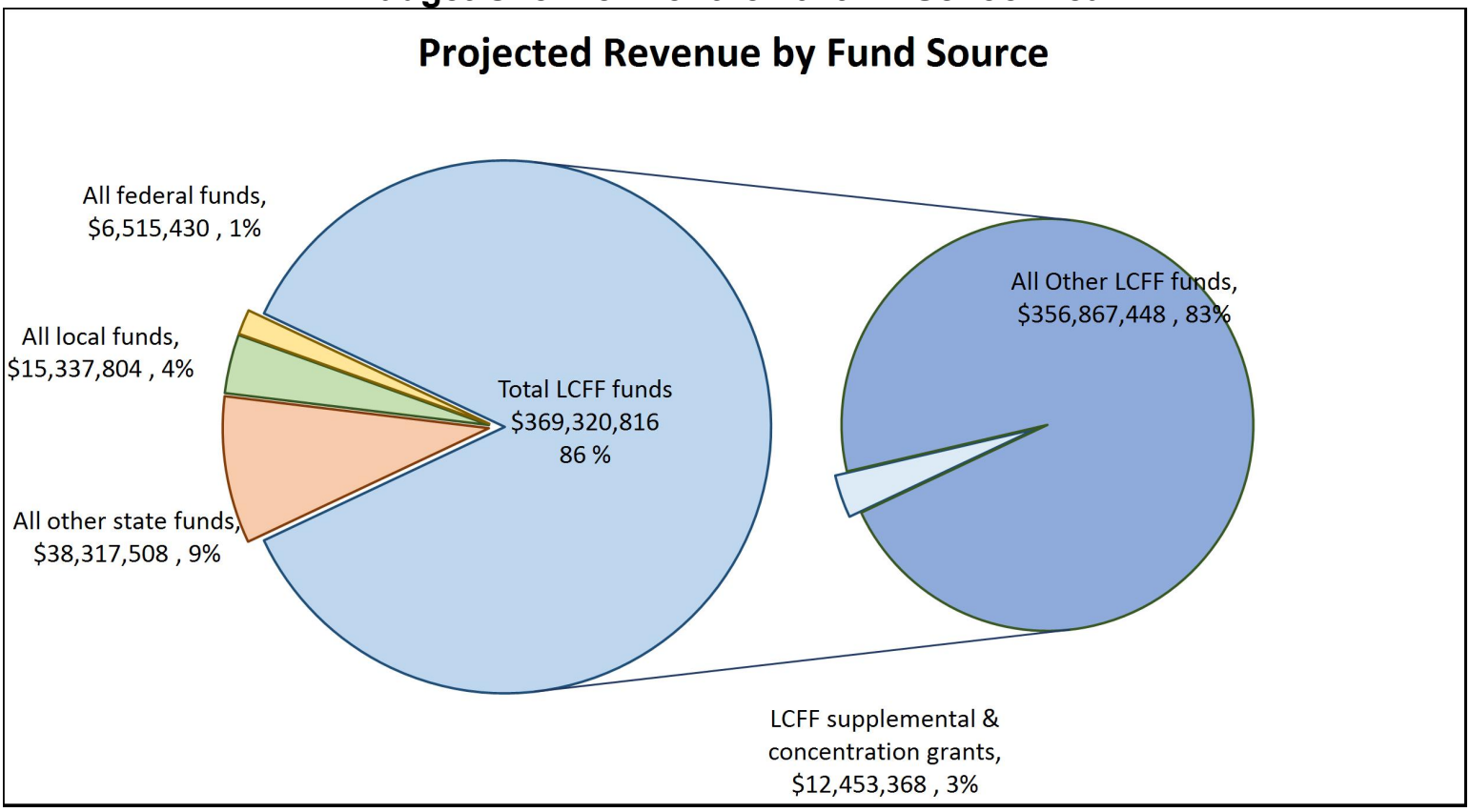
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Clara Unified School District
CDS Code: 43-69674-0000000
School Year: 2026-27
LEA contact information:
Damon Wright, Ed.D.
Superintendent
dwright@scusd.net
(408) 423-2005

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

Budget Overview for the 2026-27 School Year

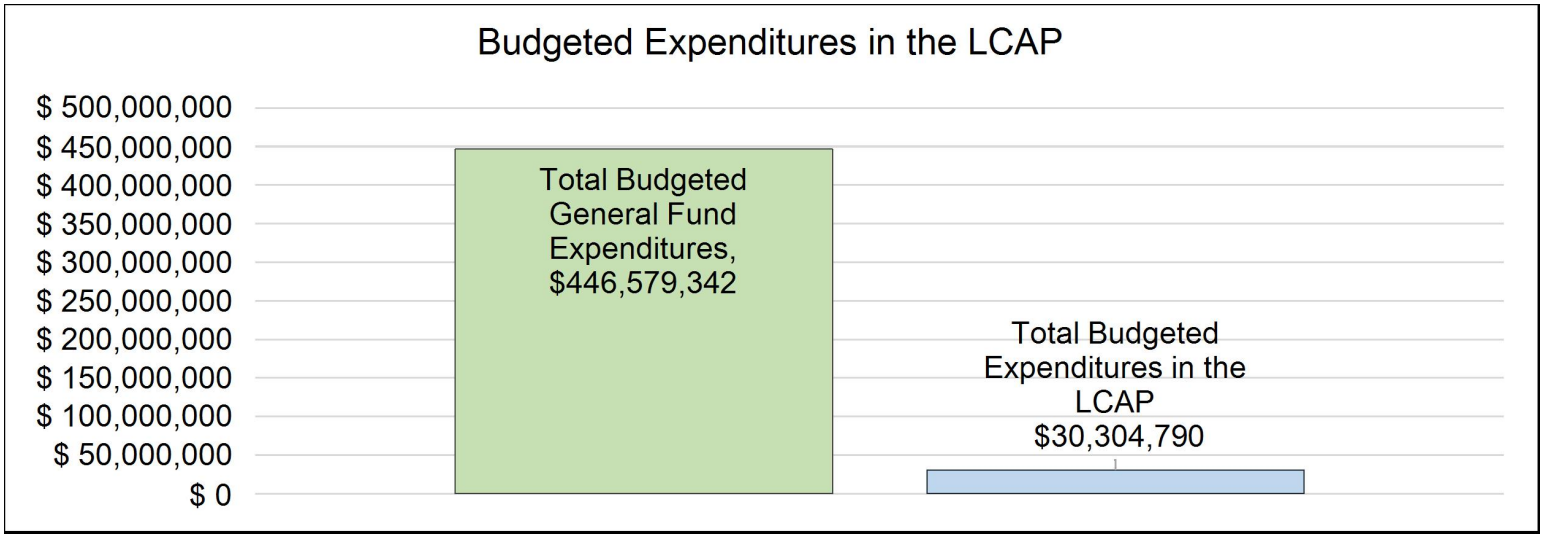


This chart shows the total general purpose revenue Santa Clara Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Clara Unified School District is $429,491,558, of which $369,320,816 is Local Control Funding Formula (LCFF), $38,317,508 is other state funds, $15,337,804 is local funds, and $6,515,430 is federal funds. Of the $369,320,816 in LCFF Funds, $12,453,368 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Santa Clara Unified School District plans to spend $446,579,342 for the 2026-27 school year. Of that amount, $30,304,790 is tied to actions/services in the LCAP and $416,274,552 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

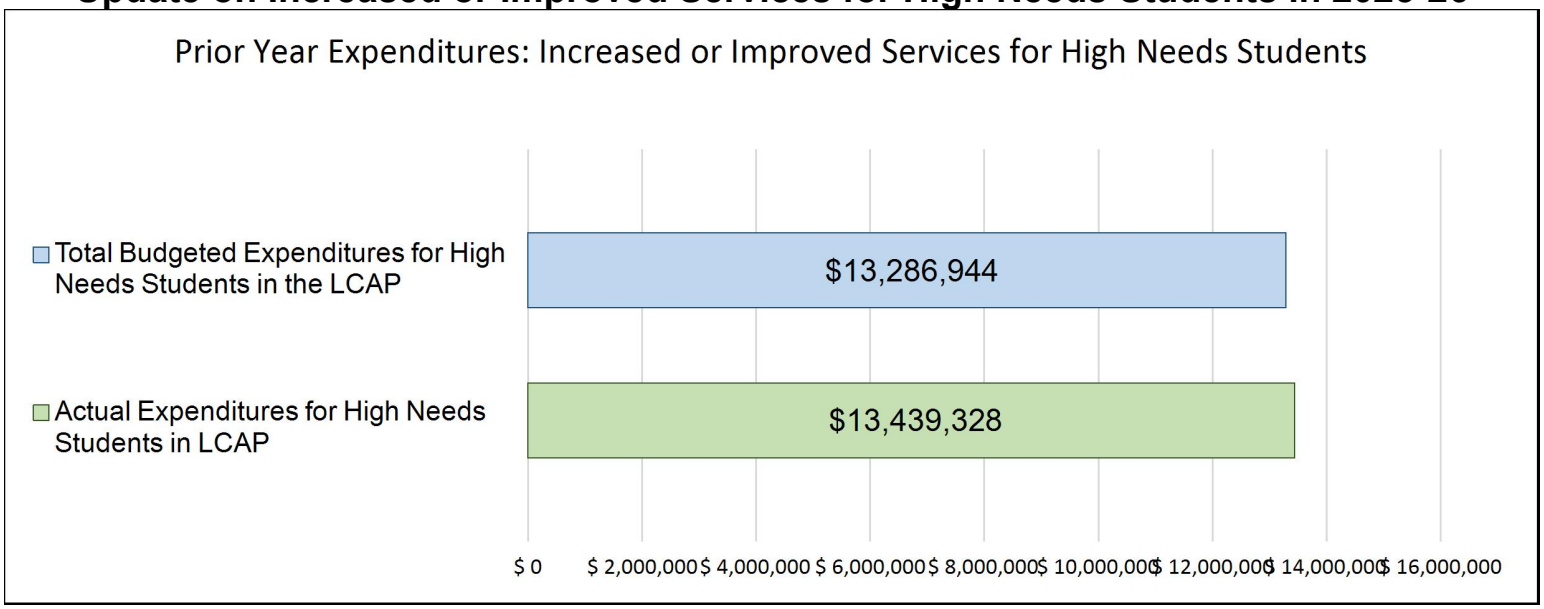
The General Fund budget expenditures include all budgets required to implement the LCAP, in addition to all other General Fund budget expenditures for employee salaries and benefits at all levels of the organization, core and base programming, books and supplies, services and other operating expenditures, and capital outlay. Please see the 2026-27 Adopted Budget report for details on the General Fund budget expenditures for the 2026-27 school year.

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

In 2026-27, Santa Clara Unified School District is projecting it will receive $12,453,368 based on the enrollment of foster youth, English learner, and low-income students. Santa Clara Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Clara Unified School District plans to spend $12,453,368 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Santa Clara Unified School District's LCAP budgeted $13,286,944 for planned actions to increase or improve services for high needs students. Santa Clara Unified School District actually spent $13,439,328 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Clara Unified School District	Damon Wright, Ed.D. Superintendent	dwright@scusd.net (408) 423-2005

Plan Summary [2026-27]

General Information

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

The 2025-2026 school year has been a period of transition for Santa Clara Unified School District (SCUSD). Under the leadership of our new Superintendent, Dr. Damon Wright, the District has worked to capitalize on our existing strengths while improving our systems to better support student achievement. This year also required a difficult rightsizing effort that resulted in staff reductions for the 2026-2027 school year. This decision was made to ensure the district's long-term fiscal stability and to adjust staffing levels in response to the declining enrollment trends seen in SCUSD and across the region. We recognize that these budgetary decisions have affected morale, and we are committed to supporting our staff through this change. Throughout this challenging year, our certificated, classified, and management teams have continued to show great dedication to our students despite the changes impacting our employees and our organization.

For the 2026-2027 school year, SCUSD will focus on strengthening Tier 1 instruction through the implementation of an evidence-based strategy: Teacher Clarity. Based on the research of John Hattie, this approach ensures that the purpose and process of learning are clear to every student. Our staff will focus on three integral questions:
-What am I learning today? (Learning Intention)
-Why am I learning it? (Relevance)
-How will I know that I have learned it? (Success Criteria)

When staff plan lessons with these questions in mind, students gain a clearer understanding of their goals, which increases engagement, reduces confusion, and helps them understand what success looks like for each lesson. During the 2026-2027 school year, SCUSD will focus on using student-friendly learning intentions, providing consistent formative feedback, and setting clear success criteria. By using these

structures, we expect to see a reduction in opportunity gaps for English Learners and students with IEPs, as well as measurable growth on both local assessments and the CAASPP, for all students.
In addition to the work mentioned above, we are updating our mission, vision, and strategic plan. During his first 100 days, Dr. Wright met with hundreds of stakeholders to learn about what makes SCUSD special and what needs to be improved. Using the significant input he collected during those sessions, along with additional feedback gathered this spring, the district has crafted a new strategic plan. Much of the input collected through these listening sessions has also been used to inform this annual update.

Graduates of Santa Clara Unified School District are resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society. Santa Clara Unified School District serves approximately 14,200 TK-12 students and approximately 5,000 Adult Education students. Neighborhoods in the cities of Santa Clara, Sunnyvale, San Jose, and Cupertino comprise the District's 56 square-mile area. The District has 30 PK-12 sites: 18 elementary schools, 1 K-8 school, 4 middle schools, 3 comprehensive high schools,1 Community Day School, 1 9-12 independent study school, and 2 alternative high schools including a continuation and early college high school. In addition, we have an Adult Education campus. The district currently has 31 TK classrooms throughout the district. Our State contracted and district preschool programs are available for families across the district.

Support programs for students and families begin at the earliest possible time, including pre-natal in the district program for pregnant and parenting teens and continues for students beyond 18 years of age with programs for 5th and 6th year seniors and post-secondary opportunities for students with disabilities. The district has recently adopted an equity framework, provides increased equity-focused supports such as early literacy intervention, summer and after school programs, preschool and aftercare, and a robust wellness program, to strengthen social emotional well-being, mental health, and address academic learning gaps that exist within and among student groups in our district.

The actions outlined in this LCAP are in conjunction with many other supports including those funded through both federal and state funds, including the Expanded Learning Opportunities Program funds and unrestricted funds. Santa Clara Unified prides itself on having teachers, classified employees, and administrators who are dedicated, experienced professionals who care about each student's well-being and academic preparation. Music and choral classes, art, world languages, STEAM, dramatic arts, a variety of career technical education classes and competitive athletics are some of the many programs which enrich our students' educational experiences.

Our TK-12 student population is 19.1% English learners (EL). 57.4% of our EL students have a Spanish home language, whereas the remaining highest percentage of non-English home languages are Punjabi, Mandarin, Hindi, Japanese, and Vietnamese. Overall, SCUSD is richly represented in language diversity with over 60 additional languages other than English spoken by students or families in the district.

Our student population identifies with the following racial/ethnic groups: 38.2% Hispanic/Latino/a, 31.3% Asian,15.7% White, 5.8% Two or more races, 5.1% Filipino, 2.3% Black/African American, 0.4% Native Hawaiian/Pacific Islander and 0.5% American Indian/Alaska Native. 30.3% of our students are economically disadvantaged and 14.9% of our students have an Individualized Education Plan (IEP). This LCAP is focused primarily on meeting the needs of our "unduplicated student count" and other high need student groups or programs including students with disabilities. Any student who falls into a category of foster youth, English learner, or low income based on free/reduced lunch program eligibility is counted. If, however, they identify with more than one of these categories, they are only counted once, hence the meaning of "unduplicated" count. Santa Clara Unified has an unduplicated student count of 40% of our student population.

Performance of high needs students is also addressed in the district's Equity Multiplier Goals (current LCAP Goal #4 and LCAP Goal #5). These goals use/have used state funds to address low performance within schools that have a large population of economically disadvantaged students coupled with high rates of students who are absent from the school system for large periods of time (i.e. "non-stability" rate). New Valley High, our continuation high school, was eligible for these funds beginning in the 2024-2025 school year. They have expended their funds hence we will be discontinuing that goal from the LCAP for the 2026-2027 school year. Santa Clara Community Day, which serves expelled and alternatively placed youth, has received Equity Multiplier funds beginning with the 2025-2026 school year.

Additionally, three schools within SCUSD have been identified for Targeted/Additional Targeted Support and Improvement (TSI/ATSI). Schools are eligible for TSI/ATSI if one or more student groups have performance levels on the CA School Dashboard that are all at the lowest status level or have performance levels that are at the lowest status level on one of only two available indicators during an ATSI year. Schools that were identified for TSI/ATSI in 2025-26 include: New Valley Continuation High (ATSI): Hispanic/Latino Students-Academics (ELA/Math), Suspension and College/Career. Laurelwood Elementary (TSI): Students with Disabilities-Chronic Absenteeism and Students with Two or More Races-Supsension Rate, and lastly, Scott Lane Elementary (TSI): Students with Disabilities-Suspension. Each of the sites identified for ATSI/TSI support are working with the district office to ensure their respective 2026-27 School Plan for Student Achievement (SPSA) addresses the identified student groups and areas with strategic actions/strategies. Lastly, the district has developed another Comprehensive Support and Improvement (CSI) plan with Wilson Alternative High School in order to address low graduation rates.

The district is pleased to announce that one school site exited from ATSI this year: Don Callejon: African American student group-Suspension. We offer them kudos for working hard to implement alternatives to suspension for African American students, and all students.

Reflections: Annual Performance

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

Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 amended CA Education Code to require revisions of the LCAP template and instructions. Significant changes to this section include the requirement to identify and address key performance outcomes as they relate to SCUSD's 2023 CA School Dashboard results. These performance outcomes include: 1) Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard. 2) Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard. 3) Any student group in a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

The 2023 CA School Dashboard results associated with these performance outcomes are provided below. This is followed by a reflection on the results and information regarding how SCUSD is planning to address the identified needs of our students and schools throughout the three-year LCAP Cycle. Please note that the terminology associated with each student group is that of the state and does not reflect the preferred terminology used within SCUSD.

1) Schools within SCUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Academic Indicator - ELA (Red - “Very Low”)

-New Valley Continuation High (190.5 points below standard, Maintained 2.2 points, N = 57)
-Wilson Alternative (141.1.5 points below standard, Declined 143.3 points, N = 48)

Academic Indicator - Math (Red - “Very Low”)
-New Valley Continuation High (254.4 points below standard, Declined 5.3 points, N = 58)
-Wilson Alternative (225.5 points below standard, Declined 153 points, N = 49)

English Learner Progress Indicator (Red - “Very Low”)
-Abram Agnew Elementary (23.7% Making Progress, Declined 13.8%, N = 59)
-Briarwood Elementary (37.3% Making Progress, Declined 28.8%, N = 75)

Graduation Rate Indicator (Red - “Low” or “Very Low”)
-Wilson Alternative (38% graduated, Declined 34.1%, N = 71)

College/Career Indicator (Very Low)
-New Valley Continuation High (5.1% prepared, N = 98)

Chronic Absenteeism Indicator (Red - “High” or “Very High”)
-C.W. Haman Elementary (23.8 % chronically absent, Increased 2.3%, N = 344)
-Kathryn Hughes Elementary (28.3% chronically absent, Increased 3.8%, N = 290)
-Laurelwood Elementary (16 % chronically absent, Increased 5.8%, N = 570)
-Wilson Alternative (36.4% chronically absent, Increased 16.5%, N = 33)

Suspension Rate Indicator (Red - “High” or “Very High”)
-New Valley Continuation High (21.8 % suspended at least one day, Increased 3.7%, N= 248)

2) Student groups within SCUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Academic Indicator - ELA (Red - “Very Low”)
-Students with Disabilities (81.9 points below standard, Maintained 0.3 points, n= 1,076)

Academic Indicator - Math (Red - “Very Low”)
-Homeless (138.3 points below standard, Maintained -1.4 points, n= 1,076)

Graduation Rate Indicator (Red - “Low” or “Very Low”)
-Homeless (66.7% Graduated, Declined 11.5%, n= 33)
-Students with Disabilities (76.8% Graduated, Declined 6.9%, n= 177)

Chronic Absenteeism Indicator (Red - “High” or “Very High”)
-American Indian (22.6% chronically absent, Increased 6%, n= 53)

Suspension Rate Indicator (Red - “High” or “Very High”)
-Foster Youth (15% suspended at least one day, Increased 0.7%, n= 20)
-Homeless (9% suspended at least one day, Increased 0.5%, n= 78)
-Pacific Islander (9% suspended at least one day, Increased 1%, n= 67)

3) Student groups within a school within SCUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Abram Agnew Elementary:
-Chronic Absenteeism Indicator (Red - “High” or “Very High”)
-Asian (24.3 % chronically absent, Increased 1.6%, n= 140)

Adrian Wilcox High:
-Academic Indicator - ELA (Red - “Very Low”)
-English Learners (55.5 points below standard, Declined 7.9 points, n= 86)
-Students with Disabilities (111.5 points below standard, Declined 10.1 points, n= 59)
-Academic Indicator - Math (Red - “Very Low”)
-English Learners (157.6 points below standard, Declined 23.7 points, n= 87)
-Hispanic (130.2 points below standard, Maintained -1.2 points, n= 150)
-Suspension Rate Indicator (Red - “High” or “Very High”)
-African American (19.4 % suspended at least one day, Increased 12.7%, n= 31)

