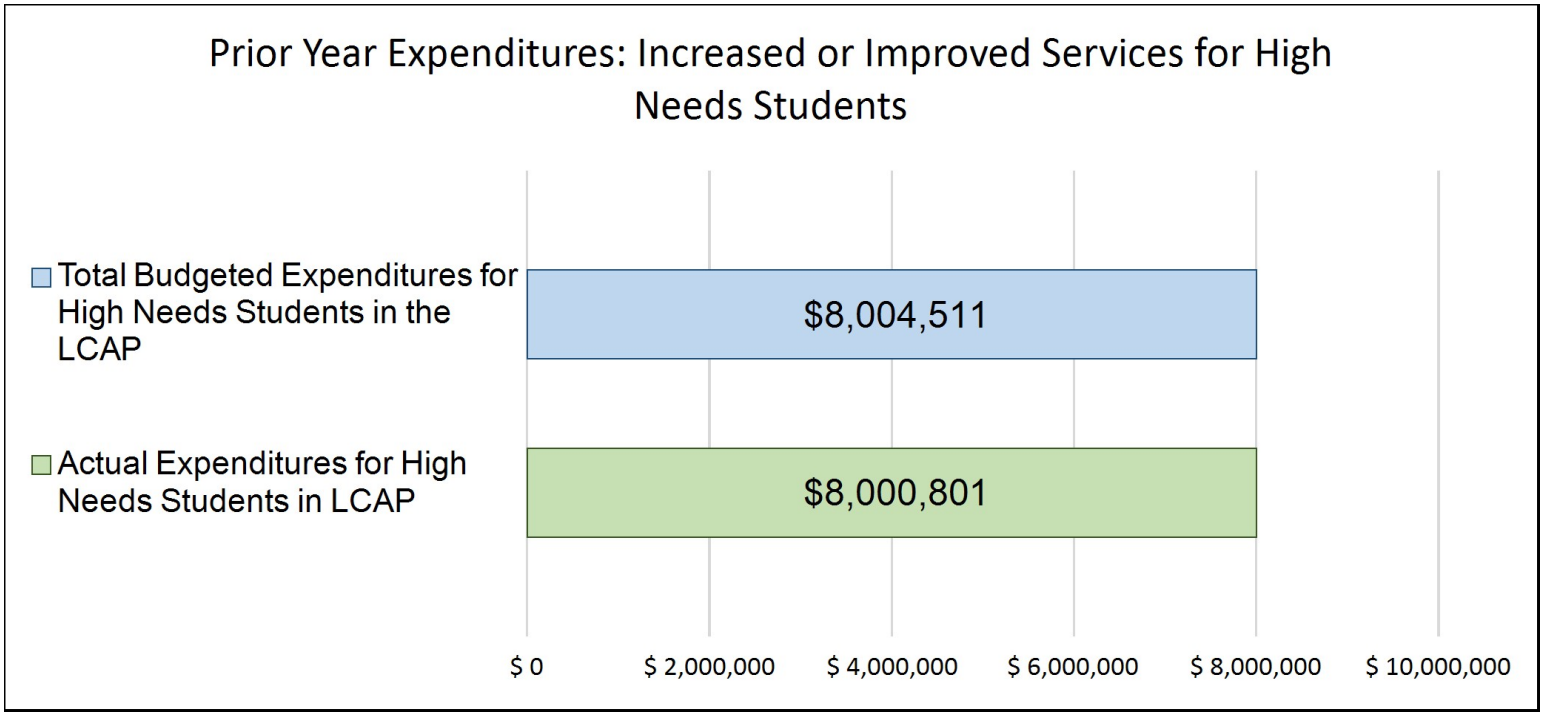
This chart provides a quick summary of how much South San Francisco Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: South San Francisco Unified School District plans to spend $186,969,810.00 for the 2025-26 school year. Of that amount, $78,514,591.00 is tied to actions/services in the LCAP and $108,455,219 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 2025-26 School Year

In 2025-26, South San Francisco Unified School District is projecting it will receive $8,125,349.00 based on the enrollment of foster youth, English learner, and low-income students. South San Francisco Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. South San Francisco Unified School District plans to spend $8,004,511.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, South San Francisco Unified School District's LCAP budgeted $8,004,511.00 for planned actions to increase or improve services for high needs students. South San Francisco Unified School District actually spent $8,000,801.00 for actions to increase or improve services for high needs students in 2024-25.

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
South San Francisco Unified School District	Dr. Shawnterra Moore Superintendent	smoore@ssfusd.org 650-877-8700

Plan Summary [2025-26]

General Information

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

South San Francisco Unified School District is the largest K-12 district in San Mateo County serving 7,778 students (as of January 2025). Our district is composed of nine elementary schools (TK–5), three middle schools (6–8), three high schools (9–12), an adult school and children's preschool. Demographic groups and enrollment are as follows:

Hispanic/Latino: 3,753 (48.3%)
Asian: 1,603 (20.6%)
Pacific Islander: 134 (1.7%)
Filipino: 1,570 (20.2%)
African American: 116 (1.5%)
White: 511 (6.6%)
Two or More Races (not Hispanic): 539 (6.9%)
Free/Reduced Lunch eligible: 3,082 (39.7%)
Foster youth: 10 (0.1%)
English Learners: 1,701 (21.9%)
Long-term English Learners: 207 (2.7%)
Migrant program: 26 (0.13%)
Homeless: 226 (2.9%)
Students with Disabilities 1,699 (21.8%)

CALPADS Unduplicated Pupil Count: 3,717 (48.5%)

Alta Loma Middle - 649 students
Baden High (Continuation) (Title 1*) - 124 students
Buri Buri Elementary - 589 students
El Camino High - 1,059 students
Junipero Serra Elementary - 302 students
Los Cerritos Elementary (Title 1) - 308 students
Martin Elementary (Title 1) - 392 students
Monte Verde Elementary - 525 students
Parkway Heights Middle (Title 1) - 574 students
Ponderosa Elementary - 365 students
Skyline Elementary - 388 students
South San Francisco High (Title 1*) - 1,229 students
Spruce Elementary (Title 1) - 412 students
Sunshine Gardens Elementary (Title 1) - 337 students
Westborough Middle - 501 students

*Baden High School and South San Francisco High School have been newly identified as Title 1 for the 2025-26 school year.

Our multilingual learners, migrant education, and students with special needs are served through district programs and non-public school partners (students with disabilities only). Like most other school districts in the Bay Area, SSFUSD has experienced a substantial decline in enrollment of over 1,000 students within the last 8 years.

In 2022, SSFUSD commenced a community engagement campaign in order to develop a Strategic Plan to envision and prioritize our District's work for the next 5 to 10 years. Together with educational partners including students, staff, parents, and community members, we developed our Portrait of a Graduate - SSFUSD's promise to our community for how students will be supported and nurtured into graduates who know how to LEARN the skills and content they need for the future, THRIVE as healthy individuals, NAVIGATE their world, and IMPACT their communities. The Strategic Plan was adopted by our Board of Trustees in February 2024 and is organized around five pillars: EXCEPTIONAL INSTRUCTION, ENGAGED STUDENTS, PURPOSEFUL PARTNERSHIPS, EMPOWERED EDUCATORS, and EQUITY-CENTERED SYSTEMS. These five pillars are the anchors for our LCAP goals and actions for 2024-2027. In 2025, SSFUSD qualified for Equity Multiplier funding for Baden High School, thereby adding a 6th goal beginning with the LCAP for 2025.

Reflections: Annual Performance

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

SSFUSD continues to develop the whole student with programs to support academic growth and achievement and programs to support social emotional health and wellbeing. School climate has been an emphasis in the years since returning to in-person instruction after COVID

to reestablish a warm, welcoming school environment and school culture; this has led to improvements in student behavior and attendance, marked by a decline in Suspension Rate and Chronic Absenteeism among most schools and student groups. Schools, with the support of District Office, have implemented strategies to support literacy and math with intervention specialists and English Learners with additional staffing and instructional strategies to improve academic development of our struggling students. These efforts have resulted in increases in our Academic Indicators- English Language Arts, Mathematics, and English Learner Progress. At the middle and high school levels, changes to master schedules and the introduction of new courses, in particular elective courses that allow students to explore their interests through hands-on applications of academic skills and content, have helped us increase student access to a broad and rigorous course of study. These changes are starting to show in increased Graduation Rates and a-g completion and in the College Career Indicator in which SSFUSD has increased significantly since the last full CCI was published in 2019. SSFUSD is proud of the positive growth in Academic Indicators, Graduation Rate, and School Climate Indicators (Suspension Rate and Chronic Absenteeism) that have resulted in the District exiting Differentiated Assistance in 2023 for our Students with Disabilities, African American/Black, and Homeless student groups.

Academic Achievement continues to be an area of focus for SSFUSD. There is a considerable disparity in achievement levels for our English Learners, Students with Disabilities, Hispanic/Latinx, African American/Black, and Pacific Islander/Native Hawaiian student groups compared to the District aggregate in English Language Arts, Mathematics, Graduation Rate, and College Career Indicator. We also recognize that middle school performance levels are lower than elementary and high school grade level spans, and are working with middle school site leaders and staff to build stronger connections and articulation from elementary to middle. The shift to a new bell schedule and 7 period day implemented in the 2023-24 school year is intended to provide more flexibility in the schedule for students to access a broad course of study and targeted supports for academic performance. For the 2024-25 school year, the District focused on math and science instruction and academic discourse. This is Year 1 for high school science curriculum implementation, Year 2 for middle school, and Year 3 for elementary as we continue implementation to hands-on, phenomena-based curriculum aligned to the Next Generation Science Standards. This school year we also piloted math curriculum and provided professional learning around the new Math Instructional Framework and instructional shifts, with the plan to adopt new curriculum for the 2025-26 school year. In alignment with our strategic plan, the District has also engaged educational partners to develop our SSFUSD Instructional Vision; once finalized, the Instructional Vision will be shared broadly during the 2025-26 school year and will provide the guideposts for professional learning and instruction.

SSFUSD continues to analyze and reflect on local data and from our school climate surveys. SSFUSD continues to address the mental health needs of our students and families by way of adding more mental health supports for our students and families (Wellness Counselors and Daybreak - tele therapy). In addition, we strive to have all of our students be a part of a safe, warm welcoming, inclusive learning environment and we've provided strategies via the SCARF framework during staff development in 2024 to implement these strategies in our classrooms across the district. This year, efforts in alignment with our strategic plan priority 2 - Engaged Students.- focused on increasing awareness of and access to mental health supports and resources for students through development of peer counseling programs and the standing up of Wellness Centers at our secondary schools. We have also increased participation in the Alternatives to Suspension (ATS) program and related substance use education counseling, and have seen a decrease in student suspensions as a result.

SSFUSD continues to focus on attendance and decreasing chronic absenteeism rates for our students, especially our Pacific Islander, Hispanic/Latinx, Special Education, and Socioeconomically Disadvantaged student groups. SSFUSD has used the Everyday Labs platform and other strategies to keep students coming to school on a regular basis, and held several training sessions with administrators and office staff to increase monitoring and communication with families using the EveryDay Labs platform. As measured by the CA School Dashboard,

SSFUSD student groups improved their performance levels from 4 student groups receiving the lowest performance level in one or more state indicators in 2023 to 3 student groups in 2024.

SSFUSD had the following schools that received the lowest performance level on one or more state indicators on the 2024 Dashboard for their "all students" aggregate:
Baden High School - College and Career Readiness Indicator, graduation rate
Spruce - ELA academic performance

SSFUSD had the following student groups that received the lowest performance level on one or more state indicators on the 2024 Dashboard:
Long-term English Learners - ELA and math academic performance
African American - ELA and math academic performance and suspension rate
Students with disabilities - ELA and math academic performance

SSFUSD had the following student groups within a school that received the lowest performance level on one or more state indicators on the 2024 Dashboard:
Alta Loma
English Learners - math academic performance
Long-term English Learners - ELA and math academic performance
Students with disabilities - Chronic absenteeism, ELA and math academic performance

Baden
All Students - College and Career Readiness Indicator, graduation rate
Hispanic - College and Career Readiness Indicator, graduation rate
Socio economic disadvantaged - College and Career Readiness Indicator, graduation rate

El Camino
English Learners - suspension rate
Hispanic - suspension rate
Socioeconomically disadvantaged - suspension rate
Students with disabilities - suspension rate

Los Cerritos
English Learners - ELA academic performance
Filipino - Chronic Absenteeism rate
Students with disabilities - ELA academic performance

Martin
Students with disabilities - ELA academic performance

Parkway
English Learners - ELA and math academic performance
Long-term English Learners - math academic performance
Hispanic - ELA and math academic performance
Socioeconomically disadvantaged - ELA and math academic performance
Students with disabilities - ELA and math academic performance

Ponderosa
Students with disabilities - ELA academic performance

South San Francisco
English Learners - graduation rate and suspension rate
Two or more races - suspension rate
Students with disabilities - ELA/math academic performance and suspension rate
White - suspension rate
Hispanic - Math academic performance

Spruce
All students - ELA academic performance
English Learners - ELA academic performance
Hispanic - ELA academic performance
Students with disabilities - ELA and math academic performance
Socioeconomically disadvantaged - ELA academic performance

Sunshine Gardens
English Learners - ELA academic performance
Students with disabilities - ELA and math academic performance

Westborough
English Learners - suspension rate
Hispanic - suspension rate
Two or more races - suspension rate
Socioeconomically disadvantaged - suspension rate
Students with disabilities - ELA and math academic performance

Reflections: Technical Assistance

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

With guidance from the SMCOE Differentiated Assistance support team, SSFUSD has worked to address School Climate with increased support for our Alternatives to Suspension programs and attendance interventions and notifications. Based on 2023 Dashboard results, SSFUSD re-entered Differentiated Assistance eligibility for the Pacific Islander/Native Hawaiian student group (previously in DA in 2019) for Pupil Engagement and School Climate and is now in Year 2 of technical assistance support. Based on the 2024 Dashboard, SSFUSD's African American/Black student group was identified for Differentiated Assistance for ELA and Math Academic Achievement and School Climate.

SSFUSD met regularly with the SMCOE Differentiated Assistance team to review the plan of action, share data (Chronic Absenteeism, suspension, and academic data), and discuss possible strategies for impacting student outcomes. SSFUSD created a list of Pacific Islander students for each school site and created a tracking form so school sites could monitor Chronic Absenteeism and suspension rates for our Pacific Islanders (PI) students. The tracking sheets indicated the strategies used (phone calls, in person meetings, nudges from our everyday labs platform, letters and home visits were some of the strategies implemented to decrease the Chronic Absenteeism rates for our PI students). For suspension rates of PI students, we provided restorative practices workshops for our administrators and implemented other interventions (group counseling) in lieu of out of school suspensions. For addressing the African American student group and academic indicator, we examined data sets including local and state assessment data, grades, credits toward graduation and GPA and discussed academic progress and support strategies with site leaders. Data and findings from the CA Healthy Kids Surveys (student, parent, staff), LCAP/Strategic Plan community survey, and stakeholder focus groups (students, parents, staff) will also inform our planning for school climate and academic supports and interventions for 2025-26.

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.

Baden High School was identified in 2022 for Comprehensive Support and Improvement based on low graduation rate.

Support for Identified Schools

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

SSFUSD has assisted the Baden High School staff in the creation and implementation of the Baden CSI plan beginning in 23 - 24. Baden High School was allocated funds through the CSI grant and implemented the following actions and services to address the low graduation rate. Baden focused on the following resource inequities and implemented actions/services to address these areas of need. Empowering - rigorous content - Baden staff determined that writing skills was an area of need and received training from Bay Area writing Project and

started implemented these strategies. Instructional Time and Attention - Baden is a continuation school on a 4 hour schedule in order to allow students to work, take additional classes etc. Baden staff extended their workday and provided individual counseling sessions, tutoring sessions, conducted meetings and home visits to provide additional supports for Baden students.

Here's some of the ways Baden staff used the CSI monies to support improving student outcomes for Baden students, including paying existing Baden staff to work additional hours and provide additional supports (academic counseling, home visits, individualized tutoring, keep the school open later to schedule meetings and support sessions for students/families).

Below is a summary of the goals and actions that were implemented at Baden High School to address low graduation rate, decrease suspension rates and to provide more academic and career planning as this has been an area of need.

Professional Development: Writing Focus

All teachers participated in a collaborative inquiry cycle (implemented an instructional strategy - monitored results)
Received 3 2-hour professional development sessions with the Bay Area Writing Project (BAWP)
Designed lesson plans to include effective writing strategies
Received feedback and ongoing support from the PLC team and BAWP facilitators
Average scores based on a 6-point rubric show growth in writing from 1.6 (emerging writing) pre-assessment to 3 (approaching proficient) in the post-assessment

College and Career Preparation:
Dual enrollment Counseling 101 & 102 class through Skyline College
Taught in Term 2 and Term 4 by Baden counselor
Included field trips and guest speakers
18 students enrolled, 14 students received college credit

Increase Student Support Services and School Culture
A full-time Wellness Counselor (District LCAP-funded) provides support to students and collaborates with staff to design SEL engagement lessons
Increased home visits and individual counseling
After school support on Tuesdays/Thursdays to make-up credits, get assistance with career exploration and job applications
Top Credit Earner and Student Recognition certificates
Celebration: Halloween, Holiday lunch, Hot Chocolate Bar
Field Trips: Ropes Course, End of Year Celebration at Coyote Point
Transformed a classroom space into a fully furnished Wellness Center for students to access mental health resources and services (with SBHIP grant funding)

Monitoring and Evaluating Effectiveness

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

The Assistant Superintendent of Educational Services met regularly with the Baden Principal and provided ongoing support for the CSI plan during these meetings. Several key actions from the school's 2022-23 WASC self-study and the Single Plan for Student Achievement (SPSA) will be incorporated into the CSI plan. Educational Services assists Baden staff with training and data processes including monitoring for enrollment and placement, instructional program, and implementation of instructional program.

We monitor progress by examining state and local data - CAASPP scores (ELA, math, science) and graduation rates, College and Career Readiness Indicator and a locally created assessment to measure progress in writing since that was an area of need/focus. Baden High School provides opportunities via School Site Council meetings, parent and staff meetings and other meetings to provide updates and obtain input from their educational partners. In addition, Baden staff has met with students and obtained input/feedback on their additional supports from the student perspective.