Bowers Elementary:
-Chronic Absenteeism Indicator (Red - “High” or “Very High”)
-Asian (33.3 % chronically absent, Increased 26.2%, n= 48)
-English Learners (30.1 % chronically absent, Increased 5.5%, n= 113)
-Students with Disabilities (41.7 % chronically absent, Increased 1.7%, n= 36)

Buchser Middle:
-Chronic Absenteeism Indicator (Red - “High” or “Very High”)
-English Learners (25.6 % chronically absent, Increased 1.7%, n= 164)
-Hispanic (25.4 % chronically absent, Increased 1.6%, n= 355)
-Students with Disabilities (32.7 % chronically absent, Increased 3.8%, n= 147)

C.W. Haman Elementary:
-Chronic Absenteeism Indicator (Red - “High” or “Very High”)
-Hispanic (28.7 % chronically absent, Increased 2.8%, n= 136)
-White (22.3 % chronically absent, Increased 1.9%, n= 94)

Central Park Elementary:
-Chronic Absenteeism Indicator (Red - “High” or “Very High”)
-Students with Disabilities (31.4 % chronically absent, Increased 10.8%, n= 51)

Dolores Huerta Middle:
-Academic Indicator - Math (Red - “Very Low”)
-English Learners (126.3 points below standard, Declined 32 points, n= 110)
-Hispanic (115.7 points below standard, Declined 10.9 points, n= 162)
-Socioeconomically Disadvantaged (100.4 points below standard, Declined 8.1 points, n= 202)

Don Callejon:
-Academic Indicator - Math (Red - “Very Low”)
-Hispanic (116.8 points below standard, Declined 16.5 points, n= 105)
-Chronic Absenteeism Indicator (Red - “High” or “Very High”)
-English Learners (27.1 % chronically absent, Increased 3.7%, n= 155)
-Hispanic (31.5 % chronically absent, Maintained 0.4%, n= 165)
-Two or More Races (21.6 % chronically absent, Increased 10.5%, n= 37)
-Students with Disabilities (32.1 % chronically absent, Increased 3.2%, n= 84)
-Suspension Rate Indicator (Red - “High” or “Very High”)
-African American (10.0 % suspended at least one day, Increased 5.1%, n= 40)
-Socioeconomically Disadvantaged (8.3 % suspended at least one day, Maintained 0%, n= 216)
-Students with Disabilities (12.6 % suspended at least one day, Increased 5.7%, n= 87)

George Mayne Elementary:
-Chronic Absenteeism Indicator (Red - “High” or “Very High”)
-Students with Disabilities (24.4% chronically absent, Increased 3.3%, n= 41)

Juan Cabrillo Middle:
-Academic Indicator - ELA (Red - “Very Low”)
-English Learners (71.1 points below standard, Declined 11.5 points, n= 226)
-Students with Disabilities (90.8 points below standard, Declined 4.2 points, n= 128)
-Academic Indicator - Math (Red - “Very Low”)
-Students with Disabilities (144.1 points below standard, Maintained -0.6 points, n= 127)
-Chronic Absenteeism Indicator (Red - “High” or “Very High”)
-English Learners (25.6 % chronically absent, Increased 1.8%, n= 164)
-Hispanic (27.6 % chronically absent, Maintained 0.1%, n= 352)

Kathryn Hughes Elementary:
-Academic Indicator - ELA (Red - “Very Low”)
-Students with Disabilities (88.4 points below standard, Declined 14 points, n= 31)

-Chronic Absenteeism Indicator (Red - “High” or “Very High”)
-Asian (22.2 % chronically absent, Increased 0.9%, n= 54)
-English Learners (26.7 % chronically absent, Increased 5.5%, n= 101)
-Hispanic (34.2 % chronically absent, Maintained 0.1%, n= 114)
-Socioeconomically Disadvantaged (33.7 % chronically absent, Increased 0.6%, n= 178)
-Students with Disabilities (31.1 % chronically absent, Increased 0.5%, n= 61)
-White (24.4 % chronically absent, Increased 5.5%, n= 41)

Laurelwood Elementary:
-Chronic Absenteeism Indicator (Red - “High” or “Very High”)
-Asian (13.4 % chronically absent, Increased 3.8%, n= 328)
-English Learners (17.2 % chronically absent, Increased 4.3%, n= 203)
-Hispanic (29.8 % chronically absent, Increased 11.3%, n= 57)
-Socioeconomically Disadvantaged (22.7 % chronically absent, Increased 1%, n= 75)
-Students with Disabilities (35.6 % chronically absent, Increased 17.4%, n= 45)

Marian A. Peterson Middle:
-Academic Indicator - ELA (Red - “Very Low”)
-Students with Disabilities (92.3 points below standard, Declined 24.7 points, n= 92)

Montague Elementary:
-Chronic Absenteeism Indicator (Red - “High” or “Very High”)
-Filipino (38.1 % chronically absent, Increased 7%, n= 42)
-White (35.9 % chronically absent, Increased 14.5%, n= 39)

New Valley Continuation High*:
-Suspension Rate Indicator (Red - “High” or “Very High”)
-English Learners (26.6 % suspended at least one day, Increased 10.1%, n= 64)
-Hispanic (23.5 % suspended at least one day, Increased 4.1%, n= 187)
-Students with Disabilities (31.1 % suspended at least one day, Increased 7.7%, n= 45)
-White (17.6 % suspended at least one day, Increased 6.2%, n= 34)
-College/Career Indicator (Very Low)
-Hispanic (1.5 % prepared, n= 66)
-Socioeconomically Disadvantaged (3.5 % prepared, n= 85)

Pomeroy Elementary:
-Academic Indicator - ELA (Red - “Very Low”)
-Students with Disabilities (100.2 points below standard, Maintained 1.5 points, N= 33)
-Academic Indicator - Math (Red - “Very Low”)
-Hispanic (100.4 points below standard, Maintained 1.7 points, N= 58)

-Students with Disabilities (129.4 points below standard, Maintained 0 points, N= 33)
-Chronic Absenteeism Indicator (Red - “High” or “Very High”)
-Students with Disabilities (37.1 % chronically absent, Increased 3.8%, n= 62)

Ponderosa Elementary:
-Academic Indicator - ELA (Red - “Very Low”)
-Students with Disabilities (75.6 points below standard, Declined 6.3 points, N= 49)

Santa Clara High:
-Academic Indicator - Math (Red - “Very Low”)
-English Learners (159.1 points below standard, Declined 24.3 points, N= 81)
-Hispanic (124 points below standard, Declined 17.5 points, N= 151)
-Suspension Rate Indicator (Red - “High” or “Very High”)
-Students with Disabilities (12% Suspended, Increased 2.1%, N= 276)

Scott Lane Elementary:
-Academic Indicator - ELA (Red - “Very Low”)
-English Learners (72.8 points below standard, declined 9.2 points, n= 118)
-Chronic Absenteeism Indicator (Red - “High” or “Very High”)
-Asian (48.7 % chronically absent, Increased 13.2%, n= 39)

Sutter Elementary:
-Chronic Absenteeism Indicator (Red - “High” or “Very High”)
-Students with Disabilities (27 % chronically absent, Increased 4.8%, n= 37)
-White (20.2 % chronically absent, Increased 11.8%, n= 94)

Washington Open Elementary:
-Chronic Absenteeism Indicator (Red - “High” or “Very High”)
-Hispanic (27.5 % chronically absent, Increased 8%, n= 40)
-Students with Disabilities (28.8 % chronically absent, Increased 0.6%, n= 52)

Westwood Elementary:
-Chronic Absenteeism Indicator (Red - “High” or “Very High”)
-Hispanic (30.5 % chronically absent, Increased 1.7%, n= 174)
-Two or More Races (21.9 % chronically absent, Increased 3.7%, n= 32)
-Students with Disabilities (35.8 % chronically absent, Increased 16.3%, n= 53)

Wilson Alternative**:
-Academic Indicator - ELA (Red - “Very Low”)
-Socioeconomically Disadvantaged (194.4 points below standard, Declined 144.3 points, N= 31)

-Academic Indicator - Math (Red - “Very Low”)
-Socioeconomically Disadvantaged (264.4 points below standard, Declined 103.2 points, N= 32)
-Graduation Rate Indicator (Red - “Low” or “Very Low”)
-Hispanic (34.9% graduated, Declined 41.6%, N= 43)
-Socioeconomically Disadvantaged (37% graduated, Declined 37.4%, N= 54)
-College/Career Indicator (Very Low)
-Hispanic (4.9 % prepared, n= 41)
.....
.....

DISTRICT PROGRESS: 2023 DASHBOARD VS 2024 DASHBOARD
Across the district, Chronic Absenteeism improved from our 2023-24 Dashboard results among student groups and at school sites. In regards to other areas of “lowest” performance, promising change was widely seen within school sites and among historically underserved student groups under the Mathematics academic indicator. Many of the school sites showing improvements in Math were at our secondary schools. In the section below, please find a comprehensive analysis of district improvement in relation to the aforementioned 2023 Dashboard performance outcomes:

1) Schools within SCUSD that improved their "lowest performance level" 2023 Dashboard status

Academic Indicator - Math
-New Valley: Red, 254.4 Below DFS (2023) to Orange, 242.6 Below DFS (2024)
-Wilson: Red, 225.5 Below DFS (2023) to Orange, 221.7 Below DFS (2024)

Chronic Absenteeism
-Haman: Red, 23.8% (2023) to Orange, 21.2% (2024)
-Hughes: Red, 28.3% (2023) to Yellow, 19.4% (2024)
-Laurelwood: Red, 16% (2023) to Yellow, 13.7% (2024)

Suspension Rate
-New Valley: Red, 21.8% (2023) to Yellow, 12.8% (2024)

2) Student groups within SCUSD that improved from a "lowest performance level" 2023 Dashboard status

Chronic Absenteeism
-American Indian or Alaska Native: Red, 22.6% (2023) to Orange, 20.3% (2024)

Graduation Rate
-HomelessYouth: Red, 66.7% (2023) to Yellow, 73.9% (2024)

Suspension Rate

-Foster Youth: Red, 15% (2023) to Green, 3.6% (2024)
-Pacific Islander: Red, 9% (2023) to Green, 3.3% (2024)

3) Student groups within a school within SCUSD that that improved from a "lowest performance level" 2023 Dashboard status

Abram Agnew Elementary:
-Chronic Absenteeism
-Asian: Red, 24.3% (2023) to Green, 5.9% (2024)
-English Learner Progress
-English Learner: Red, 23.7% (2023) to Green, 51.6% (2024)

Adrian Wilcox High:
-Academic Indicator - ELA
-Students with Disabilities: Red, 111.5 Below DFS (2023) to Orange, 108.6 Below DFS (2024)
-Academic Indicator - Math
-English Learner: Red, 157.6 Below DFS (2023) to Orange, 149.6 Below DFS (2024)
-Hispanic: Red, 130.2 Below DFS (2023) to Orange, 126.4 Below DFS (2024)
-Suspension Rate
-Black/African American: Red, 19.4% (2023) to Orange, 14.7% (2024)

Bowers Elementary:
-Chronic Absenteeism
-Asian: Red, 33.3% (2023) to Green, 13% (2024)
-English Learner: Red, 30.1% (2023) to Green, 12.5% (2024)
-Students with Disabilities: Red, 41.7% (2023) to Green, 19.4% (2024)

Briarwood Elementary:
-English Learner Progress
-English Learner: Red, 37.3% (2023) to Blue, 75% (2024)

Buchser Middle:
-Chronic Absenteeism
-English Learner: Red, 25.6% (2023) to Orange, 22.8% (2024)
-Hispanic: Red, 25.4% (2023) to Green, 21.2% (2024)
-Students with Disabilities: Red, 32.7% (2023) to Orange, 22.6% (2024)

C. W. Haman Elementary:
-Chronic Absenteeism
-Hispanic: Red, 28.7% (2023) to Orange, 26.5% (2024)
-White: Red, 22.3% (2023) to Green, 18.6% (2024)

Central Park Elementary:
-Chronic Absenteeism
-Students with Disabilities: Red, 31.4% (2023) to Orange, 23% (2024)

Dolores Huerta Middle:
-Academic Indicator - Math
-English Learner: Red, 126.3 Below DFS (2023) to Orange, 113 Below DFS (2024)
-Hispanic: Red, 115.7 Below DFS (2023) to Orange, 111.3 Below DFS (2024)

Don Callejon:
-Academic Indicator - Math
-Hispanic: Red, 116.8 Below DFS (2023) to Yellow, 77.5 Below DFS (2024)
-Chronic Absenteeism
-English Learner: Red, 27.1% (2023) to Orange, 24.2% (2024)
-Multiple races/Two or More: Red, 21.6% (2023) to Green, 14.3% (2024)
-Students with Disabilities: Red, 32.1% (2023) to Orange, 31.6% (2024)
-Suspension Rate
-Students with Disabilities: Red, 12.6% (2023) to Yellow, 3.7% (2024)

George Mayne Elementary:
-Chronic Absenteeism
-Students with Disabilities: Red, 24.4% (2023) to Yellow, 16% (2024)

Juan Cabrillo Middle:
-Academic Indicator - Math
-Students with Disabilities: Red, 144.1 Below DFS (2023) to Orange, 137.7 Below DFS (2024)
-Chronic Absenteeism
-English Learner: Red, 25.6% (2023) to Orange, 22.2% (2024)
-Hispanic: Red, 27.6% (2023) to Orange, 23.5% (2024)

Kathryn Hughes Elementary:
-Chronic Absenteeism
-Asian: Red, 22.2% (2023) to Green, 8.3% (2024)
-English Learner: Red, 26.7% (2023) to Orange, 23.8% (2024)
-Hispanic: Red, 34.2% (2023) to Orange, 26.7% (2024)
-Socioeconomically Disadvantaged: Red, 33.7% (2023) to Yellow, 25.8% (2024)
-Students with Disabilities: Red, 31.1% (2023) to Yellow, 18% (2024)
-White: Red, 24.4% (2023) to Orange, 20.5% (2024)

Laurelwood:
-Chronic Absenteeism
-Asian: Red, 13.4% (2023) to Orange, 15.3% (2024)
-English Learner: Red, 17.2% (2023) to Yellow, 16.1% (2024)
-Hispanic: Red, 29.8% (2023) to Yellow, 15.4% (2024)
-Socioeconomically Disadvantaged: Red, 22.7% (2023) to Yellow, 18.6% (2024)
-Students with Disabilities: Red, 35.6% (2023) to Green, 6.7% (2024)

Marian A. Peterson Middle:
-Academic Indicator - ELA
-Students with Disabilities: Red, 92.3 Below DFS (2023) to Orange, 77.1 Below DFS (2024)

Montague Elementary:
-Chronic Absenteeism
-Filipino: Red, 38.1% (2023) to Orange, 27.3% (2024)
-White: Red, 35.9% (2023) to Orange, 26.2% (2024)

New Valley Continuation High:
-Suspension Rate
-English Learner: Red, 26.6% (2023) to Orange, 13.5% (2024)
-Hispanic: Red, 23.5% (2023) to Yellow, 12.9% (2024)
-Students with Disabilities: Red, 31.1% (2023) to Orange, 14.9% (2024)

Pomeroy Elementary:
-Academic Indicator - Math
-Students with Disabilities: Red, 129.4 Below DFS (2023) to Orange, 122.1 Below DFS (2024)
-Chronic Absenteeism
-Students with Disabilities: Red, 37.1% (2023) to Yellow, 18.6% (2024)

Ponderosa Elementary:
-Chronic Absenteeism
-Students with Disabilities: Red, 25.6% (2023) to Orange, 20.6% (2024)

Santa Clara High:
-Academic Indicator - Math
-English Learner: Red, 159.1 Below DFS (2023) to Orange, 151.8 Below DFS (2024)
-Hispanic: Red, 124 Below DFS (2023) to Yellow, 102.1 Below DFS (2024)
-Suspension Rate
-Students with Disabilities: Red, 12% (2023) to Green, 4.8% (2024)

Scott Lane Elementary
-Chronic Absenteeism
-Asian: Red, 48.7% (2023) to Orange, 28.6% (2024)

Sutter Elementary
-Students with Disabilities: Red, 27% (2023) to Yellow, 13% (2024)
-White: Red, 20.2% (2023) to Green, 7.4% (2024)

Washington Open Elementary
-Chronic Absenteeism
-Hispanic: Red, 27.5% (2023) to Yellow, 14% (2024)
-Students with Disabilities: Red, 28.8% (2023) to Green, 9.8% (2024)

Westwood Elementary
-Chronic Absenteeism
-Hispanic: Red, 30.5% (2023) to Yellow, 23.4% (2024)
-Multiple Races/Two or More: Red, 21.9% (2023) to Yellow, 15.8% (2024)
-Students with Disabilities: Red, 35.8% (2023) to Orange, 22.6% (2024)

The above information represents all of the promising changes that the district experienced in relation to our 2023 Dashboard outcomes. However, there are areas that continue to present challenges. Any area not mentioned above as a positive change, maintained its low "Red" status. The district will continue to work towards improving these areas by the release of the next state dashboard.

.....
.....

DISTRICT PROGRESS: 2024 DASHBOARD VS 2025 DASHBOARD

Overall, Santa Clara Unified improved our performance color or status on five of the state's eight Performance areas between the 2024 and 2025 CA School Dashboard. Districtwide, the largest increase was seen in the English Language Arts Indicator, which received a status of "Increased" due to a 6.8 average scale point increase. This brings the district to an average of 25.1 scale score points above ELA standard and maintains our "Green" performance color in this area. The district also experienced improvement within the Mathematics indicator, moving from an average of 10.6 scale score points below Math standard to 5.6 points below Math standard. This 5 point increase moved Santa Clara Unified from the "Yellow" performance color on the 2024 Dashboard to the "Green" performance color on the 2025 Dashboard. Although not yet officially one of the Academic Indicators, the district's Science performance is showing a strong entry on the 2025 CA School Dashboard with 60.3 average Science points. This result is a 2.5 point increase from our 2024 results and places the district within the "Green" performance color. Additional promising change was seen in regard to the district's Graduation Rate indicator. Santa Clara Unified's Graduation Rate is currently at 90.9%, which represents a 1.9 percentage point increase from the 2024 Dashboard. This increase moved the district from the "Yellow" performance level to "Green". Additionally, Santa Clara Unified maintained the percent of students "Prepared" for College and/or Career. With a 0.7 percentage 7 point increase, the district is currently at 70.7% prepared and moved from a

“Green” performance color to “Blue”. Lastly, the district continues to see a reduction in the percent of our Elementary and Middle school students that are Chronically Absent (-1%), although this reduction was not large enough to change the district’s “Yellow” performance color.

Additional improvements were seen amongst our students identifying as Hispanic/Latino on four of the state’s seven Performance areas that apply to this student group between the 2024 and 2025 CA School Dashboard. As was the case with our districtwide results, the largest increase was seen in the English Language Arts Indicator, which received a status of “Increased” due to a 7.7 average scale point increase. This brings the district to an average of 38.8 scale score points below ELA standard and changes our performance color in this area from “Orange” (2024) to “Yellow” (2025). Additional promising changes were seen in the Science indicator with our Hispanic/Latino students having an average 47.1 Science points, which is an increase of 2.2 points from 2024 and has an associated “Green” performance color. Graduation rates among this student group are also in the “Green” performance color with 87.5% graduated. This is an increase of 5.4 percentage points after previously “declining” and receiving an “Orange” performance color in 2024. Students identifying as Hispanic/Latino also experienced reductions in Chronic Absenteeism of 1.8 percentage points (19.3%). This result was assigned a “Declined” status and maintains our “Yellow” performance color.

1) Schools within SCUSD that improved their "lowest performance level" 2024 Dashboard status
-Academic Indicator: English Learner Progress
-Central Park Elementary: Red, 42.4% Making Progress (2024) to Blue, 66.7% Making Progress (2025)
-New Valley: Red, 17.3% Making Progress (2024) to Blue, 55.6% Making Progress (2025)
-Don Callejon: Red, 40.5% Making Progress (2024) to Green, 52.7% Making Progress (2025)
-Chronic Absenteeism Rate:
-Briarwood Elementary: Red, 21.3% chronically absent (2024) to Yellow, 18.5% chronically absent (2025)

2) Student groups within SCUSD that improved from a "lowest performance level" 2024 Dashboard status

-Academic Indicator - ELA:
-Homeless Youth: Red, 103.5 points below standard (2024) to Orange, 93 points below standard (2025)

-Students with a Disability: Red, 82.2 points below standard (2024) to Orange, 76.5 points below standard (2025)

-Academic Indicator - Math:
-Long-Term English Learner: Red, 181 points below standard (2024) to Orange, 176.9 points below standard (2025)

-Graduation Rate:
-Students with Disabilities: Red, 71.3% graduated (2024) to a Yellow, 77% graduated (2025)

-English Learner: Red, 75.9% graduated (2024) to Green, 80.4% graduated (2025)

-Chronic Absenteeism:
-Pacific Islander: Red, 30.6% chronically absent (2024) to Orange, 24.4% chronically absent (2025)

-Homeless Youth: Red, 60.4% chronically absent (2024) to Orange, 46.7% chronically absent (2025)

3) Student groups within a school within SCUSD that that improved from a "lowest performance level" 2024 Dashboard status

Adrian Wilcox High
-Academic Indicator - ELA
-EL/ML: Red, 77.4 points below standard(2024) to Orange, 60.4 points below standard (2025)
-Hispanic/Latino: Red, 48.6 points below standard (2024) to Yellow, 26.8 points below standard (2025)
-Academic Indicator - Math
-Students with Disabilities: Red, 194.7 points below standard (2024) to Orange, 176.4 points below standard (2025)
-English Learner Progress:
-EL/ML: Red, 40.7% Making Progress (2024) to Orange, 38.6% Making Progress (2025)
-LTEL: Red, 42.7% Making Progress (2024) to Orange, 40.6% Making Progress (2025)
-Graduation Rate:
-LTEL: Orange, 88.9% Graduated (2024) to Blue, 95.8% Graduated (2025)

Bracher:
-Academic Indicator - ELA:
-EL/ML: Red, 85 points below standard (2024) to Yellow, 51.1 points below standard (2025)
-Chronic Absenteeism:
-EL/ML: Red, 29.5% chronically absent (2024) to Yellow, 20% chronically absent (2025)
-Economically Disadvantaged: Red, 29.1% chronically absent (2024) to Orange, 28.6% chronically absent (2025)

Braly:
-Chronic Absenteeism:
-EL/ML: Red, 19.7% chronically absent (2024) to Yellow, 14.9% chronically absent (2025)
-Economically Disadvantaged: Red, 20.2% chronically absent (2024)to Yellow, 15.4% chronically absent (2025)
-Hispanic/Latino: Red, 20.1% chronically absent (2024) to Yellow, 15.3% chronically absent (2025)

Briarwood:
-Chronic Absenteeism:
-Asian: Red, 24.4% chronically absent (2024) to Yellow, 14.1% chronically absent (2025)
-White: Red, 20.5% chronically absent (2024) to Yellow, 17.1% chronically absent (2025)
-EL/ML: Red, 25.9% chronically absent (2024) to Orange, 22.3% chronically absent (2025)
-Economically Disadvantaged: Red, 25.9% chronically absent (2024)to Yellow, 20.5% chronically absent (2025)

Buchser:
-Academic Indicator - ELA:
-Students with Disabilities: Red, 77 points below standard (2024) to Yellow, 68.8 points below standard (2025)
-Academic Indicator - Math:

-EL/ML: Red, 114.6 points below standard (2024) to Yellow, 91.9 points below standard (2025)
-LTEL: Red, 157.5 points below standard (2024) to Orange, 152.4 points below standard (2025)

C.W. Haman:
-Chronic Absenteeism:
-EL/ML: Red, 21.1% chronically absent (2024) to Yellow, 17.9% chronically absent (2025)
-Economically Disadvantaged: Red, 27.7% chronically absent (2024) to Orange, 23.9% chronically absent (2025)

Central Park:
-English Learner Progress:
-EL/ML: Red, 42.4% Making Progress (2024) to Blue, 66.7% Making Progress (2025)
-Chronic Absenteeism:
-EL/ML: Red, 22.3% chronically absent (2024) to Yellow, 11.1% chronically absent (2025)
-Economically Disadvantaged: Red, 34.6% chronically absent (2024) to Orange, 21.1% chronically absent (2025)

Dolores Huerta Middle:
-Academic Indicator - Math:
-Economically Disadvantaged: Red, 110.7 points below standard (2024) to Orange, 107.1 points below standard (2025)
-Chronic Absenteeism:
-Students with Disabilities: Red, 30.8% chronically absent (2024) to Orange, 25.3% chronically absent (2025)

Don Callejon:
-Academic Indicator - ELA:
-Students with Disabilities: Red, 116.4 points below standard (2024) to Yellow, 64.4 points below standard (2025)
-English Learner Progress:
-EL/ML: Red, 40.5% Making Progress (2024) to Green, 52.7% Making Progress (2025)
-Suspension Rate:
-EL/ML: Red, 7.1% suspended (2024) to Green, 2.9% suspended (2025)
-Economically Disadvantaged: Red, 10.8% suspended (2024) to Yellow, 8% suspended (2025)
-Black/African American: Red, 19.4% suspended (2024) to Orange, 9.1% suspended (2025)
-Hispanic/Latino: Red, 8.7% suspended (2024) to Yellow, 6.7% suspended (2025)
-Chronic Absenteeism:
-Economically Disadvantaged: Red, 33.6% chronically absent (2024)
-Hispanic/Latino: Red, 34.1% chronically absent (2024) to Yellow, 28.7% chronically absent (2025)

Juan Cabrillo Middle:
-Chronic Absenteeism:
-Students with Disabilities: Red, 28.1% chronically absent (2024) to Orange, 24.2% chronically absent (2025)
-Academic Indicator - ELA:

-Students with Disabilities: Red, 106.5 points below standard (2024) to Orange, 98.3 points below standard (2025)
-EL/ML: Red, 80.3 points below standard (2024) to Yellow, 65.4 points below standard (2025)
-Hispanic/Latino: Red, 70.3 points below standard (2024) to Yellow, 59.8 points below standard (2025)
-Economically Disadvantaged: Red, 71.2 points below standard (2024) to Yellow, 65.2 points below standard (2025)
-Academic Indicator - Math:
-LTEL: Red, 179.8 points below standard (2024) to Orange, 162.6 points below standard (2025)
-EL/ML: Red, 121.6 points below standard (2024) to Orange, 110.1 points below standard (2025)
-Suspension:
-LTEL: Red, 18.6% suspended (2024) to Orange, 14.6% suspended (2025)

Kathleen MacDonald High School:
-Suspension:
-Hispanic/Latino: Red, 8.2% Suspended (2024) to Yellow, 6.7% Suspended (2025)
-Economically Disadvantaged: Red, 8.1% Suspended (2024) to Orange, 8.4% Suspended (2025)
-LTEL: Red, 12.5% Suspended (2024) to Yellow, 8.8% Suspended (2025)

Laurelwood Elementary:
-Suspension:
-Students with Disabilities: Red, 6.5% Suspended (2024) to Yellow, 4.1% Suspended (2025)

Marian A. Peterson Middle:
-Academic Indicator - Math:
-Hispanic/Latino: Red, 99.2 points below standard (2024) to Orange, 96 points below standard (2025)
-LTEL: Red, 173.5 points below standard (2024) to Orange, 147.9 points below standard (2025)
-Economically Disadvantaged: Red, 103 points below standard (2024) to Yellow, 85.6 points below standard (2025)

Montague Elementary:
-Chronic Absenteeism:
-Asian: Red, 22.9% chronically absent (2024) to Yellow, 13.9% chronically absent (2025)

New Valley Continuation High:
-Academic Indicator - ELA:
-Economically Disadvantaged: Red, 215.9 points below standard (2024) to Orange, 203.6 points below standard (2025)
-English Learner Progress:
-EL/ML: Red, 17.3 Making Progress (2024) to Blue, 55.6 Making Progress (2025)
-LTEL: Red, 17.4 Making Progress (2024) to Green, 54.8 Making Progress (2025)

Pomeroy Elementary:
-Academic Indicator - ELA:
-Students with Disabilities: Red, 110.7 points below standard (2024) to Orange, 79 points below standard (2025)

-EL/ML: Red, 91.1 points below standard (2024) to Yellow, 67.5 points below standard (2025)
-Hispanic/Latino: Red, 86.8 points below standard (2024) to Yellow, 47.7 points below standard (2025)
-Economically Disadvantaged: Red, 85.2 points below standard (2024) to Orange, 77.8 points below standard (2025)
-Academic Indicator - Math:
-Hispanic/Latino: Red, 99.8 points below standard (2024) to Yellow, 57.1 points below standard (2025)
-EL/ML: Red, 96.4 points below standard (2024) to Yellow, 64.1 points below standard (2025)

Ponderosa Elementary:
-Academic Indicator - ELA:
-Students with Disabilities: Red, 91.1 points below standard (2024) to Yellow, 46.9 points below standard (2025)

Santa Clara High School:
-Academic Indicator - ELA:
-EL/ML: Red, 61.9 points below standard (2024) to Orange, 58 points below standard (2025)
-Chronic Absenteeism:
-Homeless: Red, 60.4% chronically absent (2024) to Orange, 46.7% chronically absent (2025)

Scott Lane Elementary:
-Academic Indicator - ELA:
-EL/ML: Red, 89.9 points below standard (2024) to Orange, 72.7 points below standard (2025)
-Hispanic/Latino: Red, 72.5 points below standard (2024) to Yellow, 50.7 points below standard (2025)
-Economically Disadvantaged: Red, 77.5 points below standard (2024) to Yellow, 59.9 points below standard (2025)
-Chronic Absenteeism:
-Students with Disabilities: Red, 32.7% chronically absent (2024) to Orange, 25% chronically absent (2025)

Sutter Elementary:
-Chronic Absenteeism:
-EL/ML: Red, 22.7% chronically absent (2024) to Yellow, 13.7% chronically absent (2025)

Westwood Elementary:
-Chronic Absenteeism:
-Economically Disadvantaged: Red, 27% chronically absent (2024) to Orange, 24.7% chronically absent (2025)

DISTRICT CHALLENGES: 2024 DASHBOARD VS 2025 DASHBOARD

The two performance areas where the district's CA School Dashboard results represent a decline in performance are in relation to English Learner Progress and Suspension Rates. Both areas experienced a performance color change from "Green" (2024) to "Orange" (2025). Santa Clara Unified's English Learner progress dipped from 55.6% making progress on the 2024 Dashboard to 53.4% making progress. This 2.1 percentage point decline assigned a "Declined" status to the district. In relation to the district's suspension rate, a 0.6 percentage point increase in the number of students being suspended at least one day brought the district's overall suspension rate to 3%, which resulted in

an “increased” performance status. Suspension Rates continue to be a concern within our Hispanic/Latino student group. A 0.9 percentage point increase between the 2024 and 2025 Dashboard brings our current status to 5%, resulting in an “Increased” status and “Orange” performance color. Santa Clara Unified was previously “Green” in this area for our Hispanic/Latino population (2024).

In addition to addressing the student group needs outlined on the California School Dashboard, the district continues to execute targeted strategies to reduce the significant disproportionality of Hispanic students identified for special education under the Specific Learning Disability (SLD) category, in alignment with our Compliance and Improvement Monitoring requirements.

The first set of Learning Recovery Emergency Block Grant (LREBG) funds was fully expended in 2023-2024. The district received an additional allocation of $672,585 to expend in 2026-27 and 2027-28. Based on our analysis of the Dashboard data, local data measures, and feedback collected during the listening tour and LREBG Needs Assessment, this year's allocation will be used in the 2026-2027 school year in the following ways:

EL Support teacher (.5FTE): $100,00 (Action 1.7)

As noted above, one of the areas of decline within the district’s 2025 CA School Dashboard results was in relation to English Learner progress. A closer examination reveals that 18 of the district’s 30 schools experienced a decline in the percent of English Learner/Multilingual learner students making progress towards English language proficiency. Three of those schools have a Red performance indicator: Abram Agnew Elementary (39.8%, a decrease of 11.8 percentage points from the 2024 Dashboard), C.W. Haman Elementary (34.1%, a decrease of 18.0 percentage points from the 2024 Dashboard), and Scott Lane Elementary (40.6%, a decrease of 11.3 percentage points from the 2024 Dashboard). Progress rates among our Long-Term English Learner population were generally positive, with only two schools showing declines, Adrian Wilcox High (40.6%, a decrease of 2.0 percentage points from the 2024 Dashboard) and Kathleen MacDonald High (50.0%, a decrease of 5.2 percentage points from the 2024 Dashboard). However, the district was identified for differentiated assistance in the areas of suspension and chronic absenteeism for our LTEL population.

These dashboard outcomes prompted a closer look at our ELPAC results. A multi-year analysis reveals an increase in the percentage of students in grades 9-12 scoring at the Level 1 "Beginning to Develop” Level on the Summative ELPAC over the last 4 years: (24%) 2021-22, (27%) 2022-23, (33%) 2023-24, 34% (2024-25). These results were impacted by students in grades 6-8 scoring at the Level 1 "Novice English Learner” Level on the Initial ELPAC: (60%) 2021-22, (64%) 2022-23, (69%) 2023-24, which in-term was impacted by an increase in students in grades K-5 scoring at the Level 1 "Novice English Learner” Level on the Initial ELPAC: (53%) 2021-22, (59%) 2022-23, (63%) 2023-24. With large percentages of students coming to Santa Clara Unified with limited English Language skills, the district has chosen to focus our LREBG allocation towards enhanced educational strategies related to English Language Development (ELD). This is an approach that will enhance educational outcomes for all students.

This role supports accelerating progress to close learning gaps through 1:1 / small group instruction and supports learning recovery for EL proficiency.

The District will fund multiple pupil assessments and assessment tools in order to provide teachers, administrators and other student-facing staff with access to students’ areas of strength and areas of need in order to inform instruction and ensure students are receiving targeted instruction. It is important to note that both DIBELS and DRDP are assessments utilized by SCUSD to meet CDE requirements:

-Amplify DIBELS Data System: $34,150 (Action 1.6): Amplify DIBELS meets the requirements outlined in EdCode 53008 which states that (LEAs) must annually screen all kindergarten through grade 2 students for reading difficulties, including dyslexia, beginning in the 2025-2026 school year.

-Learning Genie: $8,680 (Action 1.6): Supports use of Desired Results Developmental Profile (DRDP). The DRDP is required by the CDE for all children ages 3, 4, and 5 with an IEP/IFSP (Individualized Family Service plan for children birth to 3 years of age), as well as for all children enrolled in CDE Early Learning and Care Division contracted programs (e.g., state preschools).

-Renaissance DnA: $88,000 (Action 1.6): Renaissance DnA enables us to align assessments and learning tools with our curriculum. This has provided us with the opportunity to begin building common assessments across departments at the secondary level. The need for building common assessments was clearly documented in both Dr. Wright's 100 Day Listening and Learning report and the feedback gathered during the strategic planning input sessions.

-UnboundEd: $97,460 (Action 1.1): Supports the adoption of both a new math curriculum (implementation year: 2027) and a new ELA curriculum (implementation year: 2028). One significant part of the work that UnboundEd will provide is the professional learning for committee members regarding the frameworks for both curriculum adoptions. The cost is over the course of three years, 2026-2028.

-Safety Care Training: $30,000 (Action 2.1): Safety Care Training is an evidence-based training that helps teams reduce behavioral crises. When we train our employees in Safety Care, they are better equipped to manage and de-escalate a range of student behaviors such as, but not limited to: physical and verbal aggression, elopement, property destruction and self-injury. The need for this training is seen both in our self-contained classrooms and amongst our youngest general education classrooms (TK-1), where students are still learning how to "do school."

-Cultural Competency work: $75,000 (Action 3.2): This work continues to be an area of need for SCUSD. As discussed below in the "Engaging Educational Partners" section, our community desires to see themselves in our classrooms and schools in a more meaningful way. We also need to take time to provide our entire staff with training on this important topic so they can have a true understanding of what cultural competency looks like in the classroom in an effort to support a finding from Dr. Wright's 100-Day Listening and Learning Tour report that states "the district should recognize and amplify successes by highlighting effective inclusion and equity initiatives across the organization…" and support the community's desire for safe, inclusive and courageous climates.

-Dragon Fly Forward: $66,000 (Action 1.6): Working with Dragon Fly Forward enables the district to continue to move our MTSS work forward in an effort to realize the necessary work of defining and calibrating high-leverage instructional practices and aligning our work to further ensure that our systems (work that supports staff behavior), data (that supports decision making) and practices (work that supports student behavior) are overlapping with each other in order to create an equity driven system that ultimately helps us improve social emotional, behavioral and academic outcomes for students. The need for this is clearly outlined in the Superintendent's 100 Day report and the data collected during the strategic planning process.

-CDS TOSA: $78,219 (Action 5.5): The CDS TOSA will provide additional academic site supports and support in providing assessments and analyzing student outcomes in order to guide the work of the classified staff members providing intervention, following the analysis of student assessments. The role provides access to instruction for credit-deficient pupils to complete graduation/grade promotion requirements. In

addition to these LREBG funds, Santa Clara Community Day school has been provided with additional Equity Multiplier Funds in the amount of $51,697 (plus a $6,000 carryover).

The budgeted costs associated with each LREBG item above are based on estimates currently available to us and do not include indirect (overhead) costs. Indirect costs are incorporated into the fiscal calculations below.

Reflections: Technical Assistance

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

SCUSD was identified for Differentiated Assistance (DA) based on results of the 2025 CA School Dashboard. Differentiated Assistance is triggered under a variety of factors each fall when the state releases a new CA School Dashboard. 2025 showed that one or more student groups performed at the lowest level across more than one state priority level. These include Homeless Youth (Academics-ELA & Math, as well as, Suspension Rate) and Long-term English Learners (Chronic Absenteeism and Suspension Rate). As this is the third consecutive year Homeless Youth has been identified for DA, the district has now entered into "Specialized Assistance" with the geographic lead agency (currently the Santa Clara County Office of Education) for this student group. However, it should be noted that last year (2024 Dashboard) the district was identified for DA for our Homeless Youth due to high Chronic Absenteeism rates. Through the district's efforts, those rates decreased on the 2025 dashboard by 13.7 percentage points and removed Chronic Absenteeism as a qualifying indicator. Additionally, due to efforts by district leadership and staff, the district exited differentiated assistance related to our Students with Disabilities, bolstered by increases in ELA performance (+5.7 points), decreases in chronic absenteeism (-1.5 percentage points), and increases in Graduation rates (+5.7 percentage points) and College and Career readiness (+7.7 percentage points).

As noted above, our LREBG funds will be focused on enhancing educational outcomes for our English Learner/Multilingual Learner students. Therefore, our DA work for the 2026-27 school year will focus on outcomes for our Homeless Youth. Specifically, the district's DA team has decided to target our high suspension rate among this student group (11.9%). The district will engage in deep data analysis regarding the behaviors that are leading to suspensions of our Homeless Youth, along with a focus on a broader set of incident data, which may or may not have resulted in suspension. Additional factors will be added to the analysis, such as dual identification (English Learner status and an IEP). This approach will create a "case study" for this student population and give the district a better idea of the educational environment. As discussed during our DA Team meetings, this student group faces many challenges that adversely impact their ability to engage in our educational system. It is therefore important that we take a thoughtful approach to mitigate undesirable behaviors before a suspension occurs, as well as explore alternatives to suspension when behaviors dictate disciplinary action. This strategy involves a mindset shift rooted in collective administrator knowledge of who our youth currently experiencing homelessness are and what support structures can be employed to address the unique challenges they face. Specialized professional learning sessions for district staff, ongoing conversations regarding California's suspension regulations, and enhanced cycles of inquiry that include Homeless Youth outside of SST meetings are examples of initiatives in the 2026-27 school year that will support this work.

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.

Wilson Independent Study High School

Support for Identified Schools

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

Wilson High School is our independent study high school. Students who choose to attend Wilson do so for a variety of reasons. Data tells us that students come to Wilson for some of the following reasons: disenfranchised at comprehensive high school, family/personal trauma, and school phobia/anxiety. Students are most often severely deficient in credits needed to graduate, have high rates of absenteeism, and have social emotional needs that affect their learning. In working with the school, based on these needs, Wilson will offer a summer credit recovery program which will mirror the school year program and is flexible for Wilson students. They are also implementing Positive Behavior Interventions and Supports (PBIS) which includes a data collection system, professional development for staff and coaching for Tier 1 PBIS, and additional counseling and wellness staff provide services to students. These interventions will help our most at-risk students improve their attendance, improve their social-emotional well-being and work toward successfully obtaining a high school diploma and becoming college and career ready. The School Site Council is engaged in ongoing feedback sessions at their scheduled meetings throughout the year. The CSI plan is a standing agenda item at regularly scheduled staff meetings. These plans align with the school's SPSA and WASC plan.

Monitoring and Evaluating Effectiveness

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

Metrics: Graduation Rate, School Attendance, PBIS data and SEL survey data will be reviewed annually in order to evaluate the implementation and make any necessary adjustments reviewed annually by district office with site leadership team. Wilson High School's SPSA provides details on their goals, actions and metrics.