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
SSFUSD Community (parents/guardians, staff, students)	Community engagement meetings with translation support: 3/19 online webinar; 4/21 in person DELAC subgroup; 4/22 in person; online survey; focus on providing additional supports for students; focus on customer service for our families; focus on providing a safe, welcoming learning environment for all students; focus on instruction. 4 staff and 4 parent focus groups (separate sessions) held in April; 8 student focus groups held in May.
District English Language Advisory Committee (DELAC)	5 meetings in 24-25; Sept, Nov, Jan, March, April; combination of virtual and in person meetings; focused on additional supports for EL's; focus on belonging
District Special Education Program Advisory Committee (SEPAC)	3 meetings in 23 - 24; Nov (15 attendees), Feb (13 attendees), April (11 attendees); combination of virtual and in person meetings; focus on providing information on special education programs and providing additional support options
SSFUSD Student Advisory Council	Due to scheduling challenges and member turnover, this group did not meet during the 2024-25 school year. In lieu, the District engaged with students through the District Advisory Committee and student focus groups held at each secondary school site.
Educational Services division (teachers on special assignment, coordinators, and directors responsible for supporting curriculum and instruction)	Starting in February 2024; monthly meetings focused on strategic plan/LCAP - exceptional instruction priority; how EDS members will lead, facilitate and support the exceptional instruction priority; jamboards to collect input

Educational Partner(s)	Process for Engagement
Comprehensive Administrative Team (site and district leadership)	Monthly meetings starting in January 2024; focused on sharing strategic plan/LCAP priorities and initiatives that we will implement in the next 18 months; input from all sites via posters/surveys
School Site Council and Parent Teacher Association (for each school site)	Annual discussion of school performance data and discussion of school and district goals - Fall meetings; Strategic plan priorities and input
CTA/CSEA/AFT	Provided input via monthly meetings (CTA/CSEA/AFT presidents) with Superintendent on Strategic plan; also provided input on Strategic plan during quarterly meetings where all staff were provided updates and had the opportunity to give input/feedback
District Advisory Committee (staff, students, parents and community members)	5 meetings in 24-25 (19 members; attendance varied from 4 - 14 per meeting) in October, December, January, March, April to review and discuss student outcomes data on academic achievement, school climate, stakeholder feedback. This year the group also studied graduation requirements to make a recommendation to the District and Board of Trustees for updating graduation requirements.
Baden High School - equity multiplier plan development	Educational Services director met with Principal to draft a focus goal for the Equity Multiplier funding; Principal then met with staff and solicited student feedback to refine focus goal and develop plan.

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

The strategic plan/LCAP was influenced by the feedback provided by our educational partners in the following manner:
-To continue to look for ways to enhance mental health supports (counseling) for all students in SSFUSD.
-Enhance customer service for families at both district and school levels.
-To provide exceptional instruction so our students can thrive in school and beyond.
-To provide a safe, welcoming, learning environment for all students.
-To provide a rigorous, broad course of study for all students.
-To provide additional supports (academically, behavior, and socio - emotional) for all students.
-To provide additional resources (wellness and basic needs) for our students and their families.
-To provide guidance for students' academic and career planning.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	EXCEPTIONAL INSTRUCTION. Exceptional instruction is the foundation that our students need to learn, thrive as people, navigate their future, and impact our society. If we want to see great instruction in every SSFUSD classroom, we need to take a multi-pronged approach. We will strengthen our instructional foundations, including: clarifying our instructional vision, adopting high-quality curriculum, and investing in teachers' professional learning, so they can implement research-based instructional strategies. We will act intentionally to meet the needs of historically-underserved and marginalized students, including English learners and students with disabilities. And we will test and grow innovative, engaging new learning experiences so students can develop the abilities we describe in our Portrait of a Graduate. Portrait of Graduate Aim - LEARN	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We have established the goal of "Exceptional Instruction" because we recognize that instruction serves as the cornerstone for our students' learning, personal growth, future success, and societal impact. To ensure that every classroom in SSFUSD provides outstanding instruction, we are adopting a comprehensive approach. This approach involves reinforcing our instructional framework by clarifying our instructional vision, implementing high-quality curriculum, and investing in teachers' professional development to equip them with research-based instructional strategies. Moreover, we are committed to addressing the needs of historically underserved and marginalized students, such as English learners and students with disabilities, through intentional action. We aim to foster innovation and engagement by testing and expanding novel learning experiences that align with the skills outlined in our Portrait of a Graduate.

Goal 1 focuses on exceptional instruction and providing professional learning opportunities for our staff as SSFUSD shifts from a school centered model to a student centered model. A school-centered model focuses on the needs and efficiency of the educational institution, while a student-centered model prioritizes the unique needs and learning paths of individual students. SSFUSD will also provide learning on the instructional shifts required in the 2023 mathematics framework. By shifting our approach to a student centered model, SSFUSD will be come more flexible in curriculum and how we assess student learning. By focusing on exceptional instruction, we strive to see improve

student outcomes on the CAASPP in ELA and math and district literacy assessment which will lead to a higher percentage of students graduatinf from our school and higher CCI rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Achievement: % of students meeting/exceeding standard in English Language Arts and Mathematics	2023 CAASPP met/exceeded: All students 50.57% ELA % / 39.60% Math; Am Indian/Alaskan* ELA/ * Math; Asian: 77.41% ELA / 74.71% Math, African Am/Black 42.85% ELA / 23.26% Math, Filipino 65.97% ELA / 52.39% Math, Hispanic/Latinx 34.78% ELA /21.75 % Math, PacIslander 31.75% ELA / 30.16% Math, White 57.54% ELA / 46.12% Math, MultiRace 56.07% ELA / 51.56% Math, English Learners 9.95% ELA / 9.69% Math, Students w/Disabilities 14.52% ELA / 12.48% Math, Socioeconomically Disadvantaged 33.22% ELA / 23.45% Math, Homeless 36.92% ELA / 28.77% Math * Indicates data not displayed to protect	2024 CAASPP met/exceeded: All students 49.46% ELA / 38.44% Math; Am Indian/Alaskan* ELA/ * Math; Asian: 74.83% ELA / 73.78% Math, African Am/Black 28.57% ELA / 22.50% Math, Filipino 65.28% ELA / 52.15% Math, Hispanic/Latinx 34.46% ELA /20.29 % Math, PacIslander 32.20% ELA / 25.00% Math, White 51.69% ELA / 44.30% Math, MultiRace 54.72% ELA / 47.66% Math, English Learners 10.27% ELA / 9.12% Math, Long-term English Learners** 3.5% ELA / 0.71% Math,		80% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Homeless) will meet or exceed standard met in ELA and Math (Level 3).	Cirremt results show maintained; most student groups +/- 1-4 % pts of baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		student privacy for small student groups.	Students w/Disabilities 12.63% ELA / 10.46% Math, Socioeconomically Disadvantaged 32.81% ELA / 23.07% Math, Homeless 31.96% ELA / 21.24% Math 2024 CAA Level 3 (Understanding): 14.89% ELA / 6.38% Math * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.			
1.2	District literacy assessment	2023-2024 DIBELS Composite End-of-Year - students scoring Performance Levels 3 or 4: All students 37.2%; Am Indian/Alaskan 16.7%;	(pending end-of-year data)		10% increase each year in students meeting/exceeding grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African Am/Black 38.5%; Asian 42.8%; Filipino 44.2%; Hispanic/Latinx 32.3%; PacIslander 28.2%; White 36.7%; MultiRace 41.9%; English Learners 24.6%; Students w/Disabilities 20.0%; Socioeconomically Disadvantaged 34.2%				
1.3	iXL usage: % of students by grade level and average min	2023-2024 iXL usage by grade level span; average minutes during school year: Elementary (K-5): 82%; average 487 min Middle (6-8): 99%; average 577 min High (9-12): 42%; average 137 min	(pending end-of-year data)		10% increase each year in student usage and average minutes per year	
1.4	Physical Fitness Test: % of students participating in all tests (elementary schools only)	2022-2023 PFT participation (elementary only): Aerobic Capacity: 98% Abdominal Strength: 95% Trunk Extensor and Flexibility: 96% Upper Body Strength and Flexibility: 97% Flexibility: 97%	2023-24 PFT participation (elementary only): Aerobic Capacity: 99% Abdominal Strength: 99% Trunk Extensor and Flexibility: 99%		100% of students participate in all PFT tests	Increased 1-3 % pts in all subtests

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Upper Body Strength and Flexibility: 98% Flexibility: 99%			
1.5	Graduation rate: % of students earning a high school diploma (4-year cohort rate)	Class of 2023: 88.6% (582 students) graduated w/high school diploma. Asian: 96.3% (77), Filipino 95.6% (152), Hispanic/Latinx 83.4% (266), African Am/Black * % (*) , Am Indian/Alaskan * , White 89.1% (41), Pacific Islander 81.8% (9) MultiRace 85.3% (29), English Learners 66.7% (54), Students w/Disabilities 81.8% (81), Socioeconomically Disadvantaged 85.6% (308), Foster *, Homeless 78.6% (11) * Indicates data not displayed to protect student privacy for small student groups.	Class of 2024: 91.0% (636 students) graduated w/high school diploma. Asian: 96.8% (90), Filipino 96.4% (159), Hispanic/Latinx 87.4% (306), African Am/Black 75.0 % (9) , Am Indian/Alaskan * , White 84.6% (33), Pacific Islander *% (*) MultiRace 100% (32), English Learners 76.6% (85), Students w/Disabilities 81.7% (85), Socioeconomically Disadvantaged 88.7% (391), Foster *, Homeless 83.3% (20)		80% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Foster, Homeless) will meet or exceed state goal of 90% graduating.	Current results show increases in all students (+2.4), Hispanic/Latinx (+4), English Learners (+9.9), SED (+3.1), Homeless (+5.3)
1.6	UC/CSU requirements met rate: % of graduates meeting minimum a-g eligibility requirements	Class of 2023: 54.3 % (316 students) met UC/CSU requirements	Class of 2024: 55.5% (353 students) met UC/CSU		10% increase or 60% or above of each student group (All	Current results show increases in all students (+1.2), Asian (+10.8),

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 79.2% (61), Filipino 76.3% (116), Hispanic/Latinx 41.1% (98), PacIslander *, African Am/Black *, Am Indian/Alaskan *, White 34.1% (14), MultiRace 72.4% (21), English Learners 19.8% (15), Students w/Disabilities 18.2% (12), Socioeconomically Disadvantaged 43.5% (134), Homeless *, Foster * * Indicates data not displayed to protect student privacy for small student groups.	requirements Asian: 90.0% (81), Filipino 73.0% (116), Hispanic/Latinx 34.6% (106), PacIslander *, African Am/Black 55.6% (5), Am Indian/Alaskan *, White 66.7% (22), MultiRace 68.8% (22), English Learners 25.9% (22), Students w/Disabilities 14.1% (12), Socioeconomically Disadvantaged 47.8% (187), Homeless 40.0% (8), Foster *		Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Foster, Homeless) will meet UC/CSU a-g minimum requirements	White (+32.5), English Learners (+5.9), SED (+4.3) and decreases in Hispanic/Latinx (-6.5) and SwD (-4.1)
1.7	College Career Indicator (CCI): % of students meeting "prepared" on CA Dashboard	Class of 2023: 55.6% (365 students) met "prepared". Asian: 81.3% (65), Filipino 76.1% (121), Hispanic/Latinx 36.8% (131), PacIslander *, African Am/Black *, Am Indian/Alaskan *, White 45.7% (21), MultiRace 55.9% (19), English Learners 27.8% (16), Students w/Disabilities 14.8% (18), Socioeconomically	Class of 2024: 57.3% (400 students) met "prepared". Asian: 93.5% (87), Filipino 74.5% (123), Hispanic/Latinx 39.9% (140), PacIslander *, African Am/Black 50.0% (6), Am Indian/Alaskan *, White 53.8% (21), MultiRace 68.8%		60% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged,	Current results show increases in Asian (+12.2), Hispanic/Latinx (+23.1), White (+8.1), SwD (+9.2), SED (+2.1)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged 44.7% (161), Homeless 28.6% (4), Foster *	(22), English Learners 26.1% (29), Long-term English Learners** 27.4% (17), Students w/Disabilities 24.0% (25), Socioeconomically Disadvantaged 49.8% (220), Homeless 33.3% (8), Foster * * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.		Foster, Homeless) will meet "Prepared" status on Dashboard CCI."	
1.8	College/career readiness - Early Assessment Program: Students attaining "Ready for College" (Level 4) in ELA and Math	2023 EAP: All students 28.96% ELA / 10.7% Math; Asian: 46.69% ELA / 33.33% Math, Filipino 36.70% ELA / 13.46% Math, Hispanic/Latinx 12.28% ELA / 2.32% Math, PacIslander * ELA/ * Math, African Am/Black * ELA/ * Math, Am	2024 EAP: All students 29.61% ELA / 14.29% Math; Asian: 60.56% ELA / 43.66% Math, Filipino 36.72% ELA / 21.54% Math, Hispanic/Latinx 18.58% ELA /		60% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners,	Current results show increases in Asian (+13.87 ELA/+10 Math), Filipino (+7.11 Math), Hispanic/Latinx (+6.3 ELA), White (+11.3 ELA/+10.81 Math)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Indian/Alaskan * ELA/ * Math, White 29.88% ELA / 9.09% Math, MultiRace 31.20% ELA / 19.35% Math, English Learners 1.88% ELA / 0% Math, Students w/Disabilities 2.7% ELA / 2.63% Math, Socioeconomically Disadvantaged 19.09% ELA / 3.72% Math, Foster * ELA/ * Math, Homeless * ELA/ * Math	3.45% Math, PacIslander * ELA/ * Math, African Am/Black * ELA/ * Math, Am Indian/Alaskan * ELA/ * Math, White 41.18% ELA / 20.00% Math, MultiRace 36.36% ELA / 18.18% Math, English Learners 0% ELA / 0% Math, Long-term English Learners** 0% ELA / 0% Math, Students w/Disabilities 1.72% ELA / 0% Math, Socioeconomically Disadvantaged 17.33% ELA / 5.48% Math, Foster * ELA/ * Math, Homeless 20.00% ELA/ 6.67% Math * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English		Students w/Disabilities, Socioeconomically Disadvantaged, Foster, Homeless) will meet "Ready for College" (Level 4) on CAASPP ELA and Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Learners are reported as an additional student group.			
1.9	College/career readiness - AP enrollment (number of students) and achievement (pass rate = score of 3 or higher)	2022-23 AP enrollment for target student groups (count of students): African Am/Black: 5, Hispanic/Latinx: 200, English Learners: 13, Students w/Disabilities: 12, Socioeconomically Disadvantaged: 181 In 2023, 599 students enrolled, 475 students took 823 exams, AP pass rate: 72.7% (599/823 exams)	2024-25 AP enrollment for target student groups (count of students): African Am/Black: 3, Hispanic/Latinx: 239, English Learners: 10, Students w/Disabilities: 30, Socioeconomically Disadvantaged: 165 In 2024-25, XX students took 918 exams, AP pass rate: 71% (XXX exams)		10% increase each year in AP enrollment for target student groups while maintaining or increasing the AP exam pass rate	
1.10	Career Technical Education (CTE) participation: students with disabilities	2023-2024 CTE participation - students with disabilities taking a CTE course: Middle School - 95 students (24%); High School - 185 students (39%)	2024-2025 CTE participation - students with disabilities taking a CTE course: Middle School - : High School		10% increase each year	
1.11	Career Technical Education (CTE) pathway completion: students with disabilities	Class of 2023 CTE pathway completion - students with disabilities: 20	Class of 2024: CTE pathway completion -		10% increase each year	Increased +20 SwD completing CTE pathway

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students with disabilities: 40			
1.12	Seal of Biliteracy: % of graduates who earn a Seal of Biliteracy	Class of 2023: 36 students (9.9%) earned a Seal of Biliteracy	Class of 2024: 48 students (12%) earned a Seal of Biliteracy		10% increase each year in students earning a Seal of Biliteracy	
1.13	College/career readiness - post-secondary planning: Students reporting postsecondary education plans	Class of 2024: 92% self-report they will be continuing their education. 45% to a 4-yr college/university, 43% to a 2-yr community college, 4% to a trade school. Total responses=363 (55%)	(pending end-of-year data)		100% of students report they have a post-secondary plan. Senior exit survey participation rate meets or exceeds 95%	
1.14	Highly qualified teaching staff	2021-22 Teacher Assignment Monitoring: 83.3% clear with appropriate credentials, 0.8% out of field, 1.9% intern	2022-23 Teacher Assignment Monitoring: 86.2% clear with appropriate credentials, 1.1% out of field, 2.4% intern		100% of teachers are fully credentialed for the courses they are assigned to teach	Increased (+2.9) clear with appropriate credentials

Goal Analysis [2024-25]

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

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

In Year 1 of SSFUSD's Strategic Plan implementation, key initiatives have been focused on laying the foundation for Exceptional Instruction. The District has engaged educational partners through staff meetings, Guiding Coalition and stakeholder groups, parent engagement, and staff, student, and parent focus groups to co-create our Instructional Vision; this vision will be finalized in Spring 2025 and shared widely in the 25-26 school year (1.1A). Effective instructional strategies have also been a focus of staff collaboration with an emphasis on increasing

student talk and academic discourse in the classroom (1.1B). SSFUSD has engaged in a 2 year pilot process for math and adopted a new math curriculum for secondary (grades 6 - Algebra 2/2H) in Spring 2025. Elementary will pilot in 25-26. World Language adopted new curriculum for implementation in 25-26 (1.7A). SSFUSD engaged with educational partners including teachers and administrators, counselors, and the District Advisory Committee (standing group of parents, students, and staff) to study existing graduation requirements, student outcomes, and possible updates to district graduation requirements in response to legislated changes including ethnic studies and financial literacy (1.2C).

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.

Budgeted expenditures included figures related to initial purchase expanding to all schools for phonics curriculum and were not adjusted to account for smaller implementation than originally planned; actual expenditures reflect purchases for schools who decided to continue with SIPPS curriculum 1.3). Equitable grading practices cohort supported a few teachers in professional learning through online cohort but was not a professional learning focus for 24-25 and fewer teachers than originally planned participated (1.6).

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

A big focus for 24-25 was professional learning and support for math teachers as part of the pilot of math curriculum. All math teachers TK-12 participated in training on the new math framework and instructional shifts; pilot teachers received over 40 hours of dedicated professional learning and collaboration time. This level of support was generally well-received and appreciated by participating teachers and the result was visible in the instructional strategies they used in classroom lessons, implementing the practices demonstrated during training and model lessons, and in student engagement in math lessons (1.1B, E). Support for site leaders implementing Collaborative Inquiry Cycles (CIC) aligned with District priorities around math and academic discourse was also largely successful, with several principals reporting an increase in teacher engagement in learning walks and classroom visits (1.1A,B). The counseling department is continuing to make strides toward a comprehensive, data-driven multi-tiered, multi-domain counseling program: all secondary school counseling teams engaged in Collaborative Inquiry Cycles (CIC) following a model aligned to the ASCA National Model for data-driven counseling action plans, and shared comprehensive data as part of the transition hand-off process from elementary to middle or middle to high school spans (1.4K). SSFUSD has been using Qualtrics for surveys and to develop a Strategic Plan Community Dashboard to share progress on LCAP and Strategic Plan priorities and goals; this Community Dashboard will launch in Summer 2025 (1.4J).

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.

1.5C: Plans to begin administering the ASVAB to 10th grade students has been paused for the 24-25 and 25-26 school years to allow schools to focus on CCGI implementation and develop more career-related curriculum.

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	Create and train educators to use highly-effective instructional strategies to support historically-underserved and marginalized students. Tailoring teaching methods to the specific needs of these students helps close achievement gaps, promotes inclusivity, and ensures that every learner has access to a high-quality education.	A. Collaboratively develop an instructional vision that aligns with a learner-centered approach model. B. Create and train educators to use highly - effective instructional strategies to support historically underserved and marginalized students. C. Implement a 5 year comprehensive literacy plan to strengthen Tier 1 literacy instruction through our Structured Literacy Blocks. D. Assist secondary teachers to plan and deliver standards based instruction to EL students using core and supplemental curriculum. E. Provide professional learning opportunities for staff to familiarize them with the instructional shifts required by the 2023 California mathematics framework. F. Provide additional supports (tutoring) for students with disabilities while enrolled in general education classes (homework centers; individualized or small group instruction/tutoring). G. Partner with Air Tutors to provide individualized or small group instruction/support for students with disabilities and at our promise students students. H. Provide additional supports (tutoring, AP prep) for SSFHS students in AP classes. I. Provide additional supports (tutoring, AP prep) for ECHS students in AP classes. J. Continue to provide educational technology to support teaching and learning. K. Partner with Legarza Sports to provide standards aligned PE instruction to students in grades K - 5 and to provide additional time for staff to meet in grade level teams (about 50 mins - K- (1-5) 100 minutes per week). I. Partner with Health Connected to provide evidence-based, comprehensive sexual health education instruction to our students in middle school.	$1,349,950.00	No
1.2	Create policies and define practices that in alignment with our equity statement and support the	A. Develop and implement a math course placement policy and procedures that align with the California Mathematics Placement Act to increase all students' access and opportunities, ensuring equitable access to appropriate math courses based on their abilities and readiness. By aligning with this act, we seek to provide fair and accurate placement for	$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
	implementation of our Strategic plan.	students, enabling them to maximize their potential in mathematics education. B. Continue the implementation of redesigned elementary report cards, placing emphasis on providing intentional support to educators as they transition to standards-based learning and reporting, ensuring that educators are equipped with the necessary tools and resources to effectively and accurately report students' academic progress to families. C. Establish a graduation committee to review graduation requirements in response to changes in the third-year math requirement and ethnic studies requirements.		
1.3	Provide and purchase curriculum to meet the needs of our Students with disabilities, English Learners, and at promise students	A. Continue to build continuum of services in order to build internal capacity that is detached from outside agencies/schools to support our students with disabilities. B. Purchase curriculum for reading, writing, math, social/emotional/behavioral and communication for our students with disabilities: TouchMath, Spire, Unique,GoalBook, Teen Talk, Learning without Tears. C. Purchase SIPPS Trace & Write workbooks to replenish student materials and SIPPS curriculum for new classrooms for continued implementation of SIPPS with site Reading Specialists and staff at JS, Los Cerritos, Skyline, and Spruce and Sunshine Gardens. D. Purchase supplemental curriculum for our TK programs.	$351,000.00	No
1.4	1.4 Provide supplementary programs needed and increase access and opportunities for our all students	A. Continue to provide access and opportunities for Students with disabilities and English learners to take rigorous courses. B. Increase the number of students with disabilities completing a CTE course. C. Continue to build continuum of services in order to build internal capacity that is detached from outside agencies/schools to support our students with disabilities. D. Examine early education programs and create an implementation plan to provide more opportunities for inclusion in all early education programs.	$196,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		E. Create a Mod-Severe program at one of our high schools to start in the 2025 - 2026 school year. F. Renew IXL licenses for K - 12 students to be able to personalize learning and target skill deficiencies based on assessments aligned to CCSS (ELA and math). G. Provide 1 section for BARR Coordinator at SSFHS to oversee and monitor BARR program. H. Partner with Language Test International to provide Assessments of Performance toward Proficiency in Languages (AAPPL) and American Council on the Teaching of Foreign Languages (ACTFL) to assess students for placement in foreign language classes, Newcomer students and provide an opportunity for high school students to earn a Seal of Biliteracy I. Provide an allocation for schools in to use phone and video interpreting services for staff when meeting/talking with families that speak another languages besides English J. Partner with Qualtrics and purchase a district wide license in order to analyze all survey data in order to uncover insights that can impact student outcomes. K. Continue to develop the SSFUSD Comprehensive Counseling program. L. Create an implementation plan for the district instructional coaching program.		
1.5	Provide a broad course of study for students in order to increase college/career readiness	A. Continue to expand middle school elective offerings aligned to high school elective offerings. B. Continue implementation of CCGI, expanding to middle and all high school grade levels. C. [PAUSE for 24-25 and 25-26; revisit for 26-27] Administer ASVAB to all 10th grade students as part of the career interest and exploration curriculum.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Continue to reform K - 12 grading practices to ensure grades are accurate, bias resistant, and support growth mindsets	A. Provide funds to continue to build awareness regarding the inequities with traditional grading practices and support identification and implementation of researched based grading practices grounded in the principles of Grading for Equity. B. Continue to provide funding to support the implementation and revision process of the elementary report cards.	$10,000.00	Yes
1.7	Provide students access to standards aligned instructional materials and highly qualified staff.	A. Provide students with access to standards aligned instructional materials. B. Continue to recruit and retain highly qualified staff. C. Continue to provide annual stipend for SPED teachers (2,000/teacher) and explore options to provide hiring bonuses for other hard to fill positions. D. Provide up to 3,000 for the completion of Tier II Administrative Service credential holders of a preliminary services credential. Administrators must stay and serve for at least 3 years after reimbursement.	$52,669,024.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	ENGAGING STUDENTS. Students must be present, emotionally-prepared, and eager to engage with exceptional instruction. Deep learning begins with students feeling seen, safe, and connected. Fostering student well- being, a positive school culture, growth mindsets, and an unwavering belief that all students can learn at high levels is crucial for their academic progress and future success. Our focus includes providing resources to ensure all students feel a sense of belonging and a desire to engage in learning every day. We are committed to preparing students to be self-directed learners, responsible citizens, and future leaders. Portrait of Graduate Aims - NAVIGATE, THRIVE	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We have formulated the goal of "Engaging Students" because we understand that for deep learning to occur, students need to be not only physically present but also emotionally prepared and enthusiastic about participating in exceptional instruction. The foundation of meaningful learning rests upon students feeling acknowledged, secure, and connected within their learning environment. Therefore, we prioritize fostering student well-being, cultivating a positive school culture, nurturing growth mindsets, and instilling an unwavering belief in every student's potential to achieve at high levels, as these elements are crucial for their academic advancement and future success.

Our objective is to provide the necessary resources to ensure that every student experiences a sense of belonging and a genuine desire to actively participate in learning each day. We are dedicated to equipping students with the skills to become self-directed learners, responsible members of society, and future leaders.

Goal 2 has actions and services to support decreasing our Chronic absenteeism rate by implementing the Everyday Labs platform, providing resources for students and families to support their basic needs and mental health (Resource Center, Peer Counseling programs and our continued work in implementing restorative practice and the SCARF framework to reduce suspension rates and create a safe and inclusive learning environment).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School climate student survey	88% of students report that they have at least one trusted adult on campus they can turn to for help 75% of students indicate they feel all students are treated fairly with respect to school policies	66% of students report that they have at least one trusted adult on campus they can turn to for help. (CHKS Spring 2025) 67% of students indicate they feel all students are treated fairly with respect to school policies (CHKS Spring 2025) 49% of secondary students agree that their school is a supportive and inviting place for them to learn (CHKS Spring 2025).		10% increase in positive school climate responses	Decrease of 22% points from baseline
2.2	Counseling and mental health supports student survey	90% of students report they feel supported when they go to their counselor for guidance 87% of students indicate they know how to access mental health resources and supports	87% of students report they feel supported when they go to their counselor for guidance 84% of students indicate they know		100% of students know how to access mental health resources and supports	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			how to access mental health resources and supports			
2.3	Seal of Biliteracy	Class of 2023: 36 students (9.9%) earned a Seal of Biliteracy	Class of 2024: 48 students (12%) earned a Seal of Biliteracy		10% increase each year in students earning a Seal of Biliteracy	+12 students (2% points)
2.4	English Learner Progress	2023 CA Dashboard: 46.9% of English Learners made progress on ELPI	2024 CA School Dashboard: 47.2% of English Learners made progress on ELPI and 45.8% of Long-term English Learners made progress on ELPI		10% increase each year in students making progress on ELPI	+0.3% points
2.5	School attendance rate	2023-24 Average Daily Attendance (EveryDay Labs) Elementary: 94.13% Middle: 86.07% High: 93.63%	(pending end of year data)		Attendance above 90% at all schools	
2.6	Chronic Absenteeism (grades K-8)	2023 Dashboard chronic absenteeism: All students 21.3%, Asian:8.1%, Filipino 14.8%, Hispanic/Latinx 28.3%, PacIslander 38.0%, African Am/Black 28.3%, White 15.4%, MultiRace 19.9%, English	2024 Dashboard chronic absenteeism: All students 14.6%, Asian: 4.7%, Filipino 10.4%, Hispanic/Latinx 28.3%, PacIslander 25.3%, African		Reduce Chronic Absenteeism rate for all subgroups by 2%	Decrease in all students rate (-6.7% pts); PacIslander (-12.7% pts), Students w/Disabilities (-8.4% pts), Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Learners 25.9% , Students w/Disabilities 28.3%, Socioeconomically Disadvantaged 28.4%, Homeless 29.7%, Foster Youth 18.2%	Am/Black 23.1%, White 15.4%, MultiRace 13.5%, English Learners 18.5% , Long-term English Learners** 26.8%, Students w/Disabilities 19.9%, Socioeconomically Disadvantaged 16.8%, Homeless 20.8%, Foster Youth * * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.			Disadvantaged (-11.6% pts)
2.7	Suspension rate	2023 Dashboard suspension: All students 3.9%, Am Indian/Alaskan 0% Asian 1.0%, Filipino 2.3%, Hispanic/Latinx 5.1%, PacIslander 9.6%, African Am/Black 7.9%, White 4.7%,	2024 Dashboard suspension: All students 3.3%, Am Indian/Alaskan 6% Asian 0.9%, Filipino 2.6%, Hispanic/Latinx 3.9%, PacIslander 5.8%, African		Reduce Suspension rate for all subgroups by 2%	Decrease in all students rate (-0.6% pts); increase in African American/Black rate (+0.6% pts).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MultiRace 3.4%, English Learners 4.4%, Students w/Disabilities 6.8%, Socioeconomically Disadvantaged 5.3%; Homeless 8.4%, Foster Youth 5.9%	Am/Black 8.5%, White 4%, MultiRace 3.6%, English Learners 3.5%, Long-term English Learners** 8.1%, Students w/Disabilities 6.2%, Socioeconomically Disadvantaged 3.8%; Homeless 4.1%, Foster Youth * * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.			
2.8	Expulsion rate	2023 Expulsion rate: Elementary 0% (0), Middle 0% (0), High 0% (0)	2024 Expulsion rate: Elementary 0% (0), Middle 0% (0), High 0% (0)		Maintain 0 students expelled	Maintained at 0

Goal Analysis [2024-25]

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

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

The focus for 25-26 has been in increasing student access to mental health and wellness supports through peer leadership/counseling classes (2.1C) and opportunities to amplify student voice through student organizations and student focus groups (2.1A, G). Development of plans for a District Wellness Center was paused while plans were being developed for a Family Resource Center. Site Wellness Centers open at PHMS, WMS, BHS; ECHS will open in fall 2025 and ALMS and SSFHS in planning stages (2.1D).

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.

While funds have been allocated for each secondary school to launch peer support programs through SBHIP grant; 3 of 6 launched in 2024-25; 1 will launch in 2025-26; 2 in discussion and development. ELOP Coordinator position was posted but unfilled for 24-25; position has been reclassified and reposted for 25-26.

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

Wellness Centers have opened at PHMS, WMS, and BHS, with plans for ECHS to open in Fall 2025. While funds are available through SBHIP grant for materials and supplies, physical plant limitations are a challenge that have slowed the progress of Wellness Centers at ALMS and SSFHS (2.1D). Since opening their Wellness Centers, both PHMS and WMS have reported increases in student contacts for their Wellness Counselors as students become more comfortable interacting with counseling staff. Feedback and insights gained from CA Healthy Kids Survey administration and student focus groups (2.1A) will be shared with educational partners and will feed into professional learning plans for 25-26 with the theme of student belonging and a welcoming, safe, inclusive learning environment.

The availability of Daybreak teletherapy and YSB clinical services as well as substance use education and alternatives to suspension programming have led to increased referrals to these programs, positively impacting school climate (2.1F, 2.2A,B). Staffing challenges for YSB have led to inconsistent services provided at some school sites and will be revisited for the 25-26 school year (2.2B).

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.

Funds allocated for professional learning related to restorative practices, implicit biases, and inclusive school climate have been spent when staff are interested and available to attend these learning opportunities, leading to only a handful of sites benefitting from these training opportunities. Plans are under discussion for ways to expand the reach of these professional learning to a broader audience of staff (2.1G). In efforts to increase internal capacity rather than rely on external providers, SSFUSD plans to add 4 Elementary Wellness Counselors at Title I elementary schools for 25-26 in alignment with the District's Strategic Plan and in response to educational partner feedback (see Goal 4; 2.1A,C,G). In the last few years, requests for PAX materials and training has declined significantly; therefore the District has decided to discontinue this action beginning with 25-26 (2.2G).

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	Create a safe, healthy and inclusive learning environment for all students	A. Conduct focus group listening sessions and student interviews to elicit input on what a safe, healthy and inclusive learning environment will look like, sounds like and feels like in SSFUSD. B. Provide an allocation to support professional learning opportunities for the members Student Advisory Committee. C. Develop and launch peer support classes at each secondary school (0.2 FTE per school). D. Provide funds to support a Wellness Center in a central location within the district and support wellness centers at our secondary sites. E. Partner with EveryDay Labs to decrease the number of students that are chronically absent. F. Provide funds to supplement our existing substance use programs and continue to explore equitable approaches to intervention and restorative practices. G. Provide an allocation in order to provide professional learning opportunities on restorative justice practices, implicit bias, inclusion and mental health practices.	$514,478.70	Yes
2.2	Provide additional supports during and after school to assist students in academic, behavioral and socio - emotional learning.	A.Continue to partner with Daybreak to provide online counseling and support to help with anxiety, motivation, academics, concentration, depression, and more—for youth ages 11-19. B. Continue to partner with Youth Services Bureau (YSB) to provide additional counseling at school sites (see goal 4.6 - c-f). C. SSFUSD will provide after care, enrichment for all eligible students/families that meet the Expanding Learning Opportunity Program requirements for students in grades K - 6. D. Hire a Coordinator of After School Programs to oversee, monitor and report all ELOP information to California Dept of Education.	$4,554,944.00	No

Action #	Title	Description	Total Funds	Contributing
		E. Provide co - curricular opportunities for our students at all grade levels - services include athletics, coaching stipends, elementary music, art and PE enrichment activities. F. Provide experiential learning opportunities (Outdoor Education) for students in our elementary schools. G. [DISCONTINUE for 25-26] Purchase PAX replacement items (instructional materials for the 9 elementary sites). H. Allocate $15,000 to each comprehensive high school to fund AVID field trips.		
2.3	Expand biliteracy recognition programs	A. Explore and implement pathway to biliteracy seal for all students to increase the number of students receiving the Seal of Biliteracy upon graduation.	$1,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	PURPOSEFUL PARTNERSHIPS. The power of our school system extends well beyond the school walls. Realizing our vision will require working hand-in-hand with families who are the utmost experts on their children. In the coming years, we will ensure there are transparent systems that give families a rich understanding of their students' progress, and empower them to work alongside schools to support their children. We will also leverage the broader community assets of South San Francisco and the Bay Area to provide catalytic experiences that leave students fired up and ready for the real world that awaits them. Portrait of a Graduate Aim - IMPACT	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We have established the goal of "Purposeful Partnerships" because we recognize that the success of our school system depends not only on what happens within the school walls but also on collaborative efforts with families and the broader community. Families are experts on their children, and by working closely with them, we can better support student learning and development. In the coming years, we are committed to implementing transparent systems that provide families with comprehensive insights into their students' progress, enabling them to actively engage with schools in supporting their children's education.

Furthermore, we understand the value of leveraging the diverse assets and resources available within the South San Francisco and Bay Area communities. By forging strategic partnerships with community organizations, businesses, and institutions, we can provide students with enriching experiences that prepare them for success in the real world. These partnerships will serve as catalysts for inspiring and motivating students, equipping them with the skills and knowledge needed to thrive beyond the classroom.