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
Students Parents Certificated Staff Classified Staff Principals/Site Administrators District Leadership/Management Labor Partners Community Partners	This year the district welcomed a new Superintendent. Upon his arrival, he engaged in a 100 Day Listening and Learning journey throughout the fall. During that time Dr. Wright and Executive Cabinet hosted 5 listening sessions held on: September 4, 6, and 16, 2026, in-person, for the general public. On October 7 (in-person) and 8 (virtual), 2026, we hosted sessions specifically designed for our Spanish speaking partners. During all of these sessions students, parents, certificated, classified and management staff attended. Each session was guided by three essential questions as they relate to leadership and governance, achievement, culture and operations, and family and community engagement: -What key strengths or traditions SCUSD should persevere? -What are the district's most pressing challenges that need to be addressed? -What strategies do you think are essential to move the district forward? In addition to the public sessions mentioned above, Dr. Wright met with many educational partners throughout the fall during 20 minute, one-to-one, “coffee chats” either in person or virtually. Finally, the

Educational Partner(s)	Process for Engagement
	district sent a district wide survey to ensure a broader audience was able to provide feedback to Dr. Wright. In November, Dr. Wright presented his findings to the Board of Trustees. Much of the findings are applicable to the work accomplished through the LCAP. Following the report, Dr. Wright and Executive Cabinet began working on the Strategic Plan. During the strategic planning process, multiple input sessions were hosted for our educational partners regarding the direction of the Strategic Plan, which influences the LCAP, as well. Those meetings were all held in the spring of 2026 on the following dates: -March 17: Virtual sessions for DAC members -March 23: In-person session at the monthly General Administrators Meeting which includes all certificated and classified management. -March 24: Virtual session for those focused on our System of Supports (MTSS) work. -March 24: Virtual session for the general public -April 7: In-person session for students -April 7: In-person session for the general public
District Advisory Committee	The District Advisory Committee plays the role of the Parent Advisory Committee. The DAC meetings were facilitated by the Interim Assistant Superintendent of Educational Services and the Director of Assessment and Accountability, and include the Superintendent, two school board members, senior district leadership, and over 40 members representing key educational partner groups, labor and parent leaders, parents of students with disabilities, certificated and classified staff, and student representatives. The DAC meets three times each year via Zoom in the evenings to provide input and feedback on the revision and updating of the Annual Update to the LCAP. This year, meetings were held on February 3, 2026, March 17, 2026 and April 28, 2026. There is a running agenda and meeting notes taken. This school year, at the first meeting, the DAC participated in reviewing the potential changes to the LCAP based on the potential

Educational Partner(s)	Process for Engagement
	impacts of rightsizing. They identified items within the LCAP that are highly valued and thus needed to be taken into consideration when making staffing decisions. At the second meeting, the group also provided feedback on a draft of the new strategic plan that will be implemented in the 2026-2027 school year, and will most definitely drive the direction of the creation of our upcoming 2027-2030 LCAP. At the April meeting, the DAC provided final input on the working draft of the LCAP by discussing successes and challenges from the year and potential changes for the coming year as related to actions, metrics and budget. The DAC is a critical avenue for educational partner participation in the development of the LCAP and Annual Update.
District English Learner Advisory Committee	The LCAP was shared for input and feedback to inform the Annual Update with the District English Learner Advisory Committee (DELAC) on February 5, 2026. The DELAC is composed of 43 English Learner Advisory Committee members, one from each school in the district, as well as specific district staff responsible for EL and supplemental programs, including Title 3. There are also two Board members on the DELAC. The DELAC is a critical avenue for input and insight regarding the needs of our English learner student and family population. At the February meeting, DELAC members participated in reviewing the potential changes to the LCAP based on the potential impacts of rightsizing. They identified items within the LCAP that are highly valued and thus needed to be taken into consideration when making staffing decisions. At the May 7, 2026 meeting the DELAC provided final input on the working draft of the LCAP by discussing successes and challenges from the year and potential changes for the coming year as related to actions, metrics and budget. The DELAC is a critical avenue for educational partner participation in the development of the LCAP and Annual Update.
Superintendent's Student Council	LCAP updates were shared with the Superintendent's Student Council, which is a representative body comprising 5-6 students from

Educational Partner(s)	Process for Engagement
	each of the district's middle and high schools, for a total of about 50 students. At the February 6, 2026 meeting, about 40 student council members, including appointed student senators, participated in reviewing the potential changes to the LCAP based on the potential impacts of rightsizing. Following the meeting's activity, the SCUSD Student Trustee and SCUSD student senators shared a report documenting the feedback given during the meeting, as well as an elaboration on challenges experienced by our students. Under utilized, stigmatized, and poorly advertised wellness centers, inconsistencies in access to courses, clubs, school events, cultural recognition, and food options, along with a need to strengthen college preparation, counseling, and financial aid guidance were highlighted. Recommendations included: Improving Wellness Accessibility, creating inclusive spaces to address issues with low student confidence and event participation, ensuring extracurricular equity by providing start-up funds for clubs, standardizing district course and food offerings, starting college advisory earlier and gathering information from students beyond those who have taken-on leadership roles.
SELPA Director	The draft LCAP was shared with the SELPA director at a meeting on May 14, 2026 for feedback. The SELPA director provided valuable feedback, much of which has been incorporated into the document: added a statement about SCUSD's work surrounding CIM and included the percentage of SWDs in our general information section.
Public comment on the draft LCAP	The district posted the draft LCAP on the district's website from May 22, 2026 to June 2, 2026. Opportunities for public comment were also provided during the public hearing on the LCAP on May 28, 2026. The public had the opportunity to complete a google form to provide feedback. The content of these forms was downloaded into a spreadsheet that the LCAP team reviewed.
New Valley Continuation High School Educational Partners	New Valley's Principal, Dr. Laurie Stapleton, held several meetings with staff throughout the year to discuss how to best utilize their Equity Multiplier funds which sunset at the end of the 2025-26 school year. These meetings included: SSC/Budget Committee planning meetings on September 26, October 24, and January 22, 2025; and, staff consensus-driven planning sessions on January 15 and February 5, 2026.

Educational Partner(s)	Process for Engagement
Santa Clara Community Day School Educational Partners	Santa Clara Community Day Principal, Amleset Manning, facilitated a series of collaborative staff and faculty meetings from September 2025 through April 2026, to determine the most impactful application of Equity Multiplier funding. This process actively engaged the MTSS Leadership Team, classroom teachers, and support staff in a comprehensive review of site metrics. By continually focusing site efforts on aligning financial resources with the school's most urgent academic and wellness needs, the team finalized a strategic set of data-driven goals and actions for the School Site Council for review and approval on February 11, 2026. The SSC revised and approved the final plan on May 7, 2026.

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

In 2024, the district solicited input on the development of the new LCAP goals, actions, metrics and investments through a robust set of multiple engagements with various committees and groups, as well as through an LCAP input survey that had over 1,150 respondents, as well as public comments on the posted draft LCAP. These community inputs were carefully reviewed and considered as the new LCAP was drafted. For the 2025-2026 Annual Update, surveys were sent out through site principals, with a request to forward to staff and school site council members. Dramatically fewer survey responses were received. We believe that this is because during the LCAP development process, we emphasized that respondents were providing feedback for a three year plan. For the 2026-2027 annual update, the LCAP team utilized data that was authentically collected through community input sessions, throughout the year.

As stated above, our new Superintendent embarked on a 100 Day Listening and Learning journey throughout the fall, engaging in several in-person and virtual sessions with a broad range of educational partners and conducting a district-wide survey. Following these sessions, the Executive Cabinet met with partners to elicit input on the updated strategic plan, which will be implemented during the 2026-2027 school year. The insights gathered throughout the year provided authentic feedback that directly influenced this annual update.
From these multiple opportunities for engagement, SCUSD identified five core strengths:
-Excellence in Learning and Opportunity
-Whole-Child Wellness, Inclusion, and Relationships
-Collaboration and Leadership
-Community Trust and Engagement
-Innovation, Systems, and Continuous Improvement

These strengths validate the work outlined in this plan through the identified LCAP goals and actions. For example, feedback regarding targeted academic interventions—such as tutoring before, during, and after school—indicates these are viewed as essential to meeting the diverse needs of students (Action 1.2).

In addition to the strengths, five areas for growth were identified:

-Academic Excellence and Coherent Instruction
-Safe, Inclusive, and Supportive School Climates
-Equitable Services and Multi-Tiered Systems of Support (MTSS)
-Systems, Communication, and Accountability
-Fiscal Stewardship, Operational Reliability, and Resource Equity

According to our educational leaders, the district's most pressing instructional challenge is the need for coherence and consistency across classrooms. To address this, a team of SCUSD administrators and certificated and classified staff identified a Tier 1 instructional strategy for district-wide implementation: teacher clarity. Teachers and families expressed a desire for a renewed focus on foundational skills, including reading, writing, and mathematics. Educational partners also underscored that classroom learning must remain the central focus of the district, prioritizing knowledge, skills, and character development to ensure every graduate is prepared for college and career. The focus on teacher clarity ensures that both teachers and students have a clear understanding of what is being learned, why it is being learned, and what success looks like. Action 1.1, related to professional learning and instructional coaching, will focus on the implementation of teacher clarity across all classrooms (PK–Post-Secondary).
Additionally, during the 2026-2027 school year, many teachers will pilot new math materials to inform a district-wide adoption for the 2027-2028 school year. This process focuses on ensuring a strong curriculum aligned to Common Core State Standards (CCSS) to increase instructional consistency.

Educators also expressed frustration that data often fails to inform instruction, revealing a gap between assessment, analysis, and action. Based on this, SCUSD is developing a Data Dashboard where staff can easily access information to track student progress—specifically for our unduplicated students and those with IEPs. This work is directly connected to our efforts to articulate a more robust Multi-Tiered System of Supports (MTSS) in the 2026-2027 school year (Action 1.6).

During the DAC meeting on February 3, participants provided feedback on rightsizing efforts as they relate to the LCAP. A summary of their feedback includes:
Staffing Reductions: Participants expressed concern regarding proposed staffing cuts and their impact on school stability. They emphasized that Teachers on Special Assignment (TOSAs) and instructional coaches are critical to daily operations, often supporting school sites when principals are unavailable and managing essential MTSS functions.

Vulnerable Populations: Members worried that low-income, first-generation, Special Education (SPED), and newcomer students would be disproportionately affected by reduced access to counselors and literacy support. Early literacy (K–3) and the reduction of the overall number of academic counselors were highlighted as major concerns.

In response, the district reduced the number of planned TOSA reductions. While the original plan was to eliminate 35 positions, that number was lowered to 26.5, which includes the reinstatement of a TOSA focused on Special Education and the maintenance of thirteen literacy intervention TOSAs for the 2026-2027 school year (Actions 1.1, 1.3).

Additionally, while targeted funds do not pay for academic counselors, the district adjusted its plan based on partner feedback. SCUSD will maintain a 1.0 FTE counselor at each alternative high school; comprehensive high schools will now see a reduction of only one academic

counselor rather than the two originally planned for the 2026-2027 school year. Future reductions at the high schools will take place in the 2027-2028 school year, assuming enrollment projections remain consistent,

The committee also questioned the decision to reset certain baseline metrics for 2026-2027, fearing it would be difficult to measure the impact of previous programs. While some metrics were changed due to new assessment decisions made collaboratively with teachers and administrators, staff took this concern into account when finalizing metrics. Finally, in response to suggestions regarding co-teaching and intercultural awareness, the district will maintain current co-teaching levels while a committee develops shared metrics for the model (Action 2.5). Cultural competency training will also be implemented for staff during the 2026-2027 school year (Action 3.2).

Some of the key themes that emerged from previous years' survey responses that we will continue working on include:

-Improve availability of before and after school learning opportunities. In response to this feedback, the district is reinstituting the opportunity for teachers to provide before and after small group instruction to students at their schools. The focus must be on English language arts, English Language Development and/or mathematics, and students are prioritized by their iReady or ELPAC results and unduplicated status. (Action 1.2)
-Improve intercultural awareness and understanding, and increase multicultural events. (Action 3.2)
-Support for continued investments in this LCAP include: professional learning in anti-bias, growth mindset, culturally responsive practices, career pathways, and a continued focus on social emotional supports and trauma informed practices.
-Support for our English learners, which is also addressed in our English Learner Master Plan. Our ELSAT role, which represents a substantial investment in targeted funds, not only assesses EL language growth and proficiency, but also provides critical supports for EL students and families, including newcomers, ELs, and LTELs.
-We will continue to prioritize the importance of supporting students with Individual Education Plans (IEPs). Students with IEPs were added to the priority student groups and a separate action created for that group. Our Special Education Plan is aligned with the LCAP and details additional supports for students with IEPs. Tutoring has also been a key interest of educational partners in order to mitigate the loss of schooling that we've experienced and the potential widening of achievement gaps. Through our Research Practice Learning ---Partnership with Stanford Graduate School of Education, the primary focus of the work together will be inclusivity for students with learning differences.
-Santa Clara Community Day educational partners have been engaging in data review cycles throughout the 2025-26 school year. These convenings brought together site administrators, school staff and Santa Clara Community Day's School Site Council members to review progress towards their goals, planned actions and metrics. The work Santa Clara Community Day has engaged within as a result of the Equity Multiplier funds has contributed to their recent designation as a 2026 Model Community Day School. Updates to their 2026-27 SPSA have been reviewed by district staff and are reflected in Santa Clara Community Day's School Plan for Student Achievement (SPSA) Goal #3 and within this LCAP under Goal #5, Equity Multiplier. (Actions 5.1 through 5.3).

New Valley High School carried over Equity Multiplier funding from the 2024-25 school year into the 2025-26 school year. However, based on feedback from educational partners and their plan to spend their remaining equity multiplier funds by the end of the school year, it was decided that they would not continue their equity multiplier goal into the 2026-27 school year. New Valley remains committed to enhancing the college and career readiness of their students and has created a new goal in their SPSA, "Improve Students' College/Career Readiness" that will not utilize Equity Multiplier funds. As such, the goals, actions and metrics under Goal #4, Equity Multiplier. (Actions 4.1 through 4.5) will be discontinued.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.	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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Annual student progress in meeting or exceeding state standards, on-track student progress toward graduation, and student on-time college and career ready graduation are all critical priorities for SCUSD. In addition to continuing to improve overall student outcomes, we prioritize narrowing and ultimately closing the equity gap in academic performance between student groups in SCUSD. Currently there is significant disparity in graduation rates between our white and asian student groups and our Latino/a student group in particular.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students Meeting and Exceeding ELA standards (Action 1.1)	Spring 2023 CAASPP ELA Overall: 59.28% Hispanic/Latino: 34.76% English Learner: 16.86% Economically Disadvantaged: 39.55% Students with Disabilities: 21.57% Homeless: 12.50%	Spring 2024 CAASPP ELA Overall: 58.5% Hispanic/Latino: 33.82% English Learner: 13.82% Economically Disadvantaged: 35.57%	Spring 2025 CAASPP ELA Overall: 60.24% Hispanic/Latino: 37.37% English Learner: 13.19% Economically Disadvantaged: 37.07%	Spring 2026 CAASPP ELA Overall: 75% Hispanic/Latino: 60% English Learner: 29.10% Economically Disadvantaged: 68.27%	Overall: +0.96% Hispanic/Latino: +2.61% English Learner: -3.67% Economically Disadvantaged: -2.48% Students with Disabilities: +0.31% Homeless: +7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 21.41% Homeless: 23.08%	Students with Disabilities: 21.88% Homeless: 20.00%	Students with Disabilities: 37.23% Homeless: 21.58%	
1.2	Percent of students Meeting and Exceeding Math standards (Action 1.1)	Spring 2023 CAASPP Math Overall: 47.46% Hispanic/Latino: 19.45% English Learner: 15.89% Economically Disadvantaged: 25.48% Students with Disabilities: 19.29% Homeless: 5.88%	Spring 2024 CAASPP Math Overall: 47.84% Hispanic/Latino: 20.7% English Learner: 14.24% Economically Disadvantaged: 24.18% Students with Disabilities: 18.83% Homeless: 20.0%	Spring 2025 CAASPP Math Overall: 49.45% Hispanic/Latino: 21.92% English Learner: 13.70% Economically Disadvantaged: 24.31% Students with Disabilities: 17.66% Homeless: 12.5%	Spring 2026 CAASPP Math Overall: 65% Hispanic/Latino: 50% English Learner: 40.85% Economically Disadvantaged: 65.50% Students with Disabilities: 49.59% Homeless: 15.12%	Overall: +1.99% Hispanic/Latino: +2.47% English Learner: -2.19% Economically Disadvantaged: -1.17% Students with Disabilities: -1.63% Homeless: +6.62%
1.3	Percent of students Meeting and Exceeding Science standards (Action 1.1)	Spring 2023 CAASPP CAST Overall: 42.09% Hispanic/Latino: 17.15% English Learner: 4.36% Economically Disadvantaged: 22.17% Students with Disabilities: 12.74% Homeless: 16.67%	Spring 2024 CAASPP CAST Overall: 42.14% Hispanic/Latino: 19.21% English Learner: 4.05% Economically Disadvantaged: 20.7% Students with Disabilities: 14.0% Homeless: 10.53%	Spring 2025 CAASPP CAST Overall: 46.6% Hispanic/Latino: 22.25% English Learner: 4.82% Economically Disadvantaged: 23.75% Students with Disabilities: 15.53% Homeless: 13.64%	Spring 2026 CAASPP CAST Overall: 57% Hispanic/Latino: 29.60% English Learner: 7.53% Economically Disadvantaged: 56.99% Students with Disabilities: 32.75% Homeless: 42.85%	Overall: +4.51% Hispanic/Latino: +5.1% English Learner: +0.46% Economically Disadvantaged: +1.58% Students with Disabilities: +2.79% Homeless: -3.03%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Percent of High School Graduates (4-Year Cohort) (Action 1.1)	Spring 2023 Graduates Overall: 89.1% Hispanic/Latino: 84.8% English Learner: 81.3% Economically Disadvantaged: 85.5% Students with Disabilities: 76.8% Homeless: 66.7%	Spring 2024 Graduates Overall: 89% Hispanic/Latino: 82.1% English Learner: 75.9% Economically Disadvantaged: 86.3% Students with Disabilities: 71.3% Homeless: 73.9%	Spring 2025 Graduates Overall: 90.9% Hispanic/Latino: 87.5% English Learner: 80.4% Economically Disadvantaged: 88% Students with Disabilities: 77% Homeless: 77.8%	Spring 2026 Graduates Overall: 98% Hispanic/Latino: 96% English Learner: 92% Economically Disadvantaged: 97% Students with Disabilities: 87% Homeless: 76%	Overall: +1.8% Hispanic/Latino: +2.7% English Learner: -0.9% Economically Disadvantaged: +2.5% Students with Disabilities: +0.2% Homeless: +11.1%
1.5	Percent of Graduates Meeting UC/CSU Requirements (Four-Year Adjusted Cohort) (Action 1.1)	Spring 2023 Graduates/UC/CSU Overall: 47.0% Hispanic/Latino: 24.9% English Learner: 18.3% Economically Disadvantaged: 30% Students with Disabilities: 14.1% Homeless: 6.1%	Spring 2024 Graduates/UC/CSU Overall: 46.0% Hispanic/Latino: 23.6.% English Learner: 16.6% Economically Disadvantaged: 31.1% Students with Disabilities: 10.5% Homeless: 13.0%	Spring 2025 Graduates/UC/CSU Overall: 46.5% Hispanic/Latino: 22.8.% English Learner: 16.3% Economically Disadvantaged: 30.5% Students with Disabilities: 11.8% Homeless: 16.7%	Spring 2026 Graduates/UC/CSU Overall: 60% Hispanic/Latino: 43% English Learner: 32% Economically Disadvantaged: 52% Students with Disabilities: 24% Homeless: 11%	Overall: -0.5% Hispanic/Latino: -2.1% English Learner: -2% Economically Disadvantaged: +0.5% Students with Disabilities: -2.3% Homeless: +10.6%
1.6	Percent of students enrolled in an AP course (Action 1.1)	Spring 2024 AP course enrollment Overall: 19.3% Hispanic/Latino: 19.4% English Learner: 1.8% LTEL: 0.5% Economically Disadvantaged: 17.4%	Spring 2025 AP course enrollment Overall: 32.01% Hispanic/Latino: 20.9% English Learner: 1.74% LTEL: 2.7%	Spring 2026 AP course enrollment Overall: 32.87% Hispanic/Latino: 17.44% English Learner: 4.12% LTEL: 3.00%	Spring 2027 AP course enrollment Overall: 25% Hispanic/Latino: 30% English Learner: 10% LTEL: 5%	Overall: +13.57% Hispanic/Latino: -1.96% English Learner: +2.32% LTEL: +2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 2.7%	Economically Disadvantaged: 19.11% Students with Disabilities: 2.22%	Economically Disadvantaged: 18.16% Students with Disabilities:0.61%	Economically Disadvantaged: 25% Students with Disabilities: 10%	Economically Disadvantaged: +0.76% Students with Disabilities: -2.09%
1.7	Percent of students passing their AP exam with a 3 or higher (Action 1.1)	Spring 2023 AP exam scores Overall: 79.5% Hispanic/Latino: 74.7% English Learner: 88.2% LTEL: 40.0% Economically Disadvantaged: 78.3% Students with Disabilities: 64%	Spring 2024 AP exam scores Overall: 78.7% Hispanic/Latino: 66.2% English Learner: 71.4% LTEL: 100 % Economically Disadvantaged: 62.7% Students with Disabilities: 40.9%	Spring 2025 AP exam scores Overall: 82.5% Hispanic/Latino: 73.2% English Learner: 81.3% LTEL: 100% (n=1) Economically Disadvantaged: 71.7% Students with Disabilities: 66.7%	Spring 2026 AP exam scores Overall: 90% Hispanic/Latino: 90% English Learner: 95% LTEL: 60% Economically Disadvantaged: 90% Students with Disabilities: 75%	Overall: +3.0% Hispanic/Latino: -1.5% English Learner: -6.9% LTEL: +60% (n=1) Economically Disadvantaged: -6.6% Students with Disabilities: +2.7%
1.8	Percent of high school graduates who are placed in the "Prepared" level on the College/Career Indicator (Action 1.1)	2023 CA School Dashboard Overall: 67.1% Hispanic/Latino: 47.9% English Learner: 41.5% Economically Disadvantaged: 53.3% Students with Disabilities: 35% Homeless: 18.8%	2024 CA School Dashboard Overall: 69.5% Hispanic/Latino: 49.3% English Learner: 41.2% Economically Disadvantaged: 58.1% Students with Disabilities: 32% Homeless: 31.8%	2025 CA School Dashboard Overall: 70.7% Hispanic/Latino: 50% English Learner: 43.1% Economically Disadvantaged: 59.6% Students with Disabilities: 40.2% Homeless: 32.4%	2026 CA School Dashboard Overall: 75% Hispanic/Latino: 61% English Learner: 53% Economically Disadvantaged: 68% Students with Disabilities: 45% Homeless: 24%	Overall: +3.6% Hispanic/Latino: +2.1% English Learner: +1.6% Economically Disadvantaged: +6.3% Students with Disabilities: +5.2% Homeless: +13.6%
1.9	Percent of teachers with a clear or preliminary credential (Action 1.1)	2023 CA School Dashboard 89.6%	2024 CA School Dashboard 89.1%	2025 CA School Dashboard 89.9%	2026 CA School Dashboard 90%	Current Difference from Baseline: +0.3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home student groups (Action 1.1)	2023 CA School Dashboard 0%	2024 CA School Dashboard 0%	2025 CA School Dashboard 0%	2026 CA School Dashboard 0%	Current Difference from Baseline: +0%.
1.11	Percent of facilities in "Good Repair" Standard (Action 1.1)	2023 CA School Dashboard 100%	2024 CA School Dashboard 100%	2025 CA School Dashboard 100%	2026 CA School Dashboard 100%	Current Difference from Baseline: +0%.
1.12	Average rating of progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to adopted academic standards and/or curriculum frameworks (Action 1.1)	Spring 2024 Priority 2 Self-Assessment Tool ELA: 3 (Initial Implementation) Math: 3 (Initial Implementation) History/Social Studies: 3 (Initial Implementation) ELD: 3 (Initial Implementation) NGSS: 3 (Initial Implementation)	Spring 2025 Priority 2 Self-Assessment Tool ELA: 3 (Initial Implementation) Math: 4 (Full Implementation) History/Social Studies: 3 (Initial Implementation) ELD: 3 (Initial Implementation) NGSS: 3 (Initial Implementation)	Spring 2026 Priority 2 Self-Assessment Tool ELA: 3 (Initial Implementation) Math: 3 (Initial Implementation) History/Social Studies: 3 (Initial Implementation) ELD: 3 (Initial Implementation) NGSS: 3 (Initial Implementation)	Spring 2027 Priority 2 Self-Assessment Tool ELA: 5 (Full Implementation And Sustainability) Math: 5 (Full Implementation And Sustainability) History/Social Studies: 5 (Full Implementation And Sustainability) ELD: 5 (Full Implementation And Sustainability) NGSS: 5 (Full Implementation And Sustainability)	Current Difference from Baseline: Priority 2 Self-Assessment Tool ELA: No Change Math: No change History/Social Studies: No Change ELD: No Change NGSS: No Change
1.13	Percent of unduplicated students participating in before and after school support. (Action 1.2)	Spring 2024 English Learners: 21.3% Foster youth: 28.6% Homeless: 28.6%	Spring 2025 English Learners: 31.5% Foster youth: 100% Homeless: 40.7%	Spring 2026 English Learners: 25.3% Foster youth: 37.5% Homeless: 34.6%	Spring 2027 English Learners: 60% Foster youth: 60% Homeless: 60%	Current Difference from Baseline: English Learners: +4.0%. Foster youth: +8.9%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Economically Disadvantaged: 24.8% Hispanic/Latino: 24.3%	Economically Disadvantaged: 44.9% Hispanic/Latino: 35.2%	Economically Disadvantaged: 32.0% Hispanic/Latino: 28.3%	Economically Disadvantaged: 60% Hispanic/Latino: 60%	Homeless: +6.0%. Economically Disadvantaged: +7.2%. Hispanic/Latino: +4.0%.
1.14	Percent of unduplicated students who scored two or more grade levels below standard on the iReady ELA or Math assessment who participated in before and/or after school programming. (Action 1.2)	Spring 2024 English Learners: 16.4% Foster youth: 50.0% Homeless: 18.2% Economically Disadvantaged: 9.4% Hispanic/Latino: 19.9%	Spring 2025 English Learners: 30.3% Foster youth: 42.9% Homeless: 20.4% Economically Disadvantaged: 40.0% Hispanic/Latino: 30.9%	Spring 2026 English Learners: 25.6% Foster youth: 55.6% Homeless: 33.3% Economically Disadvantaged: 29.4% Hispanic/Latino: 28.0%	Spring 2027 English Learners: 75% Foster youth: 75% Homeless: 75% Economically Disadvantaged: 75% Hispanic/Latino: 75%	Current Difference from Baseline: English Learners: +9.2% Foster youth: +5.6% Homeless: +15.1% Economically Disadvantaged: +20.0% Hispanic/Latino: +8.1%
1.15	Percent of students receiving 1:1 literacy intervention (Reading Recovery) meeting & exceeding the Reading Recovery National growth average (Action 1.3)	Spring 2024 Overall: TBD English Learners: TBD Foster youth: TBD Homeless: TBD Economically Disadvantaged: TBD Hispanic/Latino: TBD Baseline will be set during the 2024-25 school year. REVISED BASELINE Spring 2024 Overall: 98%	Spring 2025 Overall: 94%	Spring 2025 Overall: 94%	Spring 2027 Overall: 100% English Learners: 100% Foster youth: 100% Homeless: 100% Economically Disadvantaged: 100% Hispanic/Latino: 100% REVISED TARGET Overall: 100%	Current Difference from Baseline: English Learners: -4.0%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Percent of students receiving small group literacy intervention (Rise) who are meeting & exceeding their iReady "Stretch Growth" targets. (Action 1.3)	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW) Spring 2024 Overall: TBD English Learners: TBD Foster youth: TBD Homeless: TBD Economically Disadvantaged: TBD Hispanic/Latino: TBD Baseline will be set during the 2024-25 school year. REVISED BASELINE Spring 2024 (Overall) 100% or More: 20.7% 75% to 99%: 24.4% 50% to 74%: 23.0% 25% to 49%: 17.4% Less than 25%: 14.6% Spring 2024 (English Learner) 100% or More: 18.9% 75% to 99%: 23.8% 50% to 74%: 23.0% 25% to 49%: 17.2% Less than 25%: 17.2% Spring 2024	Spring 2025 (Overall) 100% or More: 20.0% 75% to 99%: 18.4% 50% to 74%: 26.3% 25% to 49%: 20.0% Less than 25%: 15.3% Spring 2025 (English Learner) 100% or More: 23.9% 75% to 99%: 20.5% 50% to 74%: 28.2% 25% to 49%: 18.8% Less than 25%: 8.5% Spring 2025 (Economically Disadvantaged) 100% or More: 20.0% 75% to 99%: 19.2% 50% to 74%: 20.8% 25% to 49%: 20.8%	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW) Spring 2027 Overall: 100% English Learners: 100% Foster youth: 100% Homeless: 100% Economically Disadvantaged: 100% Hispanic/Latino: 100% REVISED TARGET Spring 2027 (Overall) 100% or More: 20% 75% to 99%: 18% 50% to 74%: 26% 25% to 49%: 20% Less than 25%: 15% Spring 2027 (English Learner) 100% or More: 24% 75% to 99%: 21%	N/A DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Economically Disadvantaged) 100% or More: 14.6% 75% to 99%: 17.7% 50% to 74%: 27.1% 25% to 49%: 21.9% Less than 25%: 18.8% Spring 2024 (Hispanic/Latino) 100% or More: 23.1% 75% to 99%: 22.1% 50% to 74%: 25.0% 25% to 49%: 12.5% Less than 25%: 17.3%	Less than 25%: 19.2% Spring 2025 (Hispanic/Latino) 100% or More: 16.2% 75% to 99%: 21.6% 50% to 74%: 22.5% 25% to 49%: 23.4% Less than 25%: 16.2%		50% to 74%: 28% 25% to 49%: 19% Less than 25%: 9% Spring 2027 (Economically Disadvantaged) 100% or More: 20% 75% to 99%: 19% 50% to 74%: 21% 25% to 49%: 21% Less than 25%: 19% Spring 2027 (Hispanic/Latino) 100% or More: 16% 75% to 99%: 22% 50% to 74%: 23% 25% to 49%: 23% Less than 25%: 16%	
1.17	Percent of Summer school students (Grades K - 7) showing improvement in iReady Reading (Action 1.4) REVISED METRIC Percent of Summer school students (Grades 3 - 7) showing	Fall 2023 Overall: 61.6% 1st Grade: 71.6% 2nd Grade: 57.0% 3rd Grade: 54.2% 4th Grade: 67.6% 5th Grade: 59.2% 6th Grade 52.5% 7th Grade: 52.7% Hispanic/Latino Overall: 60.2%	Fall 2024 Overall: 66% 1st Grade: 77% 2nd Grade: 77% 3rd Grade: 57% 4th Grade: 68% 5th Grade: 55% 6th Grade 61% 7th Grade: 59% Hispanic/Latino Overall: 62%	Fall 2025 Overall: 55.8% (New Baseline) 3rd Grade: 60.5% 4th Grade: 60.3% 5th Grade: 54.8% 6th Grade 54.1% 7th Grade: 49.4% Hispanic/Latino Overall: 56.7% (New Baseline)	Fall 2026 Overall: 75% 1st Grade: 90% 2nd Grade: 70% 3rd Grade: 70% 4th Grade: 80% 5th Grade: 80% 6th Grade 80% 7th Grade: 80% Hispanic/Latino Overall: 90%	Current Difference from Baseline: Overall: N/A 1st Grade: N/A 2nd Grade: N/A 3rd Grade: +6.3% 4th Grade: -7.3% 5th Grade: -4.4% 6th Grade: +1.6% 7th Grade: -3.3% Hispanic/Latino

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	improvement in iReady Reading (Action 1.4) Overall baseline reset in Year 2, given removal of the iReady Reading assessment in Grades 1 & 2	1st Grade: 64.1% 2nd Grade: 70.0% 3rd Grade: 58.8% 4th Grade: 68.3% 5th Grade: 61.8% 6th Grade: 56.3% 7th Grade: 42.9% English Learner Overall: 67.3% 1st Grade: 66.1% 2nd Grade: 81.8% 3rd Grade: 63.0% 4th Grade: 62.2% 5th Grade: 66.1% 6th Grade: 69.7% 7th Grade: 54.2% SED Overall: 50%	1st Grade: 71% 2nd Grade: 75% 3rd Grade: 50% 4th Grade: 61% 5th Grade: 58% 6th Grade 53% 7th Grade: 59% English Learner Overall: 68% 1st Grade: 76% 2nd Grade: 73% 3rd Grade: 65% 4th Grade: 68% 5th Grade: 57% 6th Grade 62% 7th Grade: 68% SED Overall: 68%	3rd Grade: 63.6% 4th Grade: 71.8% 5th Grade: 54.2% 6th Grade 46.4% 7th Grade: 46.3% English Learner Overall: 57.9% (New Baseline) 3rd Grade: 65.9% 4th Grade: 60% 5th Grade: 53.7% 6th Grade 57.9% 7th Grade: 50% SED Overall: 56.5% (New Baseline)	1st Grade: 90% 2nd Grade: 85% 3rd Grade: 85% 4th Grade: 85% 5th Grade: 85% 6th Grade: 85% 7th Grade: 85% English Learner Overall: 90% 1st Grade: 90% 2nd Grade: 90% 3rd Grade: 85% 4th Grade: 85% 5th Grade: 85% 6th Grade: 85% 7th Grade: 70% SED Overall: 70%	Overall: N/A 1st Grade: N/A 2nd Grade: N/A 3rd Grade: +4.8% 4th Grade: +3.5% 5th Grade: -7.6% 6th Grade: -9.9% 7th Grade: +3.4% English Learner Overall: N/A 1st Grade: N/A 2nd Grade: N/A 3rd Grade: +2.9% 4th Grade: -2.2% 5th Grade: -12.4% 6th Grade: -11.8% 7th Grade: -4.2% SED Overall: N/A
1.18	Percent of Summer school students (Grades K - 7) showing improvement in iReady Math (Action 1.4)	Fall 2023 Overall: 53.2% 1st Grade: 51.3% 2nd Grade: 56.6% 3rd Grade: 60.6% 4th Grade: 51.8% 5th Grade: 44.3% 6th Grade 51.7% 7th Grade: 51.9% Hispanic/Latino Overall: 48.7% 1st Grade: 51.9% 2nd Grade: 56.4% 3rd Grade: 50.5% 4th Grade: 49.2% 5th Grade: 45.5%	Fall 2024 Overall: 63% 1st Grade: 75% 2nd Grade: 63% 3rd Grade: 69% 4th Grade: 62% 5th Grade: 50% 6th Grade 57% 7th Grade: 58% Hispanic/Latino Overall: 59% 1st Grade: 76% 2nd Grade: 59% 3rd Grade: 57% 4th Grade: 63% 5th Grade: 45%	Fall 2025 Overall: 58% 1st Grade: 70.5% 2nd Grade: 76.1% 3rd Grade: 59.3% 4th Grade: 50% 5th Grade: 60.8% 6th Grade 47.2% 7th Grade: 48.1% Hispanic/Latino Overall: 59.4% 1st Grade: 75.8% 2nd Grade: 80.8% 3rd Grade: 61.8% 4th Grade: 50% 5th Grade: 58.3%	Fall 2026 Overall: 75% 1st Grade: 75% 2nd Grade: 75% 3rd Grade: 80% 4th Grade: 75% 5th Grade: 75% 6th Grade: 75% 7th Grade: 75% Hispanic/Latino Overall: 70% 1st Grade: 70% 2nd Grade: 70% 3rd Grade: 70% 4th Grade: 70% 5th Grade: 70%	Current Difference from Baseline: Overall: +4.8% 1st Grade: +19.2% 2nd Grade: +19.5% 3rd Grade: -1.3% 4th Grade: -1.8% 5th Grade: +16.5% 6th Grade -4.5% 7th Grade: -3.8% Hispanic/Latino Overall: +10.7% 1st Grade: +23.9% 2nd Grade: +24.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6th Grade: 38.2% 7th Grade: 47.4% English Learner Overall: 53.6% 1st Grade: 54.2% 2nd Grade: 55.9% 3rd Grade: 61.5% 4th Grade: 70.5% 5th Grade: 47.5% 6th Grade: 31.3% 7th Grade: 47.8% SED Overall: 50%	6th Grade 55% 7th Grade: 53% English Learner Overall: 65% 1st Grade: 80% 2nd Grade: 60% 3rd Grade: 83% 4th Grade: 58% 5th Grade: 53% 6th Grade 55% 7th Grade: 68% SED Overall: 63%	6th Grade 51.9% 7th Grade: 48.1% English Learner Overall: 60.8% 1st Grade: 73.1% 2nd Grade: 80.8% 3rd Grade: 65.9% 4th Grade: 52.8% 5th Grade: 63.4% 6th Grade 61.1% 7th Grade: 32.3% SED Overall: 58%	6th Grade: 60% 7th Grade: 70% English Learner Overall: 70% 1st Grade: 70% 2nd Grade: 70% 3rd Grade: 80% 4th Grade: 90% 5th Grade: 70% 6th Grade: 50% 7th Grade: 70% SED Overall: 70%	3rd Grade: +11.3% 4th Grade: +0.8% 5th Grade: +12.8% 6th Grade: +13.7% 7th Grade: +0.7% English Learner Overall: +7.2% 1st Grade: +18.9% 2nd Grade: +24.9% 3rd Grade: +4.4% 4th Grade: -17.7% 5th Grade: +15.9% 6th Grade: +29.8% 7th Grade: -15.5% SED Overall: +8.0%
1.19	Percent of students enrolled in a CTE Pathway Grades 9-12 (Action 1.5)	Spring 2024 CTE Pathway enrollment Overall: 25.4% Hispanic/Latino: 28.2% English Learner: 3.5% LTEL: 21.3% Economically Disadvantaged: 26.2% Students with Disabilities: 31.3% REVISED BASELINE CALCULATION (Spring 2026) English Learner: 21.7%	Spring 2025 CTE Pathway enrollment Overall: 27.1% Hispanic/Latino: 30.5% English Learner: 20.8% LTEL: 21.2% Economically Disadvantaged: 28.6% Students with Disabilities: 29.5%	Spring 2026 CTE Pathway enrollment: TBD Overall: 32.5% Hispanic/Latino: 36.8% English Learner: 23.2% LTEL: 22.9% Economically Disadvantaged: 34.2% Students with Disabilities: 30.8%	Spring 2027 CTE Pathway enrollment Overall: 60% Hispanic/Latino: 60% English Learner: 15% LTEL: 40% Economically Disadvantaged: 40% Students with Disabilities: 55%	Current Difference from Baseline: Overall: 7.1% Hispanic/Latino: 8.6% English Learner: 1.5% LTEL: 1.6% Economically Disadvantaged: 8% Students with Disabilities: -0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	Percent of students completing a CTE Pathway Grades 9-12 (Action 1.5)	Spring 2023 completing CTE pathway Overall: 22.1% Hispanic/Latino: 26% English Learner: 26.3% LTEL: 16.7% Economically Disadvantaged: 23.2% Students with Disabilities: 26% Homeless: 15.2%	Spring 2024 completing CTE pathway Overall: 23.4% Hispanic/Latino: 25.2% English Learner: 18.3% LTEL: 22.4% Economically Disadvantaged: 25.9% Students with Disabilities: 21.0% Homeless: 8.7%	Spring 2025 completing CTE pathway Overall: 18.9% Hispanic/Latino: 15.2% English Learner: 12.5% LTEL: 18.4% Economically Disadvantaged: 19.6% Students with Disabilities: 15.7% Homeless: 8.3%	Spring 2026 completing CTE pathway Overall: 40% Hispanic/Latino: 40% English Learner: 40% LTEL: 35% Economically Disadvantaged: 40% Students with Disabilities: 40% Homeless: 30	Current Difference from Baseline: Overall: -3.2% Hispanic/Latino: -10.8% English Learner: -13.8% LTEL: +1.7% Economically Disadvantaged: -3.6% Students with Disabilities: -10.3% Homeless: -6.9%
1.21	Percent of Graduates completing both a CTE pathway and CSU/UC a-g requirements (Four-Year Adjusted Cohort) (Action 1.5)	Spring 2023 completing CTE pathway and CSU/UC a-g requirements Overall: 9.1% Hispanic/Latino: 6.2% English Learner: 5.4% Economically Disadvantaged: 6.1% Students with Disabilities: 4.0% Homeless: 0.0%	Spring 2024 completing CTE pathway and CSU/UC a-g requirements Overall: 9.7% Hispanic/Latino: 6.3% English Learner: 4.1% Economically Disadvantaged: 7.9% Students with Disabilities: 2.2% Homeless: 4.3%	Spring 2025 completing CTE pathway and CSU/UC a-g requirements Overall: 9.1% Hispanic/Latino: 3.5% English Learner: 1.9% Economically Disadvantaged: 6.6% Students with Disabilities: 2.2% Homeless: 0.0%	Spring 2026 completing CTE pathway and CSU/UC a-g requirements Overall: 15% Hispanic/Latino: 15% English Learner: 10% Economically Disadvantaged: 15% Students with Disabilities: 10% Homeless: 10%	Current Difference from Baseline: Overall: 0% Hispanic/Latino: -2.7% English Learner: -3.5% Economically Disadvantaged: +0.5% Students with Disabilities: -1.8% Homeless: 0%
1.22	Number of Data Literacy Module Views (Action 1.6)	Spring 2024 (April 30) Data Literacy Module Views = 3,885	Spring 2025 (April 30)	Spring 2026 (April 23) Data Literacy Module/Resource	Spring 2027 (April 30) Data Literacy Module Views =	Current Difference from Baseline: -3,557 views