Goal 3 focuses on the building Purposeful partnerships and providing the resources (Resource and Wellness Centers) as requested by our families and students.We intended to strengthen our relationships in our community so we can leverage resources to assist our students/families to enhance their educational experience in SSFUSD.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance at District Community Engagement meetings	DELAC: 40-52 attendees each meeting Community Exchange: 130 participants SePAC: 11-15 attendees each meeting Student Advisory Council: 6-15 attendees each meeting	DELAC: 30-45 attendees each meeting Community Exchange: 200 participants District Advisory Committee (students, parents, staff): 8-22 attendees each meeting		5% increase each year of participants	Increase in Community Exchange +70 participants; regular attendance at DELAC District Advisory Committee - 25-26 is baseline year
3.2	Resource Center/Wellness Center	Number of families/students accessing resources: 200 families/students	Number of families/students accessing resources: 310 students/families		Increase to 400 families/students	+110 student/family contacts from baseline

Goal Analysis [2024-25]

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

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

Engagement with educational partners has taken place this year through a number of different groups including Guiding Coalition, District English Learner Advisory Council (DELAC), District Advisory Committee, Community Exchange Initiative, and through school-based PTSA councils, School Site Councils, and booster groups. Community philanthropic partners including Bay Ed Fund and SSF Education Foundation have helped to facilitate engagement with community groups including Padres Unidos and El Concilio as well.

SSFUSD continues to engage with community partners to develop a Family Engagement playbook and provide resources to students and families through the Family Resource Center.

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

In response to community feedback and a desire to support families in learning about the math curriculum pilot, science curriculum, and instructional shifts in these content areas, SSFUSD held parent workshops and meetings to engage with families that were not originally planned or budgeted.

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

Family engagement efforts this year have emphasized strategies to support student learning through technology workshops, meetings to share information with families about the math curriculum pilot and instructional shifts, a Middle School Transitions event, and community learning exchanges to share community resources. These activities have helped families feel more connected and informed about the academic programs and resources available to them and to their students. Feedback from parent focus groups and District LCAP/Strategic Plan survey indicate that while these efforts are appreciated, more is needed and to a broader audience across all grade levels.

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.

For 25-26, SSFUSD plans to implement strategies highlighted in the Family Engagement playbook and provide resources and programming through the Family Resource Center. In response to feedback gathered through the CA Healthy Kids survey, parent focus groups, LCAP community input and District Advisory Committee, and the District's LCAP/Strategic Plan community survey, SSFUSD continues to explore avenues for reaching a broader audience of families and engaging with them in support of students' academic progress, mental health, and wellbeing.

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	SSFUSD will cultivate partnerships with families, organizations, and educational institutions to empower our students as they navigate their educational paths	A. Work with families and the community to define a vision for purposeful partnership aligned to our Portrait of a Graduate, then create and implement a cohesive community partnership strategy. B. Continue to collaborate with the community college system and increase the number of dual-enrolled CTE pathways students can access. C. Continue to explore and develop community partnerships for possible work-based internships. D.Use the Parent Cafe model of two-way communication with different parent groups (DELAC, SEPAC) to collect input on district plans.	$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and ready themselves for the realities of the world beyond school.	E. Leverage Purposeful Partnership Collaborative to pilot Family Resource Center and Wellness Center (see Goal 2.1D). F. Leverage Big Lift partnership and resources to support P3 alignment. G. Provide support to families by connecting them to SSF Community Resources, including partnering with SSF Library and SSF Ed Fund. H. Provide an allocation to support district parent committees - refreshments, food, child care - outside presenters).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	EMPOWERED EDUCATORS. We see every employee in SSFUSD as an educator. We believe our people are the fabric of our community—woven together by our diverse backgrounds, identities, and experiences. Our collective impact is bound by our shared commitment to ensure educational equity and excellence for each of our students. We cultivate and sustain an organizational culture that values our people and our profession. We support our people to be their best professional selves. We evolve through continuous improvement, and we embrace change through innovation. We ultimately understand that our students thrive when our educators thrive. Portrait of a Graduate Aims - LEARN, NAVIGATE	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We have established the goal of "Empowered Educators" because we recognize that every individual within SSFUSD plays a vital role as an educator, regardless of their specific job title or role. We view our employees as integral members of our community, each contributing unique perspectives, backgrounds, and experiences. Our collective impact is rooted in our shared dedication to achieving educational equity and excellence for all students.

To fulfill this goal, we foster an organizational culture that prioritizes the well-being and professional development of our staff. We value their contributions and provide support to help them excel in their roles. Through continuous improvement and a willingness to embrace innovation and change, we ensure that our educators have the tools and resources they need to thrive professionally.

Ultimately, we understand that the success of our students is intrinsically linked to the success and fulfillment of our educators. By empowering our staff to be their best selves and fostering a culture of continuous growth and learning, we create an environment where both educators and students can thrive.

Our English Learners (newcomers and Long Term EL) continue to be an area that SSFUSD focuses on to improve performance of English Learners on state metrics. SSFUSD has created a series of actions in goal 4 to support our English Learners:

4.1 E and F. Continue to fund a EL Curriculum and Instruction Specialist and English Learner Teachers on Special Assignment to lead, facilitate support curriculum implementation and instructional strategies (GLAD), practice and programs that will enhance the experience for EL students
4.3 Additional staffing - bilingual aides, Newcomer aides and additional staff for flooding model at Spruce
4.7 A and B. SSFUSD continues to train cohorts of teachers (goal is 40 per year) consisting of elementary and secondary teachers to learn about GLAD strategies and become GLAD certified. Most of the trainings occur outside of the work day and sometimes on the weekends. In addition, staff has been trained in using the AVT curriculum/strategies. The Academic Vocabulary Toolkit is an educational resource designed to enhance students' understanding and usage of academic vocabulary. This toolkit typically includes strategies, activities, and materials to help students learn and effectively use vocabulary that is crucial for academic success across various subjects. SSFUSD has just completed some EL pilots and has purchased Vista Get Ready (Secondary) and Look (elementary) for our newcomers and Grammar in Context for secondary schools. The EL Curriculum and Instruction special along with ELD TOSA's will prepare presentations over the summer and lead professional learning opportunities and lead scope and sequence work in 24 - 25.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP Achievement: % of students meeting/exceeding standard in English Language Arts and Mathematics	2023 CAASPP met/exceeded: All students 50.57% ELA % / 39.60% Math; Am Indian/Alaskan* ELA/ * Math; Asian: 77.41% ELA / 74.71% Math, African Am/Black 42.85% ELA / 23.26% Math, Filipino 65.97% ELA / 52.39% Math, Hispanic/Latinx 34.78% ELA /21.75 % Math, PacIslander 31.75% ELA / 30.16% Math, White 57.54% ELA / 46.12% Math, MultiRace 56.07% ELA	2024 CAASPP met/exceeded: All students 49.46% ELA / 38.44% Math; Am Indian/Alaskan* ELA/ * Math; Asian: 74.83% ELA / 73.78% Math, African Am/Black 28.57% ELA / 22.50% Math, Filipino 65.28% ELA / 52.15% Math, Hispanic/Latinx 34.46% ELA /20.29 % Math,		80% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Homeless) will meet or exceed standard met in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		/ 51.56% Math, English Learners 9.95% ELA / 9.69% Math, Students w/Disabilities 14.52% ELA / 12.48% Math, Socioeconomically Disadvantaged 33.22% ELA / 23.45% Math, Homeless 36.92% ELA / 28.77% Math 2023 CAA Level 3 (Understanding): 14.89% ELA / 6.38% Math * Indicates data not displayed to protect student privacy for small student groups.	PacIslander 32.20% ELA / 25.00% Math, White 51.69% ELA / 44.30% Math, MultiRace 54.72% ELA / 47.66% Math, English Learners 10.27% ELA / 9.12% Math, Long-term English Learners** 3.5% ELA / 0.71% Math, Students w/Disabilities 12.63% ELA / 10.46% Math, Socioeconomically Disadvantaged 32.81% ELA / 23.07% Math, Homeless 31.96% ELA / 21.24% Math 2024 CAA Level 3 (Understanding): 14.89% ELA / 6.38% Math * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English		ELA and Math (Level 3).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Learners are reported as an additional student group.			
4.2	CAST Achievement: % of students meeting/exceeding standard	2023 CAST met/exceeded: All students 31.93%, Am Indian/Alaskan*, Asian 60.49%, African Am/Black 31.25%, Filipino 42.32%, Hispanic/Latinx 16.34%, PacIslander 7.41%, White 44.05%, MultiRace 50% , English Learners 1.45% , Students w/Disabilities 6.8%, Socioeconomically Disadvantaged 17.37%, Homeless 13.05% 2023 CAA Science Level 3 (Understanding): 25.00%	2024 CAST met/exceeded: All students 33.03%, Am Indian/Alaskan*, Asian 65.46%, African Am/Black 12.05%, Filipino 46.14%, Hispanic/Latinx 17.22%, PacIslander 7.69%, White 31.18%, MultiRace 47.92% , English Learners 3.32% , Students w/Disabilities 7.11% , Socioeconomically Disadvantaged 19.07% , Homeless 20.83% 2024 CAA Science Level 3 (Understanding): 25.00%		80% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Homeless) will meet or exceed standard met (Level 3).	Current year results show increases from baseline ranging from 1.1% point (All Students) to 19.2% points (African Am/Black).
4.3	ELPAC Achievement	2023 ELPAC Summative: Level 4 16.08%, Level 3	2024 ELPAC Summative: Level 4 13.88%, Level 3		10% increase each year of students at Levels 3 and 4	Current year results show slight decrease from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		34.52%, Level 2 23.17%, Level 1 26.24%	34.60%, Level 2 27.11%, Level 1 24.41%. 2024 Alternative Summative ELPAC Level 3 (Understanding): 21.43%			previous year: -- 2.6 students meeting Levels 3 and 4
4.4	English Learner Reclassification:	English Learner students reclassified in 2023-24: 191	English Learner students reclassified in 2024-25: 177		5% increase each year of students meeting reclassification	Current year results show decrease from previous year: -14
4.5	Chronic Absenteeism (grades K-8)	2023 Dashboard chronic absenteeism: All students 21.3%, Asian:8.1%, Filipino 14.8%, Hispanic/Latinx 28.3%, PacIslander 38.0%, African Am/Black 28.3%, White 15.4%, MultiRace 19.9%, English Learners 25.9%, Students w/Disabilities 28.3%, Socioeconomically Disadvantaged 28.4%, Homeless 29.7%, Foster Youth 18.2%	2024 Dashboard chronic absenteeism: All students 14.6%, Asian: 4.7%, Filipino 10.4%, Hispanic/Latinx 28.3%, PacIslander 25.3%, African Am/Black 23.1%, White 15.4%, MultiRace 13.5%, English Learners 18.5% , Long-term English Learners** 26.8%, Students w/Disabilities 19.9%, Socioeconomically Disadvantaged 16.8%, Homeless		Reduce Chronic Absenteeism rate for all subgroups by 2%	Current year results show improvement from baseline across student groups, including 6.7% point change (All Students) 8.6% point change (Students w/Disabilities) and 9% point change (Homeless).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			20.8%, Foster Youth * * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.			
4.6	Suspension rate	2023 Dashboard suspension: All students 3.9%, Am Indian/Alaskan 0% Asian 1.0%, Filipino 2.3%, Hispanic/Latinx 5.1%, PacIslander 9.6%, African Am/Black 7.9%, White 4.7%, MultiRace 3.4%, English Learners 4.4%, Students w/Disabilities 6.8%, Socioeconomically Disadvantaged 5.3%; Homeless 8.4%, Foster Youth 5.9%	2024 Dashboard suspension: All students 3.3%, Am Indian/Alaskan 6% Asian 0.9%, Filipino 2.6%, Hispanic/Latinx 3.9%, PacIslander 5.8%, African Am/Black 8.5%, White 4%, MultiRace 3.6%, English Learners 3.5%, Long-term English Learners** 8.1%, Students w/Disabilities 6.2%, Socioeconomically Disadvantaged 3.8%; Homeless		Reduce Suspension rate for all subgroups by 2%	Current year results show improvement from baseline across student groups, ranging from 0.1% point (Asian) to -4% points (Pacific islander).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			4.1%, Foster Youth * * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.			
4.7	Highly qualified teaching staff	2021-22 Teacher Assignment Monitoring: 83.3% clear with appropriate credentials, 0.8% out of field, 1.9% intern	2022-23 Teacher Assignment Monitoring: 86.2% clear with appropriate credentials; 1.1% out of field; 2.4% intern		100% of classroom teachers are fully credentialed for the courses they are assigned	Current year results show improvement from baseline 2.9% points
4.8	Professional development	2023-24 Local Indicators self-rating for State Priority 2: Providing professional learning aligned to standards: 2.7 (initial implementation) Instructional materials aligned to academic standards: 3 (initial implementation) Implementing	2024-25 Local Indicators self-rating for State Priority 2: Providing professional learning aligned to standards: 2.7 (initial implementation) Instructional materials aligned		Self-rating at level 3 or above for all areas	Current year results show improvement from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		programs/policies to support instruction of academic standards: 2.6 (initial implementation) Implementation of state standards for non-core classes: 1.7 (beginning development) Support for professional learning: 3 (initial implementation)	to academic standards: 3 (initial implementation) Implementing programs/policies to support instruction of academic standards: 2.6 (initial implementation) Implementation of state standards for non-core classes: 1.7 (beginning development) Support for professional learning: 3 (initial implementation)			

Goal Analysis [2024-25]

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

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

4.1: Positions were filled to support the instructional program across school sites. In addition to content-specific work, these staff also helped facilitate professional learning in alignment with the District's Strategic Plan implementation including building awareness of the Portrait of a Graduate aims and learner progressions, supporting increased academic discourse in classrooms, and the development of the District's Instructional Vision.

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.

The following positions were unfilled for the 24-25 school year, thereby resulting in actual expenditures that are less than budgeted: 1.0FTE Middle School Science TOSA (4.1C), 1.0FTE Special Education TOSA (4.1H), 1.0 Elementary Wellness Counselor (4.6A), 1.0 FTE District Attendance Tech (4.6G). As part of the District's realignment of resources and FTE as part of the Strategic Plan Staffing initiative, these positions were reevaluated and some (1.0 Special Education TOSA, 1.0 Elementary Wellness Counselor itinerant, and 1.0 District Attendance Tech) were eliminated for the 2025-26 school year.Additional data support and expertise through an outside consultant was budgeted based on past years' needs and with projects shifting and increased internal capacity, was not utilized as much in the 24-25 school year. This arrangement will be discontinued for the 25-26 school year given planned increases in data staffing internally.

Staffing allocated in support of student well-being and mental health programs for internal positions (Wellness Counselors and academic counselor) were successfully staffed except for 1.0 elementary Wellness Counselor (itinerant). Staffing from external providers for ATS and school safety advocates (through YSB) experienced challenges with staffing and turnover, resulting in lower expenditures than originally planned and budgeted. SSFUSD is re-examining contracts and plans for the 25-26 year as part of the Strategic Staffing intiiative as plans are to increase internal staffing.

Staff engagement activities related to co-creation of a Portrait of an Educator have taken place largely through other standing meetings instead of convening groups outside of the work day; therefore additional expenditures were not as heavily relied upon as originally planned (4.10).

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

4.5: Support for science instruction through the Innovator cohort and TOSA coaching has facilitated implementation of new science curriculum units with fidelity and with greater participation and enthusiasm from staff. Professional learning for teachers on the math instructional shifts has been a key component of the math pilot process this year and all math teachers in the district received some training on the new California mathematics framework and instructional shifts.
4.6: The District's Wellness program has shown positive impacts on the school communities and students, including more students having access to mental health supports, an increase in referrals to community resources, increases in Alternatives to Suspension program participation, and a decrease in suspension rates and chronic absenteeism. In part due to the success of the Wellness Counselor program and impact on students and school climate, for the 25-26 school year the District has decided to add 4.0 FTE Wellness Counselors at the elementary school level, to be assigned to each of the Title 1 elementary schools.

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

For the 25-26 school year, SSFUSD engaged in a process to align resources to Strategic Plan initiatives. As a result of the Strategic Staffing plan, several LCFF- or grant-funded positions were eliminated or reduced (1.0 FTE ML TOSA, 1.0 FTE Special Education TOSA, 1.0 Social Studies TOSA, 1.0 EdTech TOSA), 1.0 District Attendance Tech and other positions were added (4.0 FTE Instructional Coaches, 1.0 FTE

Coaching Coordinator, 3.0 FTE Data Systems Specialist, 1.0 FTE Assistant Superintendent of Student and Family Services) (4.1A-K). Also to reallocate funds supporting mental health and wellness, beginning with the 25-26 school year, the District is adding 4.0 FTE Elementary Wellness Counselors at Title 1 elementary schools and reducing YSB services at these sites (4.6A, B-F). Additional data support and expertise through an outside consultant was budgeted based on past years' needs and with projects shifting and increased internal capacity, was not utilized as much in the 24-25 school year. This arrangement will be discontinued for the 25-26 school year given planned increases in data staffing internally. (4.2M).

Professional learning is supported throughout the district to support instructional practices. Over time, there has been less utilization of the PAX online training and curriculum; therefore the decision was made to discontinue this subscription for 25-26 (4.7L) as sites shift to restorative practices and other inclusive instructional strategies.

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	Fund Staff on Special Assignment roles to support and lead in district goals, strategic priorities and the implementation of adopted curriculum, instructional practices, assessment and professional learning.	A. Maintain 1 reading specialist at each elementary site (9) to provide Tier II intervention support at elementary sites. B. Fund 1 additional RTI Specialist at the 4 elementary Title I schools to provide additional reading intervention support - (LC, Martin, Spruce, SSG). C. Maintain a 1.0 elementary science ToSA (LCAP), 1.0 middle school ToSA (GNE) , and .06 High School and Biotech ToSA (GNE) to implement the NGSS implementation plan, lead the implementation of district adopted science curriculum, facilitate professional learning opportunities and enhance tier I instruction. D. Maintain a 1.0 elementary Math ToSA (K - 5) and a 1.0 secondary Math ToSA to support the implementation of scope and sequence, lead the adoption process, facilitate professional learning opportunities and increase effectiveness of tier I instruction. E. Maintain a 1.0 FTE English Learner Curriculum and Instruction Specialist to aid in supporting the curriculum, instruction, assessments, and programs essential for serving our English learners. F. [REVISE for 25-26 to 5.0 FTE] Maintain 6.0 FTE ELD TOSA to facilitate, lead and support our curriculum, programs, practices and policies for our English learners.	$4,591,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		G. [REVISE for 25-26 to 1.0 FTE] Maintain 2.0 FTE Technology ToSA to lead an implement Digital Citizenship, educational technology curriculum and applications, and assessments. H. [REVISE for 25-26 to 1.0 FTE] Maintain 2.0 FTE Special Education ToSA to lead, implement and facilitate professional learning opportunities with curriculum to meet the needs of our special education students. I. [DISCONTINUE for 25-26] Maintain 1.0 FTE Social Science 9- 12 TOSA to facilitate the development and implementation of district's scope and sequence & support curriculum, including Ethnic Studies curriculum. J. Maintain 1.0 FTE Counselor on Special Assignment to facilitate, lead, implement and provide professional learning opportunities as we continue to build a comprehensive counseling program K. Maintain 1.0 FTE Psychologist on Special Assignment to assist with with special education assessment and case consulting.		
4.2	Fund additional positions to lead, facilitate and support our staff and various programs.	A. Maintain an Induction Coordinator to oversee the District Induction Program. B. Fund an Induction Teacher to assist in leading trainings, facilitating meetings, and providing district support to staff. C. Hire Induction mentor teachers to provide ongoing coaching and support to new certificated staff. D. Provide training opportunities for induction mentor teachers so they can assist new staff in meeting the requirements needed to clear their credential. E. Contract with SMCOE Induction Program for new SSFUSD Special Education teachers. F. Provide a series of professional learning opportunities to support best teaching practices. G. Provide a stipend for Induction Teachers to participate in Induction meetings and trainings. H. Provide additional professional learning opportunities for J1 teachers to support their transition in working in SSFUSD. I. Provide additional professional learning opportunities for interns to enhance their teaching practices.	$1,135,126.00	Yes

Action #	Title	Description	Total Funds	Contributing
		J. Maintain a full-time CTE Coordinator who is responsible for overseeing the implementation of the Career Technical Education (CTE) plan and managing all funding sources related to CTE. K. Fund a Multi Tiered Systems of Support Coordinator to develop the district's MTSS system of supports including the development of the following domains: Family & Student Engagement, Social-Emotional Learning & Relationships, Mental & Physical Health, Attendance & Intervention Monitoring, Positive Behavioral Supports & Restorative Justice, Academic Supports, and Basic Needs. L. Fund a Literacy Coordinator to implement a 5 year Literacy plan. M. [DISCONTINUE for 25-26] Continue to fund a data consultant to assist in Online Registration process and develop notifications mapping and put in place data quality control mechanisms and create html and SQL programming as needed.		
4.3	Provide additional supports during the instructional day for our low income students and English learners.	A. Maintain allocation to increase hours for Bilingual Aides at all schools. B. Continue to fund Newcomer aides at Parkway & SSFHS. C. Increase Bilingual paraprofessional FTE at specific sites to ensure sites have 1 FTE per 60 EL to support D -ELD (SSG, JS, MV and Martin). D. Fund 1.0 FTE at Spruce to support the flooding model. E. Fund an additional 0.5 FTE to provide math/literacy intervention at Buri, JS, Ponderosa, Skyline. F. Provide an allocation for training, sub coverage, and administration of ELPAC assessment (initial and summative).	$2,156,000.00	Yes
4.4	Fund Teacher Leadership Team (TLT) collaboration to support district goals and implementation of adopted curriculum.	A. Allocate funding to support elementary, middle and high school science Teacher Leadership Teams (TLTs) empowering them to provide input on the implementation of (K-5), (6-8), (9-12) science curriculum and professional learning plans. B. Allocate funding to support elementary, middle and high school math Teacher Leadership Teams (TLTs) empowering them to provide input and guidance on the implementation of the collaborative inquiry cycle, the district wide adoption process, and standards based learning.	$96,000.00	No

Action #	Title	Description	Total Funds	Contributing
		C. Allocate funds to support Technology TLT meetings aimed at discussing and implementing the K-12 technology scope and sequence, and to gather input and feedback on other pertinent educational technology needs. D. Allocate funding to support middle school and high school Social science Teacher Leadership Teams (TLTs), to create, implement and reflect on the scope & sequence and create end of unit assessments. E. Allocate funding to support high school Social science Teacher Leadership Teams (TLTs), to create, implement and reflect on the scope & sequence and create end of unit assessments (all Ethnic Studies courses). F. [NEW for 25-26] Allocate funds to support implementation of new World Language curriculum.		
4.5	Support teacher leadership and development in science and math	A. Maintain $2,000 elementary science lead stipend for each elementary school. (GNE) B. Initiate elementary science instructional innovator cohort $750 stipend (GNE) C. Provide a 2,500 stipend for Middle School teachers with multi subject credentials who successfully complete the coursework and attain a single subject math or science credential D. Provide funding and support for high school science teachers to obtain additional science credentials, with a specific emphasis on chemistry and physics credentials. E. Provide funding to support the Imagine Learning pilot to purchase instructional materials, facilitate professional learning sessions for approximately 40 teachers in grades 3 - 12. F. Provide a stipend of approximately 3,000 per piloting teacher to participate in the math pilot, plan lessons/units, participate in professional learning sessions.	$349,750.00	No
4.6	Fund positions to support a safe, inclusive, welcoming	A.Fund 6 Wellness Counselor positions and 1 Academic Counselor position (at SSFHS to backfill Wellness Counselor). B. Fund an Alternative to Suspension certificated staff member to oversee, implement and monitor the ATS program.	$2,293,923.00	Yes

Action #	Title	Description	Total Funds	Contributing
	environment for all students.	C. Mental Health trainees will be placed at the following elementary and middle school sites (Spruce 5 days/wk)(SG 3 days/wk)(LC 2 days/wk)(ALMS 1 day/wk)(WMS 1 day wk)(Parkway 1 day/wk) (The SSFPD pays for 1 counseling day each at SG and LC). D. Maintain Middle School Safety advocates placed at middle schools (ALMS, Parkway & WMS) to provide emotional and behavioral counseling, psycho-social groups, and intervention services focused on crises and violence prevention on campuses. E. Maintain school based counseling programs with Youth Service Bureau (YSB) in order to place clinicians at the following elementary sites (Buri - 2 days) (Skyline - 2 days)(Ponderosa- 2 days)(JS-2 days)(Monte Verde - 2 days)(Martin-2 day). F. Maintain High School Advocates will coordinate school safety activities which include direct services, prevention services, crisis assessment and crisis intervention and response (Baden 2 days-17 hrs/wk and ECHS/SSFHS-4 days- 33 hrs/wk). G. [DISCONTINUE for 25-26] Provide 1 District Administrative Assistant to assist all schools with attendance duties and reports. H. Maintain 7 Community Liaisons positions to assist in parental outreach and to increase parental participation at site and district meeting.		
4.7	Fund professional development and staff training in alignment with district and school goals.	A. Provide an allocation for EL/Content TOSAs to lead and facilitate GLAD trainings and provide a stipend for GLAD participants to become GLAD certified. B. Provide an allocation for EL TOSA's for summer planning and to lead professional learning sessions and provide an allocation for participants that will attend curriculum implementation trainings for all supplemental curriculum. (Newcomer, Designated, Integrated, EL Lab curriculum) C. Provide an allocation for TOSA's and participants to implement EL coaching cycles D. Counselor training on district data systems (IC, ELLevation, Illuminate, CCGI) to support data-driven counseling practices E. Provide professional learning opportunities on the use of Everyday labs. F. Provide an allocation for the Literacy Coordinator and Reading Specialists to attend professional learning opportunities (DIBELS, Orton Gillingham, California Reading Association)	$412,000.00	No

Action #	Title	Description	Total Funds	Contributing
		G. Allocate monies to provide approved teachers up to 10 hours of paid time to develop a comprehensive course of study for elective and/or CTE courses for MS or a-g approved courses for HS H. Provide training for administrators and counselors on master scheduling tools and processes for developing a balanced, student-centered master schedule. I. Provide funds for training and curriculum to launch a Peer Counseling programs for all secondary schools. J. Provide a $2,000 stipend for AVID Site Coordinators. K. Allocate $5,000 to each comprehensive high school to support AVID professional learning. L. [DISCONTINUE for 25-26] Provide PAX training via online to be able to implement the PAX social learning principles and the Good Behavior game. M. Explore contracting with outside agencies/consultants to provide needed training to staff and parents to ensure that students and teachers have access to to standards aligned materials to support those practices and provide emotional supports for students. N. Provide an allocation to develop the Instructional Coaching Program; determine the organizational structure and coaching philosophy and start training staff for implementation. O. Provide professional learning opportunities for classified staff in order to support strategies and programs that support the our students academic and their socio - emotional well being. P. Provide an allocation for summer work/extra work for district liaison team to continue to support Family Resource Center and newcomer families year round. Q. Develop staff onboarding process to ensure access to programs and training.		
4.8	Provide additional support to assist educators who require coaching/mentoring/s	A. Provide a stipend to the supervisor for coaching a staff member in order to meet the clinical supervision requirements for LMFT/LCSW/LPCC.	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
	upervision in order to fulfill requirements			
4.9	Implement the UPK plan to support our TK students and staff.	A. Provide professional learning opportunities for TK staff. B. Provide an allocation of 5,000 per TK classroom for supplies. C. Provide an allocation so TK staff can participate in TK learning activities outside contracted hours. D. Provide a stipend to TK teachers (1500) and TK paraprofessionals (1,000) to assist in recruiting and retaining staff. E. Reimburse staff that need to take ECE units in order to teach Transitional Kindergarten. F. Provide an additional paraprofessionals for TK classrooms.	$270,000.00	No
4.10	Create a "Portrait of an Educator" that defines the knowledge, skills, abilities and the traits of our educators.	A. Design a plan to obtain input from all educational partners as we defines the skills, abilities and traits of educators in SSFUSD.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	EQUITY-CENTERED SYSTEMS. Transformational change will only happen if we are willing to move away from business as usual. This plan is rooted in our district's core values, including a deep commitment to advancing equity within and across our schools, as defined in our SSFUSD Board Equity Policy. To live these values, we must be willing to look critically at how we do things across the district, work with partners who have experience and expertise in this area, and make changes to keep equity at the center of our decision-making, including centering our efforts on the needs of students who have been historically marginalized or less successful. We will build a shared understanding of what equity looks like in practice, and allocate our resources (people, time, facilities, and money) equitably and sustainably to our students and schools, in alignment with the priorities in this plan. That includes being transparent about our decision-making, our progress, and our outcomes. And it means being clear about what success looks like, gathering data and reflecting regularly to check our progress, and adjusting course to ensure we achieve our shared goals.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal reflects our Strategic Plan priority around equity-centered systems, in particular with regard to the allocation of resources. SSFUSD will allocate resources such as staffing and sections to address opportunity gaps and increase access in alignment with our District's Equity definition and Board Policy.

Actions listed under 5.1 address the work associated with Differentiated Assistance (District - Pacific Islander student group, chronic absenteeism and suspension rate), Comprehensive School Improvement - CSI (Baden High School - graduation rate), and student groups at the red performance level for the California School Dashboard:
5.1A. Actions addressing Comprehensive School Improvement - CSI for Baden High School (low graduation rate)

5.1B. Actions addressing Differentiated Assistance for District - Pacific Islanders (Chronic Absenteeism and Suspension Rate)
5.1C. Actions addressing ATSI for South San Francisco HS - Students w/Disabilities (Suspension rate, ELA) and Skyline ES - MultiRace (Chronic Absenteeism)
5.1D. Implement monitoring and interventions to address chronic absenteeism for school and district groups in RED performance level (SSFUSD - Pacific Islander; LCES - All Students, EL, SED, SWD, Hispanic/Latinx; SGES - All Students, EL, SWD, Filipino, Hispanic/Latinx; MVES - Hispanic/Latinx; SkyES - MultiRace; WMS - SWD); SSFUSD uses the Everyday labs platform to provide communication about absences and to track data for student groups so schools can implement strategies (meetings, home visits, send messages, contracts etc) to decrease our Chronic absenteeism rates.
5.1E. Implement monitoring and interventions to address school climate and suspension rates for school and district groups in RED performance level (SSFUSD - Homeless, Pacific Islanders; ECHS - EL, SWD, SED, Hispanic/Latinx; BHS - All Students; ECHS - EL, SED, SWD, Hispanic/Latinx; SSFHS - EL, SWD, White, MultiRace; PHMS - EL; WMS - SED; LCES - All Students); SSFUSD will continue our work in providing training for administrators/staff on restorative practices and continue to develop our Alternative to Suspension programs to reduce suspension rates. In addition, staff will implement SCARF strategies within the classroom and school to create a warm and inclusive learning environment.
5.1F. Provide targeted interventions to increase achievement in mathematics for school and district groups in RED performance level (SSFHS - SWD, Hispanic/Latinx; ALMS - EL, SED, SWD; PHMS - EL, SWD; MES - SWD) and in English-Language Arts (SSFUSD - SWD; SSFHS - SWD; ALMS - SWD; PHMS - EL, SWD; LCES - EL; MES - SWD; PES - SWD; SkyES - SWD; SprES - EL); SSFUSD will continue to support funding additional staff to provide intervention and support via Reading Specialists, interventionists or teachers to improve ELA and math performance.
5.1G. Provide targeted interventions to increase graduation rate for school and district groups in RED performance level (SSFUSD - English Learners; BHS - All students, SED, Hispanic/Latinx; SSFHS - English Learners); SSFUSD will continue to provide summer school opportunities for students to make up graduation requirements, continue to have a 7 period day so students can take more classes and have a flex period to get extra assistance within the school day.
5.1H. Provide targeted interventions to increase English Learner Progress for schools in RED performance level (Ponderosa ES; Sunshine Gardens ES); SSFUSD will continue to provide opportunities to EL students to take summer classes to enhance their english proficiency, provide professional learning opportunities on GLAD strategies, and implement curriculum (AVT and Look/Get Ready and Grammar in Context) to support our EL students.
5.1I. Provide targeted interventions to increase the achievement of Long-term English Learners (LTELs). SSFUSD will continue to provide opportunities to EL students to take summer classes to enhance their english proficiency, provide professional learning opportunities on GLAD strategies, and implement curriculum (AVT, Grammar in Context) to support our LTEL students. SSFUSD has created classes such as a Controversial issues in our high schools that is designed for LTEL's as the teachers deliver (GLAD strategies thru their academic content and language while using an integrated, balanced literacy approach).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP Achievement	2023 CAASPP met/exceeded: All students 50.57% ELA % / 39.60% Math; Am Indian/Alaskan* ELA/ * Math; Asian: 77.41% ELA / 74.71% Math, African Am/Black 42.85% ELA / 23.26% Math, Filipino 65.97% ELA / 52.39% Math, Hispanic/Latinx 34.78% ELA /21.75 % Math, PacIslander 31.75% ELA / 30.16% Math, White 57.54% ELA / 46.12% Math, MultiRace 56.07% ELA / 51.56% Math, English Learners 9.95% ELA / 9.69% Math, Students w/Disabilities 14.52% ELA / 12.48% Math, Socioeconomically Disadvantaged 33.22% ELA / 23.45% Math, Homeless 36.92% ELA / 28.77% Math 2023 CAA Level 3 (Understanding): 14.89% ELA / 6.38% Math	2024 CAASPP met/exceeded: All students 49.46% ELA / 38.44% Math; Am Indian/Alaskan* ELA/ * Math; Asian: 74.83% ELA / 73.78% Math, African Am/Black 28.57% ELA / 22.50% Math, Filipino 65.28% ELA / 52.15% Math, Hispanic/Latinx 34.46% ELA /20.29 % Math, PacIslander 32.20% ELA / 25.00% Math, White 51.69% ELA / 44.30% Math, MultiRace 54.72% ELA / 47.66% Math, English Learners 10.27% ELA / 9.12% Math, Long-term English Learners** 3.5% ELA / 0.71% Math, Students w/Disabilities 12.63% ELA / 10.46% Math, Socioeconomically Disadvantaged		80% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Homeless) will meet or exceed standard met in ELA and Math (Level 3).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			32.81% ELA / 23.07% Math, Homeless 31.96% ELA / 21.24% Math 2024 CAA Level 3 (Understanding): 14.89% ELA / 6.38% Math * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.			
5.2	ELPAC Achievement	2023 ELPAC Summative: Level 4 16.08%, Level 3 34.52%, Level 2 23.17%, Level 1 26.24%. 2023 Alternative Summative ELPAC Level 3 (Understanding): 15.00%	2024 ELPAC Summative: Level 4 13.88%, Level 3 34.60%, Level 2 27.11%, Level 1 24.41%. 2024 Alternative Summative ELPAC Level 3 (Understanding): 21.43%		10% increase each year in students meeting Levels 3 and 4	Current results show slight decrease in students achieving levels 3 and 4 (-2.12% points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	District Literacy assessment	2023-2024 DIBELS Composite End-of-Year - students scoring Performance Levels 3 or 4: All students 37.2%; Am Indian/Alaskan 16.7%; African Am/Black 38.5%; Asian 42.8%; Filipino 44.2%; Hispanic/Latinx 32.3%; PacIslander 28.2%; White 36.7%; MultiRace 41.9%; English Learners 24.6%; Students w/Disabilities 20.0%; Socioeconomically Disadvantaged 34.2%	(pending end-of-year data)		10% increase each year in students meeting Levels 3 and 4	
5.4	Chronic Absenteeism rates	2023 Dashboard chronic absenteeism: All students 21.3%, Asian:8.1%, Filipino 14.8%, Hispanic/Latinx 28.3%, PacIslander 38.0%, African Am/Black 28.3%, White 15.4%, MultiRace 19.9%, English Learners 25.9% , Students w/Disabilities 28.3%, Socioeconomically Disadvantaged 28.4%, Homeless 29.7%, Foster Youth 18.2%	2024 Dashboard chronic absenteeism: All students 14.6%, Asian: 4.7%, Filipino 10.4%, Hispanic/Latinx 28.3%, PacIslander 25.3%, African Am/Black 23.1%, White 15.4%, MultiRace 13.5%, English Learners 18.5% , Long-term English Learners** 26.8%, Students		Reduce Chronic Absenteeism rate for all subgroups by 2% each year	Current results show improvement in rates for most student groups (-6.7 for all students; -4.4 Filipino; -12.7 PacIslander; -5.2 African Am/Black; -8.6 SED).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			w/Disabilities 19.9%, Socioeconomically Disadvantaged 16.8%, Homeless 20.8%, Foster Youth * * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.			
5.5	Suspension rates	2023 Dashboard suspension: All students 3.9%, Am Indian/Alaskan 0% Asian 1.0%, Filipino 2.3%, Hispanic/Latinx 5.1%, PacIslander 9.6%, African Am/Black 7.9%, White 4.7%, MultiRace 3.4%, English Learners 4.4%, Students w/Disabilities 6.8%, Socioeconomically Disadvantaged 5.3%;	2024 Dashboard suspension: All students 3.3%, Am Indian/Alaskan 6% Asian 0.9%, Filipino 2.6%, Hispanic/Latinx 3.9%, PacIslander 5.8%, African Am/Black 8.5%, White 4%, MultiRace 3.6%, English Learners 3.5%, Long-term English Learners** 8.1%, Students		Reduce Suspension rate for all subgroups by 2% each year	Current results show improvement in rates for most student groups (Hispanic/Latinx -1.2, PacIslander -3.8, SED -1.5, Homeless -4.3)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless 8.4%, Foster Youth	w/Disabilities 6.2%, Socioeconomically Disadvantaged 3.8%; Homeless 4.1%, Foster Youth * * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.			
5.6	Graduation rate: % of students earning a high school diploma (4-year cohort rate)	Class of 2023: 88.6% (582 students) graduated w/high school diploma. Asian: 96.3% (77), Filipino 95.6% (152), Hispanic/Latinx 83.4% (266), African Am/Black * , Am Indian/Alaskan * , White 89.1% (41), Pacific Islander 81.8% (9) MultiRace 85.3% (29), English Learners 66.7% (54), Students w/Disabilities 81.8% (81), Socioeconomically	Class of 2024: 91.0% (636 students) graduated w/high school diploma. Asian: 96.8% (90), Filipino 96.4% (159), Hispanic/Latinx 87.4% (306), African Am/Black 75.0 % (9) , Am Indian/Alaskan * , White 84.6% (33), Pacific Islander *% (*) MultiRace		80% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Foster, Homeless)	Current results show increase for most student groups: all students +2.4, Hispanic/Latinx +4, EL +10.1, SED 3.1, Homeless +3.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged 85.6% (308), Foster *, Homeless 78.6% (11)	100% (32), English Learners 76.6% (85), Students w/Disabilities 81.7% (85), Socioeconomically Disadvantaged 88.7% (391), Foster *, Homeless 83.3% (20)		will meet or exceed state goal of 90% graduating.	
5.7	Dropout rates (1-year)	2022-23 1-year dropout rates (by grade level span): Middle School: All Students 0 High School: All Students 13, Hispanic/Latinx 8, English Learners 7, Students w/Disabilities 2, Socioeconomically Disadvantaged 5, Homeless 1	2023-24 1-year dropout rates (by grade level span): Middle School: All Students 0 High School:		10% decrease each year in student dropouts per grade level span	
5.8	UC/CSU requirements met rate: % of graduates meeting minimum a-g eligibility requirements	Class of 2023: 54.3 % (316 students) met UC/CSU requirements Asian: 79.2% (61), Filipino 76.3% (116), Hispanic/Latinx 41.1% (98), PacIslander *, African Am/Black *, Am Indian/Alaskan *, White 34.1% (14), MultiRace 72.4% (21), English	Class of 2024: 55.5% (353 students) met UC/CSU requirements Asian: 90.0% (81), Filipino 73.0% (116), Hispanic/Latinx 34.6% (106), PacIslander *,		10% increase or 60% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace,	Current results show increase for several student groups: +1.2 all students; +10.8 Asian; +6.1 English Learners; +4.3 SED Decline in target student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Learners 19.8% (15), Students w/Disabilities 18.2% (12), Socioeconomically Disadvantaged 43.5% (134), Homeless *, Foster *	African Am/Black 55.6% (5), Am Indian/Alaskan *, White 66.7% (22), MultiRace 68.8% (22), English Learners 25.9% (22), Students w/Disabilities 14.1% (12), Socioeconomically Disadvantaged 47.8% (187), Homeless 40.0% (8), Foster *		English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Foster, Homeless) will meet UC/CSU a-g minimum requirements	meeting UC/CSU: -6.5 Hispanic/Latinx; -4.1 Students w/Disabilities
5.9	College Career Indicator (CCI)	Class of 2023: 55.6% (365 students) met "prepared". Asian: 81.3% (65), Filipino 76.1% (121), Hispanic/Latinx 36.8% (131), PacIslander *, African Am/Black *, Am Indian/Alaskan *, White 45.7% (21), MultiRace 55.9% (19), English Learners 27.8% (16), Students w/Disabilities 14.8% (18), Socioeconomically Disadvantaged 44.7% (161), Homeless 28.6% (4), Foster *	Class of 2024: 57.3% (400 students) met "prepared". Asian: 93.5% (87), Filipino 74.5% (123), Hispanic/Latinx 39.9% (140), PacIslander *, African Am/Black 50.0% (6), Am Indian/Alaskan *, White 53.8% (21), MultiRace 68.8% (22), English Learners 26.1% (29), Long-term English Learners** 27.4% (17), Students w/Disabilities		60% or above of each student group (All Students, AmIndian/Alaskan, Asian, Filipino, Hispanic/Latinx, PacIslander, African Am/Black, White, MultiRace, English Learners, Students w/Disabilities, Socioeconomically Disadvantaged, Foster, Homeless) will meet ""Prepared"" status on Dashboard CCI.	Current results show increase for most student groups: +1.7 all students; +12.2 Asian; +3.1 Hispanic/Latinx; +9.2 Students w/Disabilities; +5.1 SED; +4.7 Homeless