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Literacy Module/Resource Views = 2,776	Views = 328 unique views	5,000	
1.23	Percent of educators (i.e. classroom teachers, TOSAs, administrators) responding that they "Agreed" or "Strongly Agreed" that they gained insight regarding their site/classroom data that they did not previously have on a district survey. (Action 1.6)	Spring 2024 (April 30) 63% of survey respondents "Agreed" or "Strongly Agreed" that they gained insight regarding their site/classroom data that they did not previously have.	Spring 2025 (May) 84% of survey respondents "Agreed" or "Strongly Agreed" that they gained insight regarding their site/classroom data that they did not previously have.	Spring 2026 (April) 97.3% of survey respondents "Agreed" or "Strongly Agreed" that they gained insight regarding their site/classroom data that they did not previously have.	Spring 2027 (April 30) 85% of survey respondents "Agreed" or "Strongly Agreed" that they gained insight regarding their site/classroom data that they did not previously have.	Current Difference from Baseline: +34.3%.
1.24	Percent of “English Learner” students making progress towards English Proficiency as measured by the English Learner Progress Indicator (ELPI) (Action 1.7)	Spring 2023 ELPAC (Local Calculation) Overall (English Learner) : 56.4% LTEL: 53.9%	Spring 2024 ELPAC (Local Calculation) Overall (English Learner) : 55.6% LTEL: 50.9%	Spring 2025 ELPAC Overall (English Learner) : 53.4% LTEL: 59.4%	Spring 2026 ELPAC (Local Calculation) Overall (English Learner) : 70% LTEL: 75%	Current Difference from Baseline: Overall (English Learner) : -3.0% LTEL: +5.5%
1.25	Percent of English Learner students “Reclassified as English Language Proficient” (RFEP). (Action 1.7)	Spring 2023 Overall (English Learner) : 22.6% LTEL: 33.3%	Spring 2024 Overall (English Learner) : 17.3% LTEL: 27.5%	Spring 2025 ELPAC Overall (English Learner) : 22.5% LTEL: 32.9%	Spring 2026 Overall (English Learner) : 40% LTEL: 55%	Current Difference from Baseline: Overall (English Learner) : -0.1% LTEL: -0.4%
1.26	Percent of Unduplicated students meeting their growth target between	Spring 2024 Overall: 58% English Learner: 58% LTEL: 60%	Spring 2025 Overall: 56% English Learner: 54%	Spring 2026 Overall: 54% English Learner: 55%	Spring 2027 Overall: 80% English Learner: 80%	Current Difference from Baseline: Overall: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	iReady Diagnostic 1 & Diagnostic 3 in Reading (Action 1.8 REVISED METRIC Percent of Unduplicated students in Grades 3-7 meeting their growth target between iReady Diagnostic 1 & Diagnostic 3 in Reading (Action 1.8)	Economically Disadvantaged: 54% Students with Disabilities: 50% REVISED BASELINE CALCULATION Spring 2024 Overall: 54% English Learner: 51% LTEL: 42% Economically Disadvantaged: 43% Students with Disabilities: 53% NEW BASELINE WILL BE CALCULATED IN THE 2026-27 SCHOOL YEAR	LTEL: 55% Economically Disadvantaged: 52% Students with Disabilities: 49%	LTEL: 52% Economically Disadvantaged: 54% Students with Disabilities:48%	LTEL: 75% Economically Disadvantaged: 80% Students with Disabilities: 75% REVISED TARGET TBD PENDING END OF YEAR RESULTS	English Learner: +4% LTEL: +10% Economically Disadvantaged: +11% Students with Disabilities: -5%
1.27	Percent of Unduplicated students meeting their growth target between iReady Diagnostic 1 & Diagnostic 3 in Math (Action 1.8)	Spring 2024 Overall: 50% English Learner : 49% LTEL: 43% Economically Disadvantaged:46% Students with Disabilities: 45% REVISED BASELINE CALCULATION Spring 2024 Overall: 46% English Learner : 42% LTEL: 39% Economically Disadvantaged:38%	Spring 2025 Overall: 46% English Learner: 42% LTEL: 45% Economically Disadvantaged: 39% Students with Disabilities: 41%	Spring 2026 Overall: 45% English Learner: 47% LTEL: 40% Economically Disadvantaged: 42% Students with Disabilities: 41%	Spring 2027 Overall: 70% English Learner : 70% LTEL: 65% Economically Disadvantaged:70 % Students with Disabilities: 65%	Current Difference from Baseline: Overall: -1% English Learner: +5% LTEL: +1% Economically Disadvantaged: +4% Students with Disabilities: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 40%				
1.28	Percent of 5th Grade students responding on average, “Yes, Most of the time” and “Yes, All of the time” when asked questions related to “Social Emotional Learning Supports” (Action 1.9)	Spring 2024 Overall: 79% English Learner: TBD LTEL: TBD Economically Disadvantaged: TBD Students with Disabilities: TBD Baseline for individual student groups will be set during the 2024-25 school year. REVISED BASELINE Fall 2023 Overall: 79% American Indian or Alaska Native: 85% Asian or Asian American: 78% Black or African American: 78% Hispanic or Latinx: 83% Native Hawaiian or Pacific Islander: N/A White: 79% Mixed (two or more) ethnics: 77% Something else: 75% Gender Male: 79% Gender Female:79%	Spring 2025 DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	Spring 2026 METRIC HAS BEEN REINSTATED (SEE DESCRIPTION OF CHANGES BELOW) Fall 2025 Overall: 80% American Indian or Alaska Native: 82% Asian or Asian American: 80% Black or African American: N/A Hispanic or Latino/a: 83% Native Hawaiian or Pacific Islander: N/A White: 80% Mixed (two or more) ethnics: 77% Something else: 76% Gender Male: 79% Gender Female: 81%	Spring 2027 Overall: 90% English Learner: 90% LTEL: 90% Economically Disadvantaged: 90% Students with Disabilities: 90% DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW) METRIC HAS BEEN REINSTATED (SEE DESCRIPTION OF CHANGES BELOW) REVISED TARGET Fall 2026 Overall: 90% American Indian or Alaska Native: 90% Asian or Asian American: 90%	Current Difference from Baseline: Overall: +1% American Indian or Alaska Native: -3% Asian or Asian American: +2% Black or African American: N/A Hispanic or Latino/a: +0% Native Hawaiian or Pacific Islander: N/A White: +1% Mixed (two or more) ethnics: +0% Something else: +1% Gender Male: +0% Gender Female: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Black or African American: 90% Hispanic or Latinx: 90% Native Hawaiian or Pacific Islander: N/A White: 90% Mixed (two or more) ethnics: 90% Something else: 90% Gender Male: 90% Gender Female:90%	
1.29	Percent of 7th Grade students responding on average, “Pretty much true” and “Very much true” when asked questions related to “Social Emotional Distress” (Action 1.9)	Spring 2024 Overall: 35.2% English Learner: TBD LTEL: TBD Economically Disadvantaged: TBD Students with Disabilities: TBD Baseline for individual student groups will be set during the 2024-25 school year REVISED BASELINE Fall 2023 Overall: 24% English Learner: 17% English Learner > 7 years (LTEL): 33%	Spring 2025 DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	Spring 2026 METRIC HAS BEEN REINSTATED (SEE DESCRIPTION OF CHANGES BELOW) Fall 2025 Overall: 20% English Learner: 19% English Learner > 7 years (LTEL): 7% Students with Disabilities: 22%	Spring 2027 Overall: 60% English Learner: 60% LTEL: 40% Economically Disadvantaged: 60% Students with Disabilities: 60% REVISED TARGET Fall 2026 Overall: 60% English Learner: 60% English Learner > 7 years (LTEL): 40%	Current Difference from Baseline: N/A METRIC DISCONTINUED Overall: -4% English Learner: +2% English Learner > 7 years (LTEL): -26% Students with Disabilities: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 23%			Students with Disabilities: 60%	
1.30	Percent of 9th Grade students responding on average, “Pretty much true” and “Very much true” when asked questions related to “Social Emotional Distress” (Action 1.9)	Spring 2024 Overall: 28% English Learner: 22% English Learner > 7 years: 39% Students with Disabilities: 36% REVISED BASELINE Fall 2023 Overall: 28% English Learner: 27% English Learner > 7 years (LTEL): 39% Students with Disabilities: 36%	Spring 2025 DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	Spring 2026 METRIC HAS BEEN REINSTATED (SEE DESCRIPTION OF CHANGES BELOW) Fall 2025 Overall: 20% English Learner: 17% English Learner > 7 years (LTEL): N/A Students with Disabilities: 20%	Spring 2027 Overall: 55% English Learner: 55% English Learner > 7 years: 70% Students with Disabilities: 60%	Current Difference from Baseline: Overall: -8% English Learner: -10% English Learner > 7 years (LTEL): N/A Students with Disabilities: -16%
1.31	Percent of 11th Grade students responding on average, “Pretty much true” and “Very much true” when asked questions related to “Social Emotional Distress” (Action 1.9)	Spring 2024 Overall: 28% English Learner: 30% English Learner > 7 years: TBD Students with Disabilities: 29% Baseline for English Learner > 7 years students will be set during the 2024-25 school year.	Spring 2025 DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	Spring 2026 METRIC HAS BEEN REINSTATED (SEE DESCRIPTION OF CHANGES BELOW) Fall 2025 Overall: 28% English Learner: 23% English Learner >	Spring 2027 Overall: 55% English Learner: 55% English Learner > 7 years: 70% Students with Disabilities: 60%	Current Difference from Baseline: Overall: 0% English Learner: -7% English Learner > 7 years (LTEL): N/A Students with Disabilities: -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		REVISED BASELINE Fall 2023 Overall: 28% English Learner: 30% English Learner > 7 years: N/A Students with Disabilities: 29%		7 years: N/A Students with Disabilities: 23%		
1.32	11th Grade ELA EAP/CAASPP, Standard Met/Exceeded	Spring 2023 All: 67.77% Hispanic: 46.43% English Learners: 11.22% Students with Disabilities: 19.05%	Spring 2024 All: 55.73% Hispanic: 47.18% English Learners: 7.46% Students with Disabilities: 16.98%	Spring 2025 All: 66.82% Hispanic: 46.81% English Learners: 7.14% Students with Disabilities: 25.00%	Spring 2026 All: 75% Hispanic: 65% English Learners: 25% Students with Disabilities: 35%	Current Difference from Baseline: All: -0.95% Hispanic: 0.38% English Learners: -4.08% Students with Disabilities: 5.95%
1.33	11th Grade Math EAP/CAASPP, Standard Met/Exceeded	Spring 2023 All: 40.4% Hispanic: 15.5% English Learners: 5.27% Students with Disabilities: 9.09%	Spring 2024 All: 27.9% Hispanic: 16.57% English Learners: 3.11% Students with Disabilities: 4.65%	Spring 2025 All: 41.21% Hispanic: 13.86% English Learners: 5.88% Students with Disabilities: 6.21%	Spring 2026 All: 55% Hispanic: 30% English Learners: 20% Students with Disabilities: 20%	Current Difference from Baseline: All: 0.81% Hispanic: -1.64% English Learners: 0.61% Students with Disabilities: -2.88%
1.34	(NEW 2024-25) Sense of Belonging score on the Developmental Relationships Survey (DRS) 0-100 point scale. (Action 1.9)	Fall 2024 (DRS) Sense of Belonging score: UPPER ELEMENTARY SCHOOL (Grades 4 & 5) Overall: 71 (N= 618) English Learner: 63 (N= 107)	NEW METRIC ADDED MAY 2025	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	Fall 2026 (DRS) Sense of Belonging score: UPPER ELEMENTARY SCHOOL (Grades 4 & 5) Overall: 80	Current Difference from Baseline: N/A DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 62 (N= 69) Economically Disadvantaged: 69 (N=187) MIDDLE SCHOOL (Grade 7) Overall: 62 (N= 843) English Learner: 63 (N= 114) LTEL: 64 (N= 58) Students with Disabilities: 62 (N=85) Economically Disadvantaged: 58 (N= 278) HIGH SCHOOL (Grades 9-12) Overall: 61 (N= 1,787) English Learner: 61 (N= 146) LTEL: 57 (N=75) Students with Disabilities: 57 (N= 218) Economically Disadvantaged: 59 (N=571)			English Learner: 80 Students with Disabilities: 80 Economically Disadvantaged: 80 MIDDLE SCHOOL (Grade 7) Overall: 80 English Learner: 80 LTEL: 80 Students with Disabilities: 80 Economically Disadvantaged: 80 HIGH SCHOOL (Grades 9-12) Overall: 75 English Learner: 75 LTEL: 75 Students with Disabilities: 75 Economically Disadvantaged: 75 DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	
1.35	(NEW 2024-25) Culturally Responsive	Fall 2024 (DRS)	NEW METRIC ADDED MAY 2025	DISCONTINUED METRIC (SEE	Fall 2026 (DRS)	Current Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Environments average score on the Developmental Relationships Survey (DRS) 0-100 point scale. (Action 1.9)	Culturally Responsive Environments Score: UPPER ELEMENTARY SCHOOL (Grades 4 & 5) Overall: 71 (N= 618) English Learner: 66 (N= 107) Students with Disabilities: 68 (N= 69) Economically Disadvantaged: 69 (N=187) MIDDLE SCHOOL (Grade 7) Overall: 65 (N= 843) English Learner: 66 (N= 114) LTEL: 63 (N= 58) Students with Disabilities: 62 (N=85) Economically Disadvantaged: 62 (N= 278) HIGH SCHOOL (Grades 9-12) Overall: 64 (N= 1,787) English Learner: 62 (N= 146) LTEL: 61 (N=75) Students with Disabilities: 60 (N= 218)		DESCRIPTION OF CHANGES BELOW)	Culturally Responsive Environments score: UPPER ELEMENTARY SCHOOL (Grades 4 & 5) Overall: 80 English Learner: 80 Students with Disabilities: 80 Economically Disadvantaged: 80 MIDDLE SCHOOL (Grade 7) Overall: 80 English Learner: 80 LTEL: 80 Students with Disabilities: 80 Economically Disadvantaged: 80 HIGH SCHOOL (Grades 9-12) Overall: 75 English Learner: 75 LTEL: 75 Students with Disabilities: 75	N/A DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Economically Disadvantaged: 62 (N=571)			Economically Disadvantaged: 75 DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	
1.36	(NEW 2024-25) Percent and count of students that have experienced bias or discrimination by a peer or staff member when at school, as measured by the Developmental Relationships Survey (DRS) 0-100 point scale. (Action 1.9)	Fall 2024 (DRS) Experienced any form of bias/discrimination when at School (From Peers & Staff): UPPER ELEMENTARY SCHOOL (Grades 4 & 5) Overall (Peers): 0.3% (n=2) Overall (Staff): 0.0% (n=0) English Learner (Peers): 0.9% (n=1) English Learner (Staff): 0.0% (n=0) Students with Disabilities (Peers): 1.4% (n=1) Students with Disabilities (Staff): 0.0% (n= 0) Economically Disadvantaged (Peers): 1.1% (n=2)	NEW METRIC ADDED MAY 2025	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	Fall 2026 (DRS) Experienced any form of bias/discrimination when at School (From Peers & Staff): UPPER ELEMENTARY SCHOOL (Grades 4 & 5) Overall (Peers): 0% Overall (Staff): 0% English Learner (Peers): 0% English Learner (Staff): 0% Students with Disabilities (Peers): 0.7% Students with Disabilities (Staff): 0% Economically Disadvantaged (Peers): 0.5%	Current Difference from Baseline: N/A DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Economically Disadvantaged (Staff): 0% (n=0) MIDDLE SCHOOL (Grade 7) Overall (Peers): 33% (n=276) Overall (Staff): 7% (n=60) English Learner (Peers): 34% (n=39) English Learner (Staff): 15% (n=17) LTEL(Peers): 33% (n=19) LTEL(Staff): 12% (n=7) Students with Disabilities (Peers): 34% (n=29) Students with Disabilities (Staff): 21% (n=18) Economically Disadvantaged (Peers): 32% (n=90) Economically Disadvantaged (Staff): 12% (n=32) HIGH SCHOOL (Grades 9-12) Overall (Peers): 16% (n=294) Overall (Staff): 5% (n=93)			Economically Disadvantaged (Staff): 0% MIDDLE SCHOOL (Grade 7) Overall (Peers): 22% Overall (Staff): 0% English Learner (Peers): 23% English Learner (Staff): 0% LTEL(Peers): 22% LTEL(Staff): 0% Students with Disabilities (Peers):13% Students with Disabilities (Staff): 0% Economically Disadvantaged (Peers): 21% Economically Disadvantaged (Staff): 0% HIGH SCHOOL (Grades 9-12) Overall (Peers):11% Overall (Staff): 0% English Learner (Peers): 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner (Peers): 22% (n=32) English Learner (Staff): 10% (n=15) LTEL(Peers): 21% (n=16) LTEL(Staff): 13% (n=10) Students with Disabilities (Peers): 20% (n=44) Students with Disabilities (Staff): 9% (n=19) Economically Disadvantaged (Peers): 16% (n=89) Economically Disadvantaged (Staff): 5% (n=31)			English Learner (Staff): 0% LTEL(Peers): 14% LTEL(Staff): 0% Students with Disabilities (Peers): 13% Students with Disabilities (Staff): 0% Economically Disadvantaged (Peers): 10% Economically Disadvantaged (Staff): 0% DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	
1.37	NEW METRIC Percent of students receiving Tier 2 and Tier 3 Literacy Intervention supports increasing their Lexile level between the Beginning-of-Year Dibels assessment and the End-of-Year Assessment. (Action 1.3)	Percent of students increasing their Lexile level between the 2025-26 Beginning-of-Year Dibels assessment and the End-of-Year Assessment. Students receiving Tier 2 Intervention: 95.5% Students receiving Tier 2 & Tier 3 Intervention: 100%	N/A	N/A	Percent of students increasing their Lexile level between the 2025-26 Beginning-of-Year Dibels assessment and the End-of-Year Assessment. Students receiving Tier 2 Intervention: 100%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students receiving Tier 3 Intervention: 98.7%			Students receiving Tier 2 & Tier 3 Intervention: 100% Students receiving Tier 3 Intervention: 100%	

Goal Analysis [2025-26]

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

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

ACTION 1.1
Across Secondary Education, the district has implemented a coherent, multi-layered system of professional learning and instructional coaching, anchored in the district days of learning (DDOL), pull-out collaboration days, and ongoing coaching cycles, that is improving instructional practice and student outcomes in literacy and mathematics. In English Language Arts, teachers engaged in a year-long, sequenced professional learning arc focused on pre-reading, during reading, and extending learning, reinforced through districtwide Writing Performance Tasks (grades 6–11) and subsequent calibration and scoring sessions that built a shared understanding of rigor and proficiency across sites. This work was supported through TOSA-led observational rounds, department meetings, and 1:1 coaching, with a focus on academic vocabulary, structured note-taking, and text interaction, and was continuously refined using data analysis comparing Writing Performance Task results to CAASPP outcomes. In Mathematics, DDOL sessions centered on the Standards for Mathematical Practice, particularly SMP 7 and SMP 8, emphasizing student discourse, reasoning, and conceptual understanding, with teachers engaging in model lessons as learners and applying these practices through guided planning and coaching cycles focused on Universal Design for Learning and formative assessment. The Math Pilot and Adoption process further served as embedded professional learning, with teachers using a shared rubric to evaluate high-quality instructional materials, while partnership with UnBoundEd supported district and site leaders in analyzing the instructional core and identifying systemwide areas for growth. Across both content areas, this work intentionally centered historically underserved student groups by prioritizing academic language development, access to rigorous content, and inclusive instructional strategies, supported by MTSS alignment, Tier I strengthening, and D/F data analysis protocols that enabled targeted interventions, resulting in documented reductions in D/F rates and improved outcomes for groups including English learners and Hispanic/Latino students. Capacity building extended beyond teachers to site leaders through literacy goal-setting, learning walks, and development of tools such as the Teacher Clarity walkthrough tool, with cross-department collaboration reinforcing a unified system of support.

Elementary Professional Learning Sessions for PK/TK focused on the updated California Preschool and Transitional Kindergarten Learning Foundations, with particular attention to the “Approaches to Learning” and “Physical Development” domains. Participants explored key updates and deepened their understanding of developmentally appropriate practices that nurture young children’s curiosity and engagement.

The session provided practical strategies and tools to help educators intentionally integrate these foundations into daily routines and classroom environments, supporting children's development in early learning settings.

Elementary Professional Learning in K-2 focused on strengthening early literacy instruction through assessment and targeted teaching practices. Participants gained understanding of how DIBELS 8th Edition measures foundational reading skills and practiced administering and scoring mCLASS assessments with fidelity. Building on this data, sessions emphasized the role of small group instruction in providing differentiated support, ensuring students engage with appropriately challenging texts. Participants explored practical strategies for implementing effective small group reading and writing instruction, with particular attention to the strong connection between oral language, reading, and writing in the primary grades. These sessions highlighted how intentional small group instruction can accelerate literacy development and support students in becoming proficient readers and writers

Elementary Professional Learning in 3-5 focused on strengthening students' writing to accelerate learning and build readiness for extended writing tasks. Teachers explored the purpose and impact of short written responses and were introduced to structured approaches within the writing process, including analyzing exemplar texts, planning, revising, and self-assessing. The session emphasized the SRSD (Self-Regulated Strategy Development) framework, highlighting the use of think-alouds and self-regulation strategies to support student independence and metacognition. Participants engaged in practicing these instructional strategies and examined how explicit modeling, oral rehearsal, and collaborative discussions enhance both language development and writing skills. In collaborative grade-level teams, teachers designed a content-area POWER writing cycle to implement in their classrooms. Overall, the session supported teachers in building cohesive instructional practices that connect daily writing to improved student performance, making assessment readiness a natural outcome of strong, consistent instruction.

ACTION 1.2
There was a difference between the planning and actual implementation of the action. This year the district focused on seeking a tutoring program that could meet our specific students' needs, during the school day, and was sustainable long term. Through our pilot of external tutoring at Cabrillo (Math 8) and Wilcox (Geometry), we have determined the program's impact was insufficient to justify continuation beyond this year. A key challenge included high tutor turnover and the complexity of onboarding external staff into unique classroom environments making it difficult to maintain consistency or track long-term data.

A different type of tutoring opportunity is being piloted at the Agnew campus. MHS High school students are tutoring Kinder students at Agnew in writing. The high school students are learning how to teach writing skills which is strengthening their own writing skills. This model has been impactful for both the high school tutors and their Kindergarten tutees and will continue next school year. This work is an example of what can be accomplished through our partnership with Stanford, and was born out of the RPLP work.

Additionally, the district has continued to build upon a range of targeted Tier 2 supports during the school day through structured programs such as AVID and counseling interventions at the secondary level.

ACTION 1.3
The Literacy Intervention Team (LIT) was designed to distribute resources in a more equitable way and develop a sustainable system for literacy intervention that supports the lowest achieving students in first and second grade. LIT teachers work in teams to provide intervention at multiple sites. This collaboration allows LITs to design, teach and facilitate the most growth possible, enabling the team to focus on a cycle

of observation and instruction. Schools with the highest need receive intervention services at the deepest levels (Tier 2 and Tier 3). LITs have been trained in early literacy instruction and intervention programs including LETRS, Orton Gillingham, UFLI, Reading Recovery, Literacy Lessons, RISE, and the Comprehensive Intervention Model which allows tailored instruction based on the needs of the students. This year, literacy teams provided Tier 2 and 3 supports at 14 elementary sites to the lowest performing students.

ACTION 1.4
In collaboration with our Expanded Learning Opportunities program, credentialed teachers provided 319 elementary students targeted small-group instruction in the following areas:
-Math: Focused instruction to reinforce mathematical concepts and problem-solving skills.
-Language Arts: Literacy support aimed at improving phonics, reading comprehension, writing, and critical thinking.
-English Language Development (ELD): Specialized sessions to help English learners (Level 1) enhance their language proficiency and communication skills.