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			24.0% (25), Socioeconomically Disadvantaged 49.8% (220), Homeless 33.3% (8), Foster * * Indicates data not displayed to protect student privacy for small student groups. **Beginning with 2024 Dashboard, Long-term English Learners are reported as an additional student group.			
5.10	Career Technical Education (CTE) participation: all student groups	2023-2024 CTE participation: Middle school - All students 442 (25%) High school - All students 1257 (51%)	2024-2025 CTE participation - students taking a CTE course: 1024		10% increase each year in student participation in CTE programs	
5.11	Career Technical Education (CTE) pathway completion: all student groups	Class of 2023 CTE pathway completion - students completing a CTE pathway: 169	Class of 2024 CTE pathway completion - students completing a CTE pathway: (pending end-of-year data)		10% increase each year in pathway completion	
5.12	English Learner Progress	2023 CA Dashboard: 46.9% of English	2024 CA Dashboard: 47.2%		10% increase each year in students	+.3 for all English Learners;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Learners made progress on ELPI	of English Learners and 45.8% of Long-term English Learners made progress on ELPI *Beginning with 2024 CA Dashboard, Long-Term English Learners are reported as an additional student group		making progress on ELPI	2024 is baseline for LTEL
5.13	Long-term English Learners (LTELs) Achievement	2023 CAASPP ELA met/exceeded standard: 2.46% 2023 CAASPP Math met/exceeded standard: 0% 2023 ELPAC Summative: Level 4 20.87%, Level 3 43.69%, Level 2 28.64%, Level 1 6.80%	2024 CAASPP ELA met/exceeded standard: 3.5% 2024 CAASPP Math met/exceeded standard: 0.71% 2024 ELPAC Summative: Level 4 18.25%, Level 3 32.29%, Level 2 43.75%, Level 1 8.33%		10% increase each year in students meeting standard	CAASPP: +1.14 ELA; +.71 Math ELPAC: -14.02 students achieving Levels 3 and 4
5.14	Transportation assistance for eligible students	2023-24 Students accessing transportation assistance (#): 13	(pending end-of-year data)		100% of students eligible for transportation assistance are accessing it	

Goal Analysis [2024-25]

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

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

Student academic achievement and chronic absenteeism continue to be high priority areas for SSFUSD. Baden HS is identified as a CSI school for low graduation rate and receives grant funding to support professional learning to impact instruction and student academic outcomes (5.1A). All schools continue to closely monitor chronic absenteeism especially for our traditionally marginalized populations including Pacific Islanders, Students with Disabilities, English Learners, and African American/Black students in alignment with practices developed in response to Differentiated Assistance (5.1B, C, D, E, I). School sites each addressed their respective RED and ORANGE student groups as identified on the CA School Dashboard through their SPSA Goals developed in partnership with staff and stakeholders on their School Site Councils - goals and actions included focused support for literacy skill development, math interventions and support, writing curriculum and professional learning (5.1A, F, G, H, I). Within the District's pilot of math curriculum this year, concerted efforts were made to engage Special Education and EL teachers in the pilot process and related professional learning so there was ongoing consideration and monitoring of how our students with disabilities and multilingual learners would be supported in accessing the content and instructional shifts.

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.

The District has been focused on examining and re-designing our annual processes to align with our equity-centered strategic plan. Staffing and section allocation processes have been realigned to enrollment projections and a proposal process that is data-driven, resulting in fewer sections needed than originally allocated (5.2). District Attendance Liaison position was unfilled for the 24-25 school year and for the 25-26 school year will be eliminated as part of the Strategic Plan Staffing initiative (5.7A).

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

CSI, ATSI Schools and DA: Baden HS (identified for CSI in 2023) has implemented a focus on writing across the curriculum with support and professional learning embedded throughout the school year; teachers are reporting higher levels of student engagement and completion of work leading to increased academic progress (5.1A). South San Francisco HS (identified for ATSI in 2023) along with other secondary schools has engaged in restorative practices training supported by the District Office and Alternatives to Suspension Program (5.1B, C, E). All schools and district have participated in a series of training sessions for administrators and office staff which have led to increased use of monitoring tools within the EveryDay Labs platform for monitoring and engaging with families around chronic absenteeism (5.1B,D; 5.7B).

Supporting students with special needs access to least restrictive early education has been a challenge due to staffing; the Special Education and Early Childhood learning teams continue to collaborate to develop positive solutions that support all students in accessing important early childhood learning and literacy development (5.4A-E).

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.

District Attendance Liaison position was unfilled for the 24-25 school year and for the 25-26 school year will be eliminated as part of the Strategic Plan Staffing initiative. Sections and staffing allocation are aligned with enrollment and program needs and determined based on data and program needs. For 25-26, sections and staffing supporting literacy, math, English Learners, students with disabilities, and low income students and their academic progress have been allocated as part of our Strategic Staffing initiative (5.2, 5.3, 5.4, 5.8, 5.9).

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	SSFUSD will implement all actions as required by state/federal plans as required (ATSI, CSI, CCEIS, and Differentiated Assistance.	A. Baden High School will develop and implement a Comprehensive Support and Improvement plan to increase the low graduation rate (CSI). B. Implement monitoring and culturally responsive student and family engagement strategies to address chronic absenteeism and suspension rate of Pacific Islander students (DA). C. Implement actions to address ATSI metrics for South San Francisco HS - SWD (Suspension rate, ELA) and Skyline ES - MultiRace (Chronic Absenteeism). D. Implement monitoring and interventions to address chronic absenteeism for school and district groups in RED performance level (SSFUSD - Pacific Islander; LCES - All Students, EL, SED, SWD, Hispanic/Latinx; SGES - All Students, EL, SWD, Filipino, Hispanic/Latinx; MVES - Hispanic/Latinx; SkyES - MultiRace; WMS - SWD) E. Implement monitoring and interventions to address school climate and suspension rates for school and district groups in RED performance level (SSFUSD - Homeless, Pacific Islanders; ECHS - EL, SWD, SED, Hispanic/Latinx; BHS - All Students; ECHS - EL, SED, SWD, Hispanic/Latinx; SSFHS - EL, SWD, White, MultiRace; PHMS - EL; WMS - SED; LCES - All Students) F. Provide targeted interventions to increase achievement in mathematics for school and district groups in RED performance level (SSFHS - SWD, Hispanic/Latinx; ALMS - EL, SED, SWD; PHMS - EL, SWD; MES - SWD) and in English-Language Arts (SSFUSD - SWD; SSFHS - SWD; ALMS - SWD; PHMS - EL, SWD; LCES - EL; MES - SWD; PES - SWD; SkyES - SWD; SprES - EL)	$163,944.00	Yes

Action #	Title	Description	Total Funds	Contributing
		G. Provide targeted interventions to increase graduation rate for school and district groups in RED performance level (SSFUSD - English Learners; BHS - All students, SED, Hispanic/Latinx; SSFHS - English Learners) H. Provide targeted interventions to increase English Learner Progress for schools in RED performance level (Ponderosa ES; Sunshine Gardens ES) I. Provide targeted interventions to increase the achievement of Long-term English Learners (LTELs).		
5.2	Fund additional sections to support school and district goals by increasing student access to courses, programs.	A. Fund additional sections for credit recovery, a-g recovery (ECHS & SSFHS - up to 3 sections each). B. Fund additional sections to provide a broad course of study for middle school students (CTE/Electives - up to 3 sections (ALMS, PKWY, WMS). C.Fund additional sections to provide a broad course of study for high school students (CTE/electives - up to 3 Sections - ECHS & SSFHS). D.Provide opportunities for up to 70 high school students to attend Middle College Program at Skyline College. E. Fund additional sections to support our English learners (Newcomers & LTEL) (Baden - 0.6; ECHS - 1.6; SSFHS - 4.0; ALMS - 2.0; PKWY - 4.0; WMS - 0.6). F. Provide additional support (sections/funding) to start Peer Counseling programs at all secondary schools.	$2,889,397.00	No
5.3	Continue to provide students additional learning opportunities and instructional learning time in order to provide intervention support, enrichment and/or to meet other student learning needs.	A. Summer School - Big Lift (K - 3): focus on reading/writing skills B. Summer School - STEAM (3 -8): enrichment C. Summer School - High School - Credit recovery & enrichment (9 -12): make up graduation requirements; meet a - g reqs D. Summer School - Elevate math program - (3-8, 9): math ntervention E. Summer School - Extended School Year for students withdisabilities (TK - Adult)	$1,558,498.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Ensure the continuation of essential services, programs, and relevant support personnel to assist students with disabilities.	A. Examine our early education programs and look to increase access and opportunities for SWD students to participate in early education programs (Pre school, TK, K). B. Look to secure 10 spots in state pre - school program for eligible SWD students (2,000 per student) C. Hire a special education teacher to provide academic, SEL, and behavioral support for SWD students in our early education programs. D. Hire a Preschool - 3 TOSA to lead and implement the Literacy program at our early education programs. E. Continue to expand and provide a continuum of services for SWD students and look at add 2 moderate/severe classrooms for the 25 - 26 school year.	$1,175,000.00	No
5.5	Provide assistance to homeless, foster, migrant students, and their families, including support with transportation and provisions for basic supplies and needs.	A. Provide funds to support the basic needs (school supplies, transportation, clothing etc) of our foster youth & homeless students.	$200,000.00	Yes
5.6	5.6 Provide technology to empower families to support their students' learning and engage with the school.	A. Purchase tech devices (IPADS, Chromebooks) so all students have access to tech programs/devices in order to enhance their learning in SSFUSD.	$300,000.00	No
5.7	5.7 Provide additional support to decrease the number of students that are chronically absent.	A. [DISCONTINUE for 25-26] Fund a District Administrative Assistant to assist all schools with attendance duties and reports (see 4.6 G) B. Provide additional hours at elementary sites (JS, LC, Martin, MV, Pondo, Sky, SSG) to assist with with attendance/chronic absenteeism duties (phone calls, setting up meetings, running reports).	$283,900.00	No

Action #	Title	Description	Total Funds	Contributing
5.8	Provide additional allocation via LCFF Supplemental allocation to school sites to support low income students in order to meet their academic, behavioral and socio - emotional needs.	Provide additional allocation via LCFF Supplemental allocation to school sites to support low income students in order to meet their academic, behavioral and socio - emotional needs.	$584,156.00	Yes
5.9	Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio - emotional needs.	Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio - emotional needs.	$200,000.00	Yes
5.10	Equity is our guiding principle, directing our decisions, actions, and resource allocation to enhance student outcomes.	A. Building on our district's equity statement, develop a shared understanding of what equity means and looks like in our classrooms, schools, and work district-wide (implemented through Exceptional Instruction & Empowered Educators initiatives). B. Implement a focused, transparent annual planning process that allocates resources (people, time, money) equitably, sustainably, and in support of our strategic priorities. C. Implement an equity-centered school facilities plan to meet the needs of all students and staff. D. Define what our Portrait of a Graduate looks like at all grade levels, with an equity lens, and align our resources to realize this promise for all students. E. Make data-driven decisions based on a variety of types of data, and develop a progress monitoring system to support this.	$20,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By June 2027, Baden High School will increase pupil engagement and student academic outcomes as measured by an increase in students reporting a sense of belonging and credits earned toward meeting graduation requirements.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Baden HS as a continuation school strives to support all students in recovering credits toward graduation and a high school diploma. Most students who transfer to Baden are behind in credits and have not traditionally been successful in the classroom. Based on feedback from students collected during student focus groups and discussions with staff, Baden staff have identified student sense of belonging as one of their key pillars to supporting student success in the classroom. The theory of action is that students who feel a sense of belonging and community are more likely to attend school, ask for help, and make progress in their classes toward graduation. Teachers and staff play an instrumental role in creating a safe, welcoming environment for students through their interactions with students as well as through their instructional strategies and lessons. Through ongoing professional learning and an instructional focus on writing across the curriculum, Baden instructors have been able to engage students in meaningful collaboration, learning, and self-reflection that has positively impacted their academic sense of self and credit earning. This Equity Multiplier focus goal builds on the momentum of these efforts by creating opportunities for staff collaboration and instructional programs that are relevant to Baden students and help them develop skills while earning credits.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Students reporting a strong sense of belonging as measured by the CA Healthy Kids Survey or local survey instrument:	January 2025 CA Healthy Kids Survey (baseline): 70% of students agree/strongly agree they have caring adults on campus	January 2025 CA Healthy Kids Survey (baseline): 70% of students agree/strongly agree they have		85% of students affirm they have caring adults on campus 70% of students affirm they feel	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students who agree/strongly agree they have caring adults on campus % of students who agree/strongly agree they feel connected to the school	57% of students agree/strongly agree they feel connected to the school	caring adults on campus 57% of students agree/strongly agree they feel connected to the school		connected to school	
6.2	Students affirming academic motivation as measured by the CA Healthy Kids Survey or local survey instrument: % of students who agree/strongly agree they try hard to do their schoolwork	January 2025 CA Healthy Kids Survey (baseline): 63% of students who agree/strongly agree they try hard to do their schoolwork	January 2025 CA Healthy Kids Survey (baseline): 63% of students who agree/strongly agree they try hard to do their schoolwork		75% affirm academic motivation as measured by CA Healthy Kids Survey	
6.3	Students earning credits toward graduation: average credits per student	2024-25 baseline (pending end-of-year data)	2024-25 baseline (pending end-of-year data)			
6.4	Chronic absenteeism	May 2025 (EveryDay Labs) Students by attendance risk category: 25.5% (25 students) satisfactory (<5% absent) 18.2% (18 students) at risk (5-9% absent)	May 2025 (EveryDay Labs) Students by attendance risk category: 25.5% (25 students) satisfactory (<5% absent)		55% of students are "satisfactory" or "at risk" for absenteeism as measured by EveryDay Labs	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		18.2% (18 students) moderate chronic (10-19% absent) 26.3% (26 students) chronic (20-49% absent) 12.1% (12 students) extreme chronic (>50% absent)	18.2% (18 students) at risk (5-9% absent) 18.2% (18 students) moderate chronic (10-19% absent) 26.3% (26 students) chronic (20-49% absent) 12.1% (12 students) extreme chronic (>50% absent)			

Goal Analysis [2024-25]

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

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

N/A: 2025-26 will be Year 1 for implementation.

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.

N/A: 2025-26 will be Year 1 for implementation.

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

N/A: 2025-26 will be Year 1 for implementation.

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.

N/A: 2025-26 will be Year 1 for implementation.

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
6.1	School climate and community building programming to support student belonging	A. Provide student leadership opportunities both on and off campus. B. Support students with basic needs (food, clothing, community resources). C. Provide field trips and experiential learning opportunities in support of students' postsecondary goals and career development (NAVIGATE). D. Support family engagement activities.	$50,000.00	No
6.2	Academic support and skill building	A. Provide summer learning opportunities for students to develop skills and earn credits toward graduation. B. Develop work-based learning and CTE opportunities for students to develop career-based knowledge and skills.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,125,349	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.656%	0.000%	$0.00	9.656%

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
1.4	**Action:** 1.4 Provide supplementary programs needed and increase access and opportunities for our all students **Need:** Multilingual Learners, Low income students, Homeless and Foster youth need access to rigorous courses and course work and benefit from supplemental programs in order to support their academic success by building	SSFUSD provides IXL licenses district wide o all students to support individualized practice and skill building, especially for our EI, FY, low income students. IXL is a standards-aligned intervention program designed to assist all students. SSFUSD prioritizes these licenses for English learners (EL). IXL is a personalized learning platform that has a curriculum base, actionable analytics, real-time diagnostics, and individualized guidance, educators are equipped with the tools to help EL/FY and low income students target specific	CAASPP ELA and Math; IXL reports and usage

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
	their content knowledge and English proficiency. Data indicates there's an achievement gap between all students group and the EL, FY and socio economically disadvantaged student groups. 2024 CAASPP met/exceeded: All students 49.46% ELA / 38.44% Math; English Learners 10.27% ELA / 9.12% Math, Long-term English Learners** 3.5% ELA / 0.71% Math, Students w/Disabilities 12.63% ELA / 10.46% Math, Socioeconomically Disadvantaged 32.81% ELA / 23.07% Math, Homeless 31.96% ELA / 21.24% Math **Scope:** LEA-wide	learning goals. This approach supports the development of personalized learning plans we can be used as part of the EL catch up plan. In addition to iXL, SSFUSD provides students through teacher referral access to Air Tutors, an online tutoring program. While originally a resource for students with IEPs, the District added licenses for 24-25 to expand access to identified EL, low SES, foster and homeless students to provide additional personalized academic support.	
1.6	**Action:** Continue to reform K - 12 grading practices to ensure grades are accurate, bias resistant, and support growth mindsets **Need:** Grading for equity professional learning is offered to educators district wide in a cohort model. We think this is a good use of funds since it will serve all students especially our EL, FY, low income students. EL, FY and Low income students need to have access to rigorous courses and have the opportunity to meet a - g requirements.	SSFUSD is providing professional development for teachers to enhance the accuracy of grading practices, ensuring they more accurately reflect a student's overall content mastery in a course. This action particularly supports English learners (EL), foster youth (FY), and low-income students, as these groups currently have higher failure rates and are more likely to experience implicit bias compared to other student groups.	graduation, a-g met, and CCI rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Data indicates there is an achievement gap between all students group and the EL, FY and socio economically disadvantaged student groups. Class of 2024: 91.0% (636 students) graduated w/high school diploma. English Learners 76.6% (85), Students w/Disabilities 81.7% (85), Socioeconomically Disadvantaged 88.7% (391), Foster *, Homeless 83.3% (20) Class of 2024: 55.5% (353 students) met UC/CSU requirements: English Learners 25.9% (22), Students w/Disabilities 14.1% (12), Socioeconomically Disadvantaged 47.8% (187), Homeless 40.0% (8), Foster * **Scope:** LEA-wide		
2.1	**Action:** Create a safe, healthy and inclusive learning environment for all students **Need:** EL, FY, Low income students need a safe, inclusive learning environment in order to thrive in school. Data indicates there's an achievement gap between all students group and the EL, FY and socio economically disadvantaged student groups.	SSFUSD has created a Family resource Center to provide basic necessities for our families and students. SSFUSD is conducting focus groups to elicit input from students/parents on what they think an inclusive learning environment looks like. SSFUSD has provided training on the SCARF framework, and schools are now identifying strategies to implement for enhancing school culture and climate. This is a valuable investment of funds, as fostering an inclusive learning environment is crucial for improving student academic performance. Strong student-teacher relationships are essential for helping students thrive in SSFUSD.	Chronic absenteeism rates, suspension rates, CAASPP ELA & Math, CA Healthy Kids/local survey data

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
	2024 Dashboard chronic absenteeism: All students 14.6%, English Learners 18.5% , Long-term English Learners** 26.8%, Students w/Disabilities 19.9%, Socioeconomically Disadvantaged 16.8%, Homeless 20.8%, Foster Youth * 2024 Dashboard suspension: All students 3.3%, English Learners 3.5%, Long-term English Learners** 8.1%, Students w/Disabilities 6.2%, Socioeconomically Disadvantaged 38%; Homeless 4.1%, Foster Youth * 2024 CAASPP met/exceeded: All students 49.46% ELA / 38.44% Math; English Learners 10.27% ELA / 9.12% Math, Long-term English Learners** 3.5% ELA / 0.71% Math, Students w/Disabilities 12.63% ELA / 10.46% Math, Socioeconomically Disadvantaged 32.81% ELA / 23.07% Math, Homeless 31.96% ELA / 21.24% Math **Scope:** LEA-wide	Creating a safe learning environment enables students to build relationships with staff and connect, leading to improved student outcomes. This action especially supports English learners (EL), foster youth (FY), and low-income students, who currently have higher rates of chronic absenteeism and suspension, and lower performance in ELA and math compared to other student groups.	
3.1	**Action:** SSFUSD will cultivate partnerships with families, organizations, and educational institutions to empower our students as they navigate their educational paths and ready themselves for the realities of the world beyond school.	SSFUSD has created a family resource center and exploring creating a wellness center in the district or at all secondary schools; putting additional resources at the P - 3 grade span focused on building foundational skills/literacy skills. This action supports our English learners (EL), foster youth (FY), and socio-economically	Surveys; attendance numbers at events/committees

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: EL's, FY and low income students need additional supports to have all their basic needs met; SSFUSD has created a family resource center and exploring creating a wellness center in the district or at all secondary schools. Parent feedback Data indicates that English learners (EL), foster youth (FY), and socio-economically disadvantaged students struggle to have their basic needs met at a higher rate than their peers, leading to lower performance on academic assessments. DELAC: 40-52 attendees each meeting Community Exchange: 200 participants SePAC: 11-15 attendees each meeting Student Advisory Council: 6-15 attendees each meeting Number of families/students accessing resources 310 families/students **Scope:** LEA-wide	disadvantaged students by helping to limit the impact of unmet basic needs on their academic performance. SSFUSD does not require parents or students to disclose whether they are English Learners (EL) or low-income when attending district or school meetings. Similarly, the Family Resource Center does not ask about financial status or whether individuals are EL, Foster Youth (FY), or Socioeconomically Disadvantaged (SED). However, we are aware that over 85% of the families and students who visited the Family Resource Center were either EL, SED, or both. The Family Resource Center was created in direct response to our EL, and SED families asking for more support from SSFUSD in terms of basic necessities. This action is LEA wide since we plan to add other family resource centers in our attendance boundaries since transportation can be a hurdle for some of our families.	
4.1	**Action:** Fund Staff on Special Assignment roles to support and lead in district goals, strategic priorities and the implementation of adopted curriculum, instructional practices, assessment and professional learning.	These positions collectively support EL students by ensuring that they receive targeted interventions, access to high-quality instruction, and the necessary resources to overcome language barriers and achieve academic success. Each role contributes to a comprehensive support	CAASPP ELA, math; CAST; ELPAC; reclassification rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: EL, FY, and low income students Data indicates there's an achievement gap between all students group and the EL, FY and socio economically disadvantaged student groups. 2024 CAASPP met/exceeded: All students 49.46% ELA / 38.44% Math; English Learners 10.27% ELA / 9.12% Math, Long-term English Learners** 3.5% ELA / 0.71% Math, Students w/Disabilities 12.63% ELA / 10.46% Math, Socioeconomically Disadvantaged 32.81% ELA / 23.07% Math, Homeless 31.96% ELA / 21.24% Math 2024 CAST met/exceeded: All students 33.03%, English Learners 3.32% , Students w/Disabilities 7.11% , Socioeconomically Disadvantaged 19.07% , Homeless 20.83%, Foster Youth *(data not available) 2024 ELPAC Summative: Level 4 13.88%, Level 3 34.60%, Level 2 27.11%, Level 1 24.41%. English Learner students reclassified in 2023-24: 191 **Scope:** LEA-wide	system that addresses the diverse needs of EL students, helping them learn, thrive, and excel in their educational journey. This action is offered on an LEA-wide basis rather than on a limited basis to ensure that all schools and students across the district benefit from consistent, high-quality support in meeting district goals, strategic priorities, and the implementation of adopted curriculum and instructional practices.	
4.2	**Action:**	This action represents the best use of funds because it strategically invests in building and	Teacher Assignment Monitoring; staff retention

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
	Fund additional positions to lead, facilitate and support our staff and various programs. **Need:** English learners (EL), foster youth (FY), and socio-economically disadvantaged (SED) students require highly qualified staff to support their academic and socio-emotional development. Research from effective teaching indicates that English learners (EL), foster youth (FY), and socio-economically disadvantaged students require highly qualified teachers to help them achieve literacy. These teachers must be capable of differentiating instruction and scaffolding supports to ensure these students can succeed in school. 2021-22 Teacher Assignment Monitoring: 83.3% clear with appropriate credentials, 0.8% out of field, 1.9% intern **Scope:** LEA-wide	sustaining a high-quality, supportive, and data-driven educational environment that directly impacts teacher effectiveness and student outcomes. This action is offered on an LEA-wide basis rather than on a limited basis to ensure that all schools and students across the district benefit	and hiring data; staff (CA Healthy Kids/local) surveys and focus groups
4.3	**Action:** Provide additional supports during the instructional day for our low income students and English learners. **Need:** EL, FY and low income	Investing in these actions is considered the best use of funds due to their targeted approach in addressing the needs of English Learners (ELs) and enhancing their academic performance. This action is offered on an LEA-wide basis rather than on a limited basis to ensure that all schools	CAASPP ELA & Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Data indicates there's an achievement gap between all students group and the EL, FY and socio economically disadvantaged student groups. 2024 CAASPP met/exceeded: All students 49.46% ELA / 38.44% Math; English Learners 10.27% ELA / 9.12% Math, Long-term English Learners** 3.5% ELA / 0.71% Math, Students w/Disabilities 12.63% ELA / 10.46% Math, Socioeconomically Disadvantaged 32.81% ELA / 23.07% Math, Homeless 31.96% ELA / 21.24% Math **Scope:** LEA-wide	and EL students across the district benefit from additional paraprofessional support in all schools.	
4.6	**Action:** Fund positions to support a safe, inclusive, welcoming environment for all students. **Need:** EL, FY and Low Income need more mental health/SEL support, as identified by metrics related to student engagement. 2024 Dashboard chronic absenteeism: All students 14.6%, Asian: 4.7%, Filipino 10.4%, Hispanic/Latinx 28.3%, PacIslander 25.3%, African Am/Black 23.1%, White 15.4%, MultiRace 13.5%, English Learners 18.5% , Long-term English Learners** 26.8%, Students w/Disabilities 19.9%, Socioeconomically Disadvantaged 16.8%, Homeless 20.8%, Foster Youth *	Funding these positions and initiatives represents the best use of funds because they collectively address critical areas of student support, safety, and community engagement, all of which are essential for improving student well-being and academic performance. Offering these actions on an LEA-wide basis rather than a limited basis ensures a consistent and comprehensive approach to addressing critical needs across all schools within the district.	Chronic Absenteeism rates; Suspension rates; (CA Healthy Kids/local) surveys

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
	2024 Dashboard suspension: All students 3.3%, Am Indian/Alaskan 6% Asian 0.9%, Filipino 2.6%, Hispanic/Latinx 3.9%, PacIslander 5.8%, African Am/Black 8.5%, White 4%, MultiRace 3.6%, English Learners 3.5%, Long-term English Learners** 8.1%, Students w/Disabilities 6.2%, Socioeconomically Disadvantaged 38%; Homeless 4.1%, Foster Youth * **Scope:** LEA-wide		
5.1	**Action:** SSFUSD will implement all actions as required by state/federal plans as required (ATSI, CSI, CCEIS, and Differentiated Assistance. **Need:** EL, Hispanic/Latinx, Pacific islander, SED, SWD need targeted support to meet their academic, social emotional, and behavioral needs, as evidenced by metrics related to academic achievement and student engagement: 2024 CAASPP met/exceeded: All students 49.46% ELA / 38.44% Math; Am Indian/Alaskan* ELA/ * Math; Asian: 74.83% ELA / 73.78% Math, African Am/Black 28.57% ELA / 22.50% Math, Filipino 65.28% ELA / 52.15% Math, Hispanic/Latinx 34.46% ELA /20.29 % Math, PacIslander 32.20% ELA / 25.00% Math, White 51.69% ELA / 44.30%	SSFUSD needs to focus on these specific student groups because the district is under Differentiated Assistance. This requires addressing both LEA-wide and school-specific student groups to meet the requirements of Differentiated Assistance.	chronic absenteeism; suspension rate; academic performance (math); graduation rate;

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Math, MultiRace 54.72% ELA / 47.66% Math, English Learners 10.27% ELA / 9.12% Math, Long-term English Learners** 3.5% ELA / 0.71% Math, Students w/Disabilities 12.63% ELA / 10.46% Math, Socioeconomically Disadvantaged 32.81% ELA / 23.07% Math, Homeless 31.96% ELA / 21.24% Math 2024 Dashboard chronic absenteeism: All students 14.6%, Asian: 4.7%, Filipino 10.4%, Hispanic/Latinx 28.3%, PacIslander 25.3%, African Am/Black 23.1%, White 15.4%, MultiRace 13.5%, English Learners 18.5% , Long-term English Learners** 26.8%, Students w/Disabilities 19.9%, Socioeconomically Disadvantaged 16.8%, Homeless 20.8%, Foster Youth * 2024 Dashboard suspension: All students 3.3%, Am Indian/Alaskan 6% Asian 0.9%, Filipino 2.6%, Hispanic/Latinx 3.9%, PacIslander 5.8%, African Am/Black 8.5%, White 4%, MultiRace 3.6%, English Learners 3.5%, Long-term English Learners** 8.1%, Students w/Disabilities 6.2%, Socioeconomically Disadvantaged 38%; Homeless 4.1%, Foster Youth * Class of 2024: 91.0% (636 students) graduated w/high school diploma. Asian: 96.8% (90), Filipino 96.4% (159), Hispanic/Latinx 87.4% (306), African Am/Black 75.0 % (9) , Am Indian/Alaskan * , White 84.6% (33), Pacific Islander *% (*) MultiRace 100% (32), English Learners 76.6% (85), Students w/Disabilities 81.7% (85),		

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
	Socioeconomically Disadvantaged 88.7% (391), Foster *, Homeless 83.3% (20) Baden HS 2024 Dashboard graduation rate: 56.3% **Scope:** LEA-wide		
5.5	**Action:** Provide assistance to homeless, foster, migrant students, and their families, including support with transportation and provisions for basic supplies and needs. **Need:** EL, FY, low income, and homeless students need access to basic needs (supplies and transportation) in order to thrive. Identified need based on metrics related to student engagement: 2024 Dashboard chronic absenteeism: All students 14.6%, English Learners 18.5% , Long-term English Learners** 26.8%, Socioeconomically Disadvantaged 16.8%, Homeless 20.8%, Foster Youth * 2023-24 Students accessing transportation assistance (#): 13 students unduplicated students **Scope:**	SSFUSD spent close to 115,000 on transportation assistance for EL, Foster Youth and Low income students. SSFUSD has removed an obstacle for some EL, FY and Low income students by paying for transportation to get to and from school daily. SSFUSD needs to remove barriers for our students, families so when they arrive in a SSFUSD school they can learn, navigate, thrive and impact their communities. This action is LEA wide since we have EL, FY and low income students throughout the district at many of our schools who need assistance with transportation and basic necessities.	Numbers of students accessing transportation, chronic absenteeism numbers for student groups - FY, EL and low income)

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		
5.8	**Action:** Provide additional allocation via LCFF Supplemental allocation to school sites to support low income students in order to meet their academic, behavioral and socio - emotional needs. **Need:** EI, FY, low income students need targeted support to meet their academic, social emotional, and behavioral needs, as evidenced by metrics related to academic achievement and student engagement: 2024 CAASPP met/exceeded: All students 49.46% ELA / 38.44% Math; English Learners 10.27% ELA / 9.12% Math, Long-term English Learners** 3.5% ELA / 0.71% Math, Socioeconomically Disadvantaged 32.81% ELA / 23.07% Math, Homeless 31.96% ELA / 21.24% Math Class of 2024: 91.0% (636 students) graduated w/high school diploma. English Learners 76.6% (85), Socioeconomically Disadvantaged 88.7% (391), Foster *, Homeless 83.3% (20) 2024 Dashboard chronic absenteeism: All students 14.6%, English Learners 18.5% , Long-term English Learners** 26.8%, Socioeconomically Disadvantaged 16.8%, Homeless 20.8%, Foster Youth *	Allocating additional funds through the LCFF Supplemental Allocation to support low-income students is a strategic investment because it directly addresses their academic, behavioral, and socio-emotional needs. This targeted approach helps close achievement gaps, improves student outcomes, and ensures that all students have access to the resources and support they need to succeed. Offering the additional allocation via LCFF Supplemental Allocation on an LEA-wide basis ensures that all schools receive the necessary support to meet the academic, behavioral, and socio-emotional needs of low-income students. This approach promotes equity, consistency, and efficiency, leading to a more comprehensive and effective response to the needs of students across the entire district.	CAASPP ELA/math; graduation rates; chronic absenteeism rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
5.9	**Action:** Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio - emotional needs. **Need:** EL students need targeted support to meet their academic, social emotional, and behavioral needs, as evidenced by metrics related to academic achievement and student engagement: 2024 CAASPP met/exceeded: All students 49.46% ELA / 38.44% Math; English Learners 10.27% ELA / 9.12% Math, Long-term English Learners** 3.5% ELA / 0.71% Math Class of 2023: 88.6% (582 students) graduated w/high school diploma. English Learners 66.7% (54) 2024 Dashboard chronic absenteeism: All students 14.6%, English Learners 18.5% , Long-term English Learners** 26.8% **Scope:**	This action and allocation is for English Learners only. Allocating additional funds via the LCFF Supplemental Allocation to support English Learners is a strategic investment in addressing their unique needs. This approach ensures that EL students receive targeted academic, behavioral, and socio-emotional support, fostering a more equitable and supportive learning environment. It enhances school capacity and promotes better educational outcomes for EL students across the district. Offering the additional allocation via LCFF Supplemental Allocation on an LEA-wide basis ensures equitable distribution of resources, consistency in support services, and efficient management. This approach enables a comprehensive and coordinated effort to address the academic, behavioral, and socio-emotional needs of EL students across the entire district, leading to more effective support and improved outcomes for all EL students.	CAASPP ELA/math; graduation rates; chronic absenteeism rates

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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.