Students who were below grade level in these areas were selected for small group sessions.

280 middle school students attended summer programs. Students scoring two or more grade levels below had priority registration. They were provided with embedded literacy and math in the morning, followed and complemented by enrichment activities in the afternoon. 1133 high school students were enrolled in our high school summer and recovered approximately 2300 credits. Extended School Year (ESY) programming for students who have ESY on their IEPs was also offered for students in PreK-12+ grade. ESY provided a Pathfinder Program for incoming 9th graders, as well. This one week program focuses on preparing 9th graders for high school. Specialized programming for K-12 Multilingual newcomers was provided in order for students to continue growing their English language acquisition.

At the secondary level, the district has taken important steps to analyze student data and design summer learning opportunities, particularly in credit recovery and targeted course offerings, to support students with identified needs. Moving forward, there is an opportunity to more clearly articulate and formalize a comprehensive 6–12 summer program aligned to Tier 2 and Tier 3 supports within the MTSS framework.

ACTION 1.5
The Career Technical Education (CTE) staff aligned departmental resources and efforts with the district's strategic goals and initiatives, establishing measures for successful implementation. A key focus was developing strategies and educational approaches to integrate career exploration and Work-Based Learning (WBL) opportunities for multilingual learners and underserved populations. Throughout the year, CTE staff meetings emphasized techniques for embedding literacy support within WBL and career exploration activities as teachers revised curriculum.

Professional development was dedicated to mastering the Elements of High-Quality CTE standards and skill sets. This time was used to assess areas of high achievement, identify skill gaps, and develop action plans to address those gaps. Furthermore, the CTE department reviewed internal data—including budget utilization, work-based learning statistics, and performance against the 12 High-Quality standards—to inform future planning. Significant emphasis was placed on how SCUSD can cultivate and maintain industry partnerships, ensuring that CTE standards remain current and aligned with the needs and practices of the current workforce.

Despite the strong systematic work happening with our CTE programs, we will need to focus on improving CTE pathway participation in the coming year(s).

ACTION 1.6
This year, school sites were provided with data analytics support to guide data inquiry cycles related to their Problem of Practice SMARTIE goals, cycles of inquiry, and Site Leadership Team (SLT) Networking Sessions. The majority of this support was conducted on a 1:1 basis with department staff from the district's Data, Assessment and Accountability Department working in close partnership with site principals, teachers on special assignment and classroom teachers. However, several district level resources were created and shared across the system. These include the "Getting to Know Your Students" reports created in the Renaissance DnA platform that combined all available education records regarding academic and SEL outcomes of our students, along with conditional formatting to highlight areas of concern and growth. These reports were intended to support teachers in understanding the composition of their classrooms and to adjust instructional practices during first instruction. They also served as a resource hub for teachers to assess the end of year outcomes of their outgoing classes, something that was widely requested by our teachers. Additional large-scale efforts included guided CAASPP ELA and Math results presentations and Target and Claim reports to inform progress on site SMARTIE goals. Additionally, new dashboards were created in Ellevation, our district's English Learner/Multilingual Learner data platform. One dashboard focused on identifying and assessing the educational outcomes of the district's Newcomer English Learner population, while the other highlighted outcomes and suggested intervention strategies related to our EL and RFEP monitoring practices.

At the secondary level, we have been building targeted interventions driven by D/F data analysis in both mathematics and counseling, where teams identified students with one or more D/F grades and implemented strategic supports, resulting in measurable reductions in failure rates for unduplicated student groups such as Hispanic/Latino students and English Learners. Additionally, Secondary Principal Networking Meetings include data based presentations by hosting principals.

Elementary sites regularly utilize data walls during program meetings and many utilize data inquiry cycles to improve their work. Most notably, at our four school sites receiving CCEIS coaching support.

All school leadership teams have received tools and networked learning opportunities in quarterly SLT meetings during which they shared data on progress toward their Problem of Practice SMARTIE goals and where teams dove into California Health Kids survey data together. The SLTs then took that data protocol back to their sites for further analysis during a March DDOL.

ACTION 1.7
Every PK and TK teacher has gone through Sobrato Early Academic Language (SEAL) module training throughout the year. The SEAL modules are designed to support English Learners while benefiting all students through high leverage, developmentally appropriate instructional practices. SEAL emphasizes creating affirming and enriched learning environments where students engage with rich, precise, expressive, and academic language across the curriculum. Strong family-school partnerships, alignment across systems, a focus on language development, and supportive learning environment are essential elements of the SEAL training. All PK and TK teachers in the district have participated cross-site collaboration sessions led by our instructional coach to share best practices and refine their SEAL units.

Across Secondary Education, the district has implemented a comprehensive and targeted system of support for English Learner (EL) students, grounded in both instructional practice and data-driven intervention. In English Language Arts, professional learning has

emphasized academic language development, structured text interaction, and calibrated writing performance tasks to ensure equitable access and consistent expectations, while in Mathematics, coaching has prioritized student discourse, sense-making, and Universal Design for Learning to provide multiple entry points for EL students. These Tier 1 efforts are reinforced by targeted Tier 2 interventions, where counseling and site teams have used grading and progress-monitoring data to identify English Learners and Long-Term English Learners for additional support, resulting in documented improvements such as reductions in D/F rates and gains in performance levels. At the systems level, the district has strengthened programmatic coherence through ongoing audits of ELD placement and reclassification practices and by embedding EL-focused strategies within MTSS and core instruction across content areas, reinforcing literacy as a shared responsibility. Additionally, equity-focused initiatives, including the Social Justice Cohort and Equity Design Team, have advanced asset-based and inclusive practices that further support EL student success. While there is some evidence of general family engagement and accessible counseling support, there is less consistent documentation of targeted services specifically designed for EL families, representing an opportunity to further strengthen a comprehensive, student-and-family-centered approach.

ACTION 1.8 and ACTION 1.9
Schools plan for the use of targeted expenditures through their SPSAs, which are strategically aligned with the SCUSD LCAP goals. School Site Councils approve SPSAs for all sites. Expenditures are reviewed by DAA and EdServices staff for compliance and presence in the SPSAs. Site administrators will be making adjustments to their targeted spending plans based on reduced budgets (due to declining enrollment of unduplicated students) and rightsizing decisions made at the district level. Expenditure rates are generally on track and schools are planning for next year based on their budget expenditures and needs during the 2025-2026 school year.

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.

Actions 1.1, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9 - The differences between budgeted and estimated actual expenditures were immaterial.

Action 1.2 - The significant decrease in Estimated Actual expenditures for Action 1.2 is due to the initial implementation not yielding the anticipated results. Therefore, the action was not fully implemented during the year, which led to lower expenditures than originally budgeted.

Action 1.5 - CTE is a multiyear grant; remaining balance is carried over to next school year in accordance with the grant spending timeline.

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

ACTION 1.1
Overall, Santa Clara USD experienced a modest increase in the percent of students Meeting and Exceeding ELA standards on the Smarter Balanced assessment (+0.96) (Metric 1.1). Among target student groups, English Learner students experienced the largest decrease (-4.06%), while our Homeless youth experienced the greatest gains (+7.5%) for the second year in a row (it is important to note that Homeless Youth comprise a small student group in SCUSD and is therefore prone to large increases and decreases in performance due to shifting enrollment within tested grade levels), our Hispanic/Latino and Students with Disabilities student groups saw an increase (+2.6% and

+0.31%, respectively). Student outcomes on the Smarter Balanced Math assessment (Metric 1.2) increased slightly more than ELA (+1.99%), while larger gains were seen among our Hispanic/Latino students (+2.47%), Economically Disadvantaged students (+11.59%) and our Homeless youth (+6.62%). English Learners saw a decrease in math (-2.19%), as did our Students with Disabilities (-1.63%).

CAST performance districtwide (Metric 1.3) experienced a more significant increase than ELA or Math (+4.51%), while our Hispanic/Latino students (+5.1%), English Learner students (+0.46%), Economically Disadvantaged students (+1.58%), and Students with Disabilities (+2.79%) also experienced increases. Homeless youth declined by 3.03 percentage points from our baseline, but it is an improvement from last year. 4-Year Cohort Graduation rates in SCUSD (Metric 1.4) increased modestly between 2023 and 2025 (+1.8%), resulting in a shift from yellow to green status on the CA School Dashboard. All of our target student groups, except for our English Learners (-0.9%), saw an increase in graduation rates. AP course enrollment (Metric 1.6) has increased greatly since 2023 with an increase of (13.57%). This result is bolstered by increased enrollment among some of our historically underrepresented student groups: English Learners (+2.32%), Long-Term English Learners (+2.5%), and Economically disadvantaged (+0.76%). The percentage of students graduating from Santa Clara USD that are “prepared” for success within college and/or a career (Metric 1.8) has increased overall by 3.6 percentage points. Notably, three historically underserved student groups experienced increases: Hispanic/Latino (+2.1%), English Learners (+1.6%), Economically Disadvantaged (+6.3%), Students with Disabilities (+5.2%), and Homeless Youth (+13.6%). The overall gains can be attributed to staying the course with coherent professional development on best practices in foundational literacy, literacy in the content areas, and strategies for English Learners, as well as building student and teacher familiarity with the CAASPP claims and targets in ELA, Math and Science.

Due to efforts by district leadership and staff, the district exited differentiated assistance related to our Students with Disabilities, bolstered by increases in ELA performance (+5.7 points), decreases in chronic absenteeism (-1.5 percentage points), and increases in Graduation rates (+5.7 percentage points) and College and Career readiness (+7.7 percentage points). For the 2026-27 school year, identified areas of growth include best practices for continued growth among our Special Education students and meeting the needs of our Homeless Youth, which is also taking place in our differentiated assistance work. In the 2026-2027 school year, we intend to continue and intensify these actions by having a common focus on the tier 1 strategy of teacher clarity district wide, enabling us to focus on the basics of ensuring that both students and teachers have clarity around the “why” for each lesson and a clear understanding of what success looks like at the end of each lesson.

Through sustained, aligned professional learning; embedded instructional coaching; and a strong focus on data and equity, Secondary Education has built educator capacity in ways that directly support improved student learning in literacy and mathematics, particularly for those student groups who have been historically underserved.

ACTION 1.2
The percentage of unduplicated students (i.e. Foster Youth, English Learners, Economically Disadvantaged, Homeless Youth) participating in before and after school support programs (Metric 1.13) decreased from one year ago. However, our participation rates are still greater than the baseline data collected in Spring of 2024. Specifically, English learners and Hispanic/Latino students have seen a 4.0% increase above the baseline, students experiencing homelessness have seen a 6.0% increase above the baseline, Foster Youth have seen an 8.9% increase and Economically Disadvantaged students have seen a 7.2% increase above the baseline.

ACTION 1.3
Accurately assessing the effectiveness of our Literacy Intervention program is a priority for the district. However, due to the district’s adoption of the Amplify Dibels Mclass 8 Reading difficulties screener in the 2025-26 school year, the district discontinued the use of iReady for

students in grades K-2. This change prevented the districtwide calculation of an iReady growth metric. When looking at Metric 1.15, we experienced a 4 percentage point reduction in the percent of full Program students exceeding the growth of the National Random Sample Students. Educational Partner feedback requested that both Metric 1.15 and 1.16 use the same measure of success. These changes require the creation of a new metric and baseline. As a result, the district has added a new metric (Metric 1.37), that will disaggregate students receiving Tier 2 and Tier 3 Literacy intervention support, but use the percent of students experiencing upward change in Lexile levels between the first Dibels assessment they take in the beginning of the year assessment and the last Dibels assessment taken at the end of the school year. When looking at baseline results, we see that 95.5% of students receiving Tier 2 supports experienced increases in their Lexile levels between the beginning of the school year and the end. Additionally, 98.7% of students receiving Tier 3 supports and 100% of students receiving Tier 2 & 3 supports experienced increases in their Lexile levels between the beginning of the school year and the end. These results are higher than the percent of students not receiving Literacy intervention in grades K-2, but increasing their Lexile (94%).

Metrics 1.17 and 1.18 consider the percent of students attending summer school programming who showed improvements in iReady Reading and Math. During the 2025-2026 school year expectations on who takes iReady changed to no longer include students in K-2. Furthermore, the structure of the summer program's academic support structure was fundamentally changed from whole day academic support to an ELOP focused model that provided pull-out academic support. Baseline results reveal that on average 56% of students in Grades 3-7 who attended Summer School programming in Summer 2025 experienced increased ELA performance on their fall iReady Reading assessment. The largest improvement percentage was seen among our 4th Grade students identifying as Hispanic/Latino (71.8%). When looking at Math outcomes, baseline results reveal that on average 58% of students in Grades K-7 who attended Summer School programming in Summer 2025 experienced increased Math performance on their fall iReady Math assessment. The largest improvement percentage was seen among our 2nd Grade students identifying as Hispanic/Latino (80.8%) and those identified as English Learners. Although these are solid results that surpass the baseline, overall they are 5 percentage points lower than the 2024 Math Summer program results.

ACTION 1.5
The percent of students overall who were enrolled in a CTE pathway in grades 9-12 (Metric 1.19) in spring 2026 will be calculated when the end of the year data is available in our certified CALPADS report. It terms of CTE related outcomes from last school year, the percent of students completing CTE Pathways in grades 9-12 (Metric 1.20) saw a decline in all student groups since spring of 2024: overall (-3.2%), Hispanic/Latino (-10.8%), English Learner (-13.8%), LTEL (-1.7%), Economically Disadvantaged (-3.6%), Students with Disabilities (-10.3%), and students experiencing Homelessness (-6.9%). These results are the second year in a row that we have seen drops in completion rates among many of our student groups. Additional reductions were seen in the percent of Graduates completing both a CTE pathway and CSU/UC a-g requirements among Hispanic/Latino students (-2.7%.), English Learner: -3.5%, and Students with Disabilities: -1.8%. There was no change among students experiencing Homelessness and a minor 0.5%. Increase among Economically Disadvantaged students.

ACTION 1.6
This year, school sites were provided with data analytics support to guide data inquiry cycles related to their Problem of Practice SMARTIE goals, cycles of inquiry, Site Leadership Team (SLT) Networking Sessions. The majority of this support was conducted in close partnership with site principals, teachers on special assignment and classroom teachers. However, several district level resources were created and shared across the system. These include the "Getting to Know Your Students" reports created in the Renaissance DnA platform that supported teachers in understanding the composition of their classrooms and to adjust instructional practices during first instruction, as well as, assess the end of year outcomes of their outgoing classes, CAASPP ELA and Math results presentations and Target and Claim reports

to inform progress on site SMARTIE goals. Additionally, new dashboards were created in Ellevation focused on identifying and assessing the educational outcomes of Newcomer English Learners and highlighted outcomes along with suggested intervention strategies related to our EL and RFEP monitoring practices. 97.3% of survey respondents "Agreed" or "Strongly Agreed" that they gained insight regarding their site/classroom data that they did not previously have. However, based on available outcome data, there appears to be a significant decline in the number of individuals viewing the district created data analytic resources (-3,557 views). It should be noted that this number is being heavily impacted by a lack of analytics regarding who is accessing the reports/resources. The current count only reflects views of one resource that was provided, the Target and Claim Reports. Resources such as the “Getting to Know your Students” reports and the Ellevation dashboard were widely shared and used during several districtwide professional development sessions and program meetings. What these results highlight is a need to effectively and accurately track access to district data resources. As previously noted, feedback data received would indicate high satisfaction with the developed resources, but a lack of insight into whether these resources are being utilized presents an incomplete picture of their impact within our system.

ACTION 1.7
The percent of English Learner students making progress towards English Proficiency (Metric 1.24) declined between spring 2024 and spring 2025 (-3.0%). However, the percent of LTEL students making progress increased substantially (+5.5%.). Further, reduction was seen in relation to the percent of English Learner students “Reclassified as English Language Proficient” (Metric 1.25) with English Learner students declining (-0.1) and LTEL students (-0.4). This represents the second year in a row with declining reclassification rates. Although we are pleased to see LTEL students making progress towards English Language proficiency, access to grade level instruction and grade level expectations (signaled by Reclassification) is the goal. The district continues to implement a range of targeted support for English Learner students through aligned instructional practices, data-driven interventions, and systemwide equity efforts. Such as, the new EL/ML Monitoring procedures aligned with best practices in English Language Development were implemented this year, along with the creation of dashboards to highlight intervention strategies selected by classroom teachers. However, there is still a need to further strengthen and more explicitly define targeted outreach and support services for English Learner families as part of a comprehensive approach.

ACTION 1.8
The effectiveness of Action 1.8 will be assessed during the 2025-26 school year due to changes in the district’s assessment calendar. After convening a group of educators across Elementary, Middle and High School, it was decided that there needed to be changes to the district’s iReady assessment windows in recognition of the exponential growth students make up until the end of the school year. As the iReady metric looks at progress towards meeting academic end-of -year targets, educators felt strongly about moving the window to the end of May. This change necessitates an end of the year data reporting period beyond the LCAP reporting period. As such, outcomes will be reported at the beginning of the 2026-27 school year.

ACTION 1.9
Metric 1.34: Sense of Belonging score, Metric 1.35: Culturally Responsive Environments average score, and Metric 1.36: Percent and count of students that have experienced bias or discrimination by a peer or staff member when at school, have all been temporarily discontinued due to a need to further explore the items associated with the Developmental Relationships Survey (DRS) and district student data collection procedures. However, Metrics 1.28, 1.29, 1.30, and 1.31 related to Social Emotional Learning Supports (5th Grade) and Social Emotional distress (7th, 9th & 11th) have all been reinstated. Results reveal 1% percentage point overall increase in 5th graders feeling supported most or all of the time. Specific groups reported feeling more supported, including Asian or Asian American (+2%), Female (+2%), White (+1%), and Something else (+1%) students. Overall distress decreased for both 7th graders (-4%) and 9th graders (-8%). Social Emotional Distress

among 7th-grade Long-Term English Learners (LTEL < 7 years) showed a massive -26% decrease in social-emotional distress. Distress dropped significantly for English Learners in both 9th grade (-10%) and 11th grade (-7%). Students with Disabilities showed consistent reductions in distress across all measured secondary grades: 7th grade (-1%), 11th grade (-6%), and notably 9th grade (-16%). However, the data also revealed challenges, with 5th-grade American Indian or Alaska Native students reporting a -3% drop in feeling supported and several groups experienced no change (0%) in feeling supported, including Black or African American, Hispanic or Latino/a, Mixed (two or more) ethnics, and Male students. Amongst English Learners in the 7th grade, there was a +2% increase in social-emotional distress and overall distress levels for 11th graders did not improve, remaining at 28%.

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.

While there are changes to metrics, including updates, revisions, and discontinuations, all actions in Goal 1 are being continued as described in the 2026-2027 school year with only slight modifications.

Action 1.1 will remain largely the same, but we will be utilizing LREBG funding to allow for continued work with UnboundEd to support the upcoming math and ELA adoptions and professional development surrounding those frameworks.

There will be a modest revision to action 1.2 to clarify that the district will not be pursuing centralized contracts with tutoring providers given the lack of consistency and availability of external tutors. In its place, MacDonald High School and Agnew Elementary School have been piloting CAT-PAWs, a tutoring program where the high school students are tutoring the TK and Kinders at Agnew Elementary School. As we continue to see success in this work, we will look to expand it to other schools across the district. Additionally, we will be looking to re-invigorate the before and after school opportunities that teachers can provide to targeted students with specific focus on ELA, Math and English Learner needs.

Action 1.3 will remain the same as it relates to content, but SCUSD will be reducing the number of Literacy TOSAs by three due to rightsizing efforts.

Action 1.4 will be slightly tweaked this year in that we will not be offering summer school opportunities to students in grades K-5, outside of ESY, based on the inconsistent student attendance and effectiveness of last summer's program. For the summer 2026 we will continue to offer ESY to students with special needs. We will also offer an English Learner Academy for students in grades 6-12 and a High School credit recovery options.

Action 1.6 remains largely the same. We will be shifting funding sources to LREBG funding, one time money, to support Amplify Dibels, Learning Genie, and Renaissance DnA pupil testing resources. In addition, we will be using this one time funding source to support our System of Support (MTSS) work with Dragon Fly Forward.

Action 1.7 remains largely the same, but we will be utilizing LREBG funding to support at .5FTE EL Support Teacher as we explore and pilot additional Tier 2 systems to support our Newcomer English Learners and LTELS.

Metric 1.16 has been discontinued and replaced by Metric 1.37

Metric 1.17 has revised overall outcomes across student groups, and at 1st and 2nd Grade due to the decision to not administer iReady Reading in grades K-2. Please note that further changes are expected to this metric given planned structural changes to the Summer School Program between Summer 2025 and Summer 2026.

Metrics 1.26 considers the percent of Unduplicated students meeting their growth target between iReady Diagnostic 1 & Diagnostic 3 in Reading. Beginning in fall 2025, students in grades K-2 were no longer asked to take iReady reading diagnostics due to the implementation of mClass Dibels 8. This change required a revision to Metric 1.26 to look at outcomes for students in grades 3-7. As such, a new baseline will be set when end of year outcomes are available at the start of next school year.

Metrics 1.28, 1.29, 1.30, and 1.31 related to Social Emotional Learning Supports (5th Grade) and Social Emotional distress (7th, 9th & 11th) have been reinstated. The district administered the CHKS in the fall of 2025 and did not administer the Developmental Relationship survey due to a need to further explore the items associated with the Developmental Relationships Survey (DRS) and district student data collection procedures. The baseline dates and results have also been updated.