This is not applicable since SSFUSD does not have any limited actions in 24 - 25 LCAP.

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.

SSFUSD does not receive any additional concentration grant funding so this is not applicable.

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	Not applicable	Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	Not applicable

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	84,148,186.0	8,125,349	9.656%	0.000%	9.656%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$68,413,534.70	$8,930,511.00	$802,797.00	$367,748.00	$78,514,590.70	$65,765,698.00	$12,748,892.70

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	Create and train educators to use highly-effective instructional strategies to support historically-underserved and marginalized students. Tailoring teaching methods to the specific needs of these students helps close achievement gaps, promotes inclusivity, and ensures that every learner has access to a high-quality education.	All	No			All Schools	25-26	$0.00	$1,349,950.00	$82,652.00	$1,206,650.00	$0.00	$60,648.00	$1,349,950.00	
1	1.2	Create policies and define practices that in alignment with our equity statement and support the implementation of our Strategic plan.	All	No			All Schools	25-26	$4,000.00	$0.00	$0.00	$4,000.00	$0.00	$0.00	$4,000.00	
1	1.3	Provide and purchase curriculum to meet the needs of our Students with disabilities, English Learners, and at promise students	All Students with Disabilities	No			All Schools	25-26	$0.00	$351,000.00	$10,000.00	$341,000.00	$0.00	$0.00	$351,000.00	
1	1.4	1.4 Provide supplementary programs needed and increase access and opportunities for our all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: BARR - SSFHS only	25-26	$21,000.00	$175,000.00	$76,000.00	$120,000.00	$0.00	$0.00	$196,000.00	
1	1.5	Provide a broad course of study for students in order to increase college/career readiness	All	No			Secondary 6 - 12	25-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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	1.6	Continue to reform K - 12 grading practices to ensure grades are accurate, bias resistant, and support growth mindsets	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: ALMS, PKWY, WMS, Baden, ECHS and SSFHS Secondary - 6 - 12 only	25-26	$3,000.00	$7,000.00	$1,000.00	$9,000.00	$0.00	$0.00	$10,000.00	
1	1.7	Provide students access to standards aligned instructional materials and highly qualified staff.	All	No			All Schools	25-26	$52,669,024.00	$0.00	$52,669,024.00	$0.00	$0.00	$0.00	$52,669,024.00	
2	2.1	Create a safe, healthy and inclusive learning environment for all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$147,600.00	$366,878.70	$91,878.70	$422,600.00	$0.00	$0.00	$514,478.70	
2	2.2	Provide additional supports during and after school to assist students in academic, behavioral and socio - emotional learning.	All	No			All Schools	25-26	$150,258.00	$4,404,686.00	$2,276,000.00	$2,278,944.00	$0.00	$0.00	$4,554,944.00	
2	2.3	Expand biliteracy recognition programs	All	No			All Schools	25-26	$0.00	$1,500.00	$1,500.00	$0.00	$0.00	$0.00	$1,500.00	
3	3.1	SSFUSD will cultivate partnerships with families, organizations, and educational institutions to empower our students as they navigate their educational paths and ready themselves for the realities of the world beyond school.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Pre school - 12	25-26	$20,000.00	$50,000.00	$20,000.00	$40,000.00	$10,000.00	$0.00	$70,000.00	
4	4.1	Fund Staff on Special Assignment roles to support and lead in district goals, strategic priorities and the implementation of adopted curriculum, instructional practices, assessment and professional learning.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K - 12	25-26	$4,591,000.00	$0.00	$3,324,000.00	$1,037,000.00	$230,000.00	$0.00	$4,591,000.00	
4	4.2	Fund additional positions to lead, facilitate and support our staff and various programs.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	25-26	$1,115,126.00	$20,000.00	$441,500.00	$386,526.00	$0.00	$307,100.00	$1,135,126.00	

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										
4	4.3	Provide additional supports during the instructional day for our low income students and English learners.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K - 12	25-26	$2,156,000.00	$0.00	$1,864,000.00	$292,000.00	$0.00	$0.00	$2,156,000.00	
4	4.4	Fund Teacher Leadership Team (TLT) collaboration to support district goals and implementation of adopted curriculum.	All	No			All Schools	25-26	$0.00	$96,000.00	$67,000.00	$29,000.00	$0.00	$0.00	$96,000.00	
4	4.5	Support teacher leadership and development in science and math	All	No			All Schools	25-26	$0.00	$349,750.00	$300,000.00	$0.00	$49,750.00	$0.00	$349,750.00	
4	4.6	Fund positions to support a safe, inclusive, welcoming environment for all students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$1,656,923.00	$637,000.00	$1,201,476.00	$1,092,447.00	$0.00	$0.00	$2,293,923.00	
4	4.7	Fund professional development and staff training in alignment with district and school goals.	All	No			All Schools	25-26	$0.00	$412,000.00	$50,000.00	$362,000.00	$0.00	$0.00	$412,000.00	
4	4.8	Provide additional support to assist educators who require coaching/mentoring/supervision in order to fulfill requirements	All	No			Specific Schools: ALMS, WBMS, PKWY, ECHS, Spruce ES, Martin ES TK - 12	25-26	$60,000.00	$0.00	$60,000.00	$0.00	$0.00	$0.00	$60,000.00	
4	4.9	Implement the UPK plan to support our TK students and staff.	All TK Students	No			Specific Schools: Buri, LC, Pondo, Skyline, Spruce, SSG	24-25	$200,000.00	$70,000.00	$0.00	$270,000.00	$0.00	$0.00	$270,000.00	
4	4.10	Create a "Portrait of an Educator" that defines the knowledge, skills, abilities and the traits of our educators.	All	No			All Schools	25-26	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
5	5.1	SSFUSD will implement all actions as required by state/federal plans as required (ATSI, CSI, CCEIS, and	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Baden -	25-26	$500.00	$163,444.00	$500.00	$163,444.00	$0.00	$0.00	$163,944.00	

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
		Differentiated Assistance.					CSI; SSFHS, Skyline, LC K - 12									
5	5.2	Fund additional sections to support school and district goals by increasing student access to courses, programs.	All	No			All Schools Specific Schools: ALMS, PKWY, WMS, Baden, ECHS, SSFHS 6 - 12 only	25-26	$2,382,367.00	$507,030.00	$2,512,397.00	$377,000.00	$0.00	$0.00	$2,889,397.00	
5	5.3	Continue to provide students additional learning opportunities and instructional learning time in order to provide intervention support, enrichment and/or to meet other student learning needs.	All	No			All Schools	25-26	$0.00	$1,558,498.00	$1,190,451.00	$0.00	$368,047.00	$0.00	$1,558,498.00	
5	5.4	Ensure the continuation of essential services, programs, and relevant support personnel to assist students with disabilities.	All Students with Disabilities SWD	No			All Schools Early Education - P - 3; Preschool - 12	25-26	$295,000.00	$880,000.00	$885,000.00	$145,000.00	$145,000.00	$0.00	$1,175,000.00	
5	5.5	Provide assistance to homeless, foster, migrant students, and their families, including support with transportation and provisions for basic supplies and needs.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$0.00	$200,000.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	
5	5.6	5.6 Provide technology to empower families to support their students' learning and engage with the school.	All	No			All Schools	25-26	$0.00	$300,000.00	$300,000.00	$0.00	$0.00	$0.00	$300,000.00	
5	5.7	5.7 Provide additional support to decrease the number of students that are chronically absent.	All	No			All Schools	25-26	$283,900.00	$0.00	$0.00	$283,900.00	$0.00	$0.00	$283,900.00	
5	5.8	Provide additional allocation via LCFF Supplemental allocation	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	25-26	$0.00	$584,156.00	$584,156.00	$0.00	$0.00	$0.00	$584,156.00	

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
		to school sites to support low income students in order to meet their academic, behavioral and socio - emotional needs.	Low Income			Low Income										
5	**5.9**	Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio - emotional needs.	English Learners	Yes	LEA-wide	English Learners	All Schools	25-26	$0.00	$200,000.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	
5	**5.10**	Equity is our guiding principle, directing our decisions, actions, and resource allocation to enhance student outcomes.	All	No			All Schools	25-26	$10,000.00	$10,000.00	$0.00	$20,000.00	$0.00	$0.00	$20,000.00	
6	**6.1**	School climate and community building programming to support student belonging	All	No				25-26	$0.00	$50,000.00		$50,000.00			$50,000.00	
6	**6.2**	Academic support and skill building						25-26								

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
84,148,186.0	8,125,349	9.656%	0.000%	9.656%	$8,004,510.70	0.000%	9.512 %	**Total:**	$8,004,510.70
								LEA-wide Total:	$8,004,510.70
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	1.4 Provide supplementary programs needed and increase access and opportunities for our all students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: BARR - SSFHS only	$76,000.00	
1	**1.6**	Continue to reform K - 12 grading practices to ensure grades are accurate, bias resistant, and support growth mindsets	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: ALMS, PKWY, WMS, Baden, ECHS and SSFHS Secondary - 6 - 12 only	$1,000.00	
2	**2.1**	Create a safe, healthy and inclusive learning environment for all students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$91,878.70	
3	**3.1**	SSFUSD will cultivate partnerships with families, organizations, and educational institutions to empower our students as they navigate their educational paths and ready	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Pre school - 12	$20,000.00	

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 (%)
		themselves for the realities of the world beyond school.						
4	4.1	Fund Staff on Special Assignment roles to support and lead in district goals, strategic priorities and the implementation of adopted curriculum, instructional practices, assessment and professional learning.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K - 12	$3,324,000.00	
4	4.2	Fund additional positions to lead, facilitate and support our staff and various programs.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$441,500.00	
4	4.3	Provide additional supports during the instructional day for our low income students and English learners.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K - 12	$1,864,000.00	
4	4.6	Fund positions to support a safe, inclusive, welcoming environment for all students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,201,476.00	
5	5.1	SSFUSD will implement all actions as required by state/federal plans as required (ATSI, CSI, CCEIS, and Differentiated Assistance.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Baden - CSI; SSFHS, Skyline, LC K - 12	$500.00	
5	5.5	Provide assistance to homeless, foster, migrant students, and their families, including support with transportation and provisions for basic supplies and needs.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
5	5.8	Provide additional allocation via LCFF Supplemental allocation to school sites to support low income students in order to meet their academic, behavioral	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$584,156.00	

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 (%)
		and socio - emotional needs.						
5	**5.9**	Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio - emotional needs.	Yes	LEA-wide	English Learners	All Schools	$200,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$78,264,590.70	$76,631,165.00

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**	Create and train educators to use highly-effective instructional strategies to support historically-underserved and marginalized students. Tailoring teaching methods to the specific needs of these students helps close achievement gaps, promotes inclusivity, and ensures that every learner has access to a high-quality education.	No	$1,349,950.00	1441082
1	**1.2**	Create policies and define practices that in alignment with our equity statement and support the implementation of our Strategic plan.	No	$4,000.00	4000
1	**1.3**	Provide and purchase curriculum to meet the needs of our Students with disabilities, English Learners, and at promise students	No	$351,000.00	268550
1	**1.4**	1.4 Provide supplementary programs needed and increase access and opportunities for our all students	Yes	$196,000.00	164826
1	**1.5**	Provide a broad course of study for students in order to increase college/career readiness	No	$0.00	
1	**1.6**	Continue to reform K - 12 grading practices to ensure grades are accurate, bias resistant, and support growth mindsets	Yes	$10,000.00	1637

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	1.7	Provide students access to standards aligned instructional materials and highly qualified staff.	No	$52,669,024.00	53467592
2	2.1	Create a safe, healthy and inclusive learning environment for all students	Yes	$514,478.70	110166
2	2.2	Provide additional supports during and after school to assist students in academic, behavioral and socio - emotional learning.	No	$4,554,944.00	4241029
2	2.3	Expand biliteracy recognition programs	No	$1,500.00	11094
3	3.1	SSFUSD will cultivate partnerships with families, organizations, and educational institutions to empower our students as they navigate their educational paths and ready themselves for the realities of the world beyond school.	Yes	$70,000.00	98849
4	4.1	Fund Staff on Special Assignment roles to support and lead in district goals, strategic priorities and the implementation of adopted curriculum, instructional practices, assessment and professional learning.	Yes	$4,591,000.00	4559169
4	4.2	Fund additional positions to lead, facilitate and support our staff and various programs.	Yes	$1,135,126.00	1192003
4	4.3	Provide additional supports during the instructional day for our low income students and English learners.	Yes	$2,156,000.00	1764046
4	4.4	Fund Teacher Leadership Team (TLT) collaboration to support district goals and implementation of adopted curriculum.	No	$96,000.00	109461
4	4.5	Support teacher leadership and development in science and math	No	$349,750.00	424798

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	**4.6**	Fund positions to support a safe, inclusive, welcoming environment for all students.	Yes	$2,293,923.00	2006267
4	**4.7**	Fund professional development and staff training in alignment with district and school goals.	No	$412,000.00	338556
4	**4.8**	Provide additional support to assist educators who require coaching/mentoring/supervision in order to fulfill requirements	No	$60,000.00	34168
4	**4.9**	Implement the UPK plan to support our TK students and staff.	No	$270,000.00	251926
4	**4.10**	Create a "Portrait of an Educator" that defines the knowledge, skills, abilities and the traits of our educators.	No	$5,000.00	1720
5	**5.1**	SSFUSD will implement all actions as required by state/federal plans as required (ATSI, CCEIS - (significant disproportionality) and Differentiated Assistance.	Yes	$163,944.00	158788
5	**5.2**	Fund additional sections to support school and district goals by increasing student access to courses, programs.	No	$2,889,397.00	2041581
5	**5.3**	Continue to provide students additional learning opportunities and instructional learning time in order to provide intervention support, enrichment and/or to meet other student learning needs.	No	$1,558,498.00	1505703
5	**5.4**	Ensure the continuation of essential services, programs, and relevant support personnel to assist students with disabilities.	No	$1,175,000.00	1139386
5	**5.5**	Provide assistance to homeless, foster, migrant students, and their families, including support with transportation and provisions for basic supplies and needs.	Yes	$200,000.00	134671

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.6**	5.6 Provide technology to empower families to support their students' learning and engage with the school.	No	$100,000.00	103608
5	**5.7**	5.7 Provide additional support to decrease the number of students that are chronically absent.	No	$283,900.00	262361
5	**5.8**	Provide additional allocation via LCFF Supplemental allocation to school sites to support low income students in order to meet their academic, behavioral and socio - emotional needs.	Yes	$584,156.00	584156
5	**5.9**	Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio - emotional needs.	Yes	$200,000.00	200000
5	**5.10**	Equity is our guiding principle, directing our decisions, actions, and resource allocation to enhance student outcomes.	No	$20,000.00	9972

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
7,838,368	$8,004,510.70	$8,000,801.00	$3,709.70	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	**1.4**	1.4 Provide supplementary programs needed and increase access and opportunities for our all students	Yes	$76,000.00	29596		
1	**1.6**	Continue to reform K - 12 grading practices to ensure grades are accurate, bias resistant, and support growth mindsets	Yes	$1,000.00	600		
2	**2.1**	Create a safe, healthy and inclusive learning environment for all students	Yes	$91,878.70	86879		
3	**3.1**	SSFUSD will cultivate partnerships with families, organizations, and educational institutions to empower our students as they navigate their educational paths and ready themselves for the realities of the world beyond school.	Yes	$20,000.00	8404		
4	**4.1**	Fund Staff on Special Assignment roles to support and lead in district goals, strategic priorities and the implementation of adopted curriculum, instructional practices, assessment and professional learning.	Yes	$3,324,000.00	3431378		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.2**	Fund additional positions to lead, facilitate and support our staff and various programs.	Yes	$441,500.00	439749		
4	**4.3**	Provide additional supports during the instructional day for our low income students and English learners.	Yes	$1,864,000.00	1701813		
4	**4.6**	Fund positions to support a safe, inclusive, welcoming environment for all students.	Yes	$1,201,476.00	1383055		
5	**5.1**	SSFUSD will implement all actions as required by state/federal plans as required (ATSI, CCEIS - (significant disproportionality) and Differentiated Assistance.	Yes	$500.00	500		
5	**5.5**	Provide assistance to homeless, foster, migrant students, and their families, including support with transportation and provisions for basic supplies and needs.	Yes	$200,000.00	134671		
5	**5.8**	Provide additional allocation via LCFF Supplemental allocation to school sites to support low income students in order to meet their academic, behavioral and socio - emotional needs.	Yes	$584,156.00	584156		
5	**5.9**	Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio - emotional needs.	Yes	$200,000.00	200000		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
82,683,195	7,838,368	0.00%	9.480%	$8,000,801.00	0.000%	9.676%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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