Metric 1.34: Sense of Belonging score, has been temporarily discontinued due to a need to further explore the items associated with the Developmental Relationships Survey (DRS) and district student data collection procedures.

Metric 1.35: Culturally Responsive Environments average score, has been temporarily discontinued due to a need to further explore the items associated with the Developmental Relationships Survey (DRS) and district student data collection procedures.

Metric 1.36: Percent and count of students that have experienced bias or discrimination by a peer or staff member when at school, has been temporarily discontinued due to a need to further explore the items associated with the Developmental Relationships Survey (DRS) and district student data collection procedures.

Metric 1.37. The district has added this new metric that will disaggregate students receiving Tier 2 and Tier 3 Literacy intervention support, but use the same measurement tool to determine progress. The new metric focuses on the percentage of students receiving Tier 2 and Tier 3 Literacy Intervention supports increasing their Lexile level between the Beginning-of-Year Dibels assessment and the End-of-Year Assessment. Results will be updated at the start of the 2026-27 school year, once the end of school year data is available.

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	REVISED: Provide professional learning	CAASPP and iReady data for the past two years have consistently shown a gap in proficiency levels between our overall student proficiency and that	$871,086.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and instructional coaching to enhance certificated teacher, classified staff and site administrator capacity to improve student learning, achievement in literacy and mathematics and graduation rates, with a focus on English learners, Hispanic/Latino students, foster and homeless youth, low income students and students with disabilities.	of our English learners, Hispanic/Latino students, foster and homeless youth, Socioeconomically Disadvantaged, and Students with Disabilities. An initial needs assessment revealed the following challenges within our district. Student group results across the CA School Dashboard Academic Indicators, several schools have Red performance levels for student groups in both ELA and Math. These student groups and school sites are students with disabilities at Juan Cabrillo Middle School, English learners at Adrian Wilcox High, and low income students at Wilson Alternative. The performance of students with disabilities in the area of ELA is a concern both at the district level where this student group scored in the Red performance level and at several school sites, including; Adrian Wilcox High, Juan Cabrillo Middle, Kathryn Hughes Elementary, Marian A. Peterson Middle, Pomeroy Elementary, and Ponderosa Elementary. English learners are receiving the lowest (Red) Performance level on the ELA Academic indicator at Adrian Wilcox High, Juan Cabrillo Middle, and Scott Lane Elementary, whereas low income students are showing the same low result at Wilson Alternative. SCUSD has one student group with an overall Red performance level on the Math Academic Indicator (homeless youth also known as McKinney-Vento). This student population is widely dispersed across our schools and therefore there are no subsequent sites with a Red Math Academic Indicator for this student population. Although SCUSD does not have additional student groups with an overall Red performance level on the Math Academic Indicator, the district has several other student groups within individual school sites with a Red Math Academic Indicator performance level. These include; English learner students at Adrian Wilcox High, Dolores Huerta Middle, and Santa Clara High. Hispanic/Latino students at Adrian Wilcox High, Dolores Huerta Middle, Don Callejon, and Pomeroy Elementary. Students with disabilities at Juan Cabrillo Middle and Pomeroy Elementary. Lastly, low income students at Wilson Alternative. As Wilson Alternative has school overall academic indicators in Red for both ELA and Math, support will be multifaceted and include planned		

Action #	Title	Description	Total Funds	Contributing
		actions under the school's Plan Summary: Comprehensive Support and Improvement in this LCAP for very low graduation rates for all students, socioeconomically disadvantaged students, and Hispanic/Latino students. Because this is our alternative independent study high school, and students who attend have high social emotional and family services needs, the CSI funds are being used to provide wellness services and counseling services that can connect them to outside family resources so that students can focus on graduating from high school. Each individual has different needs and the wellness and counseling services allow for individualized plans that will lead to a high school diploma. New Valley High School has overall academic indicators in Red for both ELA and Math, however their individual student populations are either too small to be looked at individually or are near, but not at, the Red performance level. Improved results for all students at New Valley High has been supported through the actions and metrics outlined within LCAP Goal #4, Equity Multiplier for the past two school years. This year, New Valley expended those funds so Goal #4 is being discontinued. Supporting the academic needs of New Valley students will be addressed through this action moving into the 2026-2027 school year, in addition to through the site's School Plan for Student Achievement (SPSA) and site SMARTIE goal work. During the 2026-2027 school year, the district will provide targeted supports to the schools by focusing on improving tier 1 instructional strategies in all classrooms and all content areas. The district professional learning days will focus on the strategy of teacher clarity as it relates to learning intentions and success criteria. At the elementary level, teachers/staff will be engaging with teacher clarity through the lens of writing in order to build upon what was learned and implemented during 2025-2026. Schools will learn together in grade level groups to ensure horizontal consistency across the district. ELD strategies will be embedded into the work. At the secondary level, teacher clarity will also be the area of focus. At this level, grades 6-12 will come together to build vertical alignment and expectations across schools. During this time, ELD will be the lens through which the concepts of teacher clarity are taught since it is applicable in		

Action #	Title	Description	Total Funds	Contributing
		every content area. In the afternoons, site teams will have time to determine how teacher clarity impacts their work as it relates to the content and will have time to ensure units and lessons include learning intentions and success criteria. District Instructional Coaches will work with each school site and support classroom teachers through coaching cycles to apply the learnings from the professional learning days Site administrators will foster school conditions supportive of a coaching culture and positive relationships between instructional coaches and classroom teachers. The metrics associated with this action are Metrics 1.1 through 1.12 under the Goal 1 "Measuring and Reporting Results" section. LREBG Funding: This action will be supplemented through LREBG funding for work with UnboundEd to support the upcoming math and ELA adoptions and professional development surrounding those frameworks. (see Annual Performance notes above for more details). With indirect costs, this LREBG funding amount equates to $102,568 of the $871,086 associated with this action.		
1.2	Provide before and after school support for students with the highest need as a Tier 2 support.	Individual teachers will submit a proposal to Educational Services for before and/or after school small group instruction. For grades K-8, the focus must be on literacy/ELD or math, prioritized by their iReady and local literacy assessment results. English/multilingual learners, foster youth, low income, Hispanic/Latino students will have first priority. This is also the focus of district and site funded extended small group support beyond the school day by classroom teachers and paraeducators. This will supplement the core instruction and provide Tier 2 supports in literacy/ELD and math. For 9-12, the focus will be on credit recovery. The metrics associated with this action are Metrics 1.13 and 1.14 under the Goal 1 "Measuring and Reporting Results" section.	$154,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Provide small group in-class Tier 1, Tier 2 and Tier 3 early literacy support to students with highest need	All students in grades K-5 receive academic literacy instruction, which includes in-class small group intervention delivered by the classroom teacher(s). As a Tier 2 and Tier 3 support, targeted students receive small group literacy instruction (RISE) and individual literacy instruction (Reading Recovery) according to individual literacy needs. In the 2026-2027 school year, we will have 13 highly skilled literacy intervention specialists travel in teams to schools, in an equity based model by starting with schools with the highest number of students needing support, to provide intensive intervention in 10-week cycles to primary students. Specialists met regularly with school teams to collaborate on best practices for the students receiving Tier 2 and 3 supports. Intensive intervention will be based on students who are 1-3 years below grade level. English learners, foster youth and socioeconomically disadvantaged students will be prioritized. The metrics associated with this action are Metrics 1.15 and 1.37 under the Goal 1 "Measuring and Reporting Results" section.	$2,996,223.00	Yes
1.4	REVISED: Provide K-12 summer program for students identified as in need of Tier 2 and 3 support.	Summer programming is a key part of our Tier 2 and Tier 3 intervention and support system. We are planning for multiple structures. For all summer programs, English learners, students with disabilities, foster youth and students who are homeless will be prioritized. If there is additional space, students performing below grade level or needing credit recovery will be served. For the Summer of 2026, the program has changed slightly. We will not be offering summer school to general education elementary students as attendance and impact was low and inconsistent last summer. However, the following programs will be in place: · English Learner Academy (6-12): At the high school level, LTELs and Newcomers will be placed in a content class needed for credit recovery. Teachers will receive pre-program PD around EL/ML typologies, language scaffolds and comprehensible input. Teachers will also have access to an	$1,281,710.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Instructional Coach. Teachers supporting newcomers will also work with a paraprofessional for more targeted support based on student need. At middle school, the program is designed to support our newcomer students (1 year in the country and at novice level) and LTELs through a language-rich experience that includes Writing with ELD and STEAM with ELD. Teachers will receive pre-program professional development around EL/ML typologies, language scaffolds and comprehensible input as well as professional development on STEAM/Writing. Teachers will also have access to an Instructional Coach. Extended School Year (PreK-12+): Extended school year services for students with learning regression and recoupment struggles over extended breaks, additional para support in each classroom. Credit recovery for high school (9-12): Credit recovery in all academic areas will focus on the individual credit needs of students. The metrics associated with this action are Metrics 1.17 and 1.18 under the Goal 1 "Measuring and Reporting Results" section.		
1.5	Provide equitable student access to Career Technical Education (CTE) courses and pathways and build career awareness including STEM related CTE fields in the middle grades.	The district is committed to improving and maintaining high levels of college and career readiness for all students. An initial needs assessment revealed two of SCUSD's three alternative high schools had "Very Low" percentages of students "Prepared" for college and career. These student groups and school sites are Hispanic/Latino students and low income students at New Valley High and Hispanic/Latino students at Wilson Alternative. The district will provide targeted support to these schools through the Plan Summary: Comprehensive Support and Improvement (Wilson Alternative). Additionally, as described in our Career Technical Education Incentive Grant (CTEIG), professional development will be provided to all CTE teachers focused on meeting the needs of English learners by improving cross-cultural awareness and supporting use of culturally responsive practices. Improving literacy supports in CTE classrooms will also remain a	$960,359.00	No

Action #	Title	Description	Total Funds	Contributing
		focus. Working through a larger consortium and related partnerships, we will continue to explore new and expand existing CTE pathways. The metrics associated with this action can be found within the Plan Summary: Comprehensive Support and Improvement, as well as Metrics 1.19 through 1.21 under the Goal 1 "Measuring and Reporting Results" section.		
1.6	Support school staff and school leadership teams to analyze student achievement and unduplicated student progress data to inform decisions and take action to provide academic interventions and other supports.	The district has prioritized building the capacity of teachers, administrators, and other staff to engage in regular cycles of data analysis and inquiry to improve student outcomes, in particular closing equity gaps between our Hispanic/Latino and other student groups, and overall student achievement. The data analysis cycles will occur in grade level and department collaboration (PLCs), on school leadership teams, at DLT (District Leadership Meetings) and with school site councils. In service of this priority, Data Technicians support complex data requests coming from school sites, as they monitor outcomes related to each school site's Problem of Practice and SPSA goals. Additionally, the Data, Assessment and Accountability Department (DAA) has developed Data Literacy Modules to be used during site SLT and staff meetings. Each module has a different focus depending on the most pertinent district-level data at the time. We will continue to build out the resources related to data inquiry and provide training to instructional coaches, lead teachers, department chairs, site and district administrators to facilitate this process at school sites. The metrics associated with this action are Metrics 1.22 and 1.23 under the Goal 1 "Measuring and Reporting Results" section. LREBG Funding: This action will be supplemented through LREBG funding to support Amplify Dibels, Learning Genie, and Renaissance DnA pupil testing resources. In addition, we will be using this one time funding source to support our System of Support (MTSS) work with Dragon Fly Forward (see Annual Performance notes above for more details). With indirect	$593,904.00	Yes

Action #	Title	Description	Total Funds	Contributing
		costs, this LREBG funding amount equates to $216,615 of the $593,904 associated with this action.		
1.7	Provide supplementary targeted services to English learner students and their families to support growth in English language proficiency and academic achievement.	An initial needs assessment revealed the following challenge: the English Learner Progress Indicator on the CA School Dashboard, indicated that two of SCUSD's elementary schools have "Red" performance levels, indicating low percentages of English learner students making progress towards English language proficiency. These school sites are Abram Agnew Elementary and Briarwood Elementary. The district supports English learner progress a these school sites by providing the actions listed below. The district provides a specialized classified staff role, the English Learner Support and Assessment Technician (ELSAT), at each school site. This role provides both services to English learners and their families. A bilingual community liaison works with the ELSAT team to help provide support to our families of English learner students in becoming familiar with and navigating the school system. The Coordinator of English Learner and Supplemental Programs oversees and coordinates the implementation of the EL Master Plan. The EL Steering committee, composed of teachers, administrators and classified staff, updates the EL Master Plan and provides input and monitors implementation. The Sobrato Early Academic Language (SEAL) program provides integrated ELD curriculum and strategies in science and social studies. All TK and PreK teachers in the district have been trained in SEAL. An instructional coach will provide support for SEAL implementation in all PreK and TK classrooms. The metrics associated with this action are Metrics 1.24 and 1.25 under the Goal 1 "Measuring and Reporting Results" section.	$2,368,229.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG Funding: This action will be supplemented through LREBG funding to support at .5FTE EL Support Teacher (see Annual Performance notes above for more details). With indirect costs, this LREBG funding amount equates to $105,241 of the $2,368,229 associated with this action.		
1.8	Provide supplemental site level support for improved instruction and academic intervention according to unduplicated student needs.	Provide supplemental site support for improved instruction and academic intervention, according to unduplicated student needs. These supports are in addition to the district funded actions. To provide additional support to students beyond the academic literacy intervention support provided by the district office interventionists, schools sites will hire both classified and certificated staff for specific literacy, mathematics and ELD interventions during the school day. This will occur by both pushing into classrooms and by pull out and will be focused on students who are below grade level in the three areas, specifically English Learners, foster youth, low income students, and students with disabilities. Schools will hire staff to provide enhanced before and after school tutoring for grades 6-12 students in subject areas where the students are struggling, to complement the district office direct funded tutoring program from grades K-8 in literacy and math. To enhance the awareness, skill and capacity of classroom teachers to address the learning needs of their unduplicated students, school sites will fund additional professional development opportunities in the areas of literacy, mathematics, ELD and inclusive practices beyond the baseline district office direct funded professional development. Similarly, school staff members will also attend conferences such as AVID, CABE, Inclusion Collaborative and Professional Learning Communities (PLC) so that classroom teachers and other school staff can more effectively track and more deeply understand student learning needs, in particular those of unduplicated students, staff will engage in data cycles of inquiry in order to regularly reassess student needs in the classroom and adjust instruction accordingly. This collaboration time can at times require additional compensated time beyond the contract day.	$2,164,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		School sites will purchase supplemental materials that support student engagement and learning acceleration such as digital materials, realia, and culturally relevant materials. Sites will also purchase additional library materials that are diverse and inclusive in their topics, stories, and histories so that students from diverse backgrounds and English learners can be more engaged and motivated by seeing themselves in the curriculum. Sites will also provide additional staffing time to open the library additional hours to provide extended access for students, especially unduplicated students for whom it may be challenging to find time and space at home to study. Agnew - $99,679 Bowers - $75,377 Bracher - $46,544 Braly - $67,138 Briarwood - $54,782 Haman - $44,897 Hughes - $46,132 Laurelwood - $66,315 Mayne - $57,254 Millikin - $35,423 Montague - $41,189 Central Park - $51,899 Pomeroy - $67,550 Ponderosa - $78,260 Washington Open - $22,242 Scott Lane - $108,328 Sutter - $27,185 Westwood - $59,313 Don Callejon - $71,670 Cabrillo - $127,276 Peterson - $92,264 Buchser - $121,922 Huerta - $106,269 MECHS - $23,890 MacDonald - $138,398 Santa Clara High - $172,173 Wilcox - $194,415		

Action #	Title	Description	Total Funds	Contributing
		New Valley - $41,602 Community Day - $4,531 Wilson - $20,183 The metrics associated with this action are: 1.26 and 1.27 under the Goal 1 "Measuring and Reporting Results" section.		
1.9	Provide supplemental site level support to better address unduplicated student wellness, behavioral, and mental health needs.	Provide supplemental site level support to provide supplemental wellness, behavioral and mental health supports, which are designed to improve outcomes for the unduplicated students at each school. These supports are in addition to the district funded actions. Schools will use their targeted fund allocations to strengthen school-level multi-tiered systems of support for student behavior, PBIS in elementary and secondary, and restorative practices in secondary, designed to reduce the overrepresentation of unduplicated students receiving out of classroom referrals and suspensions, and to support positive student motivation to remain engaged in school. These investments include additional classroom behavior support staff, personnel to provide facilitated structured activities at break and recess time, and intramural and noon-time sports to reduce the opportunities for disengagement or conflictual behaviors. Additional mental health and counseling services will also be provided by the sites in the form of extra counseling hours and other mental health supports for unduplicated students so they can better focus on academic engagement and success. Supplemental SEL lessons and resources, as the district does not currently have an adopted SEL curriculum, support students, including unduplicated students, to develop prosocial and self regulatory behaviors that increase the opportunities for focus and positive self-concept that contribute to academic success. Agnew - $49,095 Bowers - $37,126 Bracher - $22,925 Braly - $33,069 Briarwood - $26,982 Haman - $22,113 Hughes - $22,722	$1,065,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Laurelwood - $32,663 Mayne - $28,199 Millikin - $17,447 Montague - $20,288 Central Park - $25,562 Pomeroy - $33,272 Ponderosa - $38,546 Washington Open - $10,956 Scott Lane - $53,356 Sutter - $13,390 Westwood - $29,214 Don Callejon - $35,300 Cabrillo - $62,688 Peterson - $45,444 Buchser - $60,050 Huerta - $52,342 MECHS - $11,767 MacDonald - $68,165 Santa Clara High - $84,801 Wilcox - $95,756 New Valley - $20,490 Community Day - $2,231 Wilson -$9,941 The metrics associated with this area in this action are: 1.28 through 1.33 under the Goal 1 "Measuring and Reporting Results" section.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The SCUSD community embraces and prioritizes the development of the whole child so that they graduate prepared to succeed in college, career and life as resilient, future-ready, lifelong learners. One of the district's core values is Empathy and Respect. Investing in the social emotional development and well being of our students fosters their capacity for empathy and respect; understanding and sharing the feelings of another is crucial for valuing diverse perspectives, effective collaboration, problem solving and leading change.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of Elementary schools “meeting fidelity” as measured by the PBIS Tiered Fidelity Inventory. (Action 2.1)	Spring 2024 0% REVISED BASELINE Spring 2024 Percent of Elementary Schools: 8/19 (42%)	Spring 2025 10/19 Elementary Schools (53%)	Spring 2026 7/19 Elementary Schools (37%)	Spring 2027 80% REVISED TARGET Spring 2027 79% (15/19 Elementary Schools)	Current Difference from Baseline: -5%
2.2	Percent of Secondary schools “meeting fidelity”	Spring 2024 0%	Spring 2025	Spring 2026	Spring 2027 80%	Current Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	as measured by the PBIS Tiered Fidelity Inventory. (Action 2.1)	REVISED BASELINE Spring 2024 Percent of Secondary Schools: 1/ 12 (8%)	2/12 Secondary Schools (16%)	4/12 Secondary Schools (33%)	REVISED TARGET Spring 2027 9/12 Secondary Schools (75%)	+25%
2.3	Percent of Elementary schools making progress towards meeting fidelity (70% implementation), as measured by the PBIS Tiered Fidelity Inventory. (Action 2.1)	Spring 2024 0% REVISED BASELINE Spring 2024 Percent of Elementary Schools: 11/ 19 (58%)	Spring 2025 12/19 Elementary Schools (63%)	Spring 2026 7/19 Elementary Schools (37%)	Spring 2027 80% REVISED TARGET Spring 2027 15/19 Elementary Schools (79%)	Current Difference from Baseline: -21%
2.4	Percent of Secondary schools making progress towards meeting fidelity (70% implementation), as measured by the PBIS Tiered Fidelity Inventory. (Action 2.1)	Spring 2024 0% REVISED BASELINE Spring 2024 Percent of Secondary Schools: 2/ 12 (17%)	Spring 2025 Percent of Secondary Schools: 5/12 (42%)	Spring 2026 Percent of Secondary Schools: 7/12 (58%)	Spring 2027 80% REVISED TARGET Spring 2027 9/12 Secondary Schools (75%)	Current Difference from Baseline: (+5 schools, +41%)
2.5	Number of elementary schools systematically (80% of classrooms) utilizing SEL curricula (Action 2.1)	Spring 2024 0	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	Spring 2027 18 schools DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	Current Difference from Baseline: N/A DISCONTINUED METRIC
2.6	Number of secondary schools systematically (80% of qualifying	Spring 2024 0 REVISED BASELINE	Spring 2025 8/12 Secondary Schools (67%)	Spring 2026 12/12 Secondary Schools (100%)	Spring 2027 12 schools	Current Difference from Baseline: +4 Schools (33%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	events) implementing restorative practices (Action 2.1)	Spring 2024 8/12 Secondary Schools (67%)			REVISED TARGET Spring 2027 10/12 Secondary Schools (83%)	
2.7	Percent of students being suspended (Action 2.1)	Spring 2023: Overall: 2.7% Hispanic/Latino: 4.9% Black/African American: 5.5% White: 2.3% English Learner: 3.7% LTEL: 8.3% Pacific Islander: 9% Economically Disadvantaged: 4.5% Students with Disabilities: 5.6% Homeless: 9% Foster Youth: 15% CORRECTED BASELINE LTEL: 10.1%	Spring 2024: Overall: 2.4% Hispanic/Latino: 4.1 % Black/African American: 7.2% White: 1.9 % English Learner: 2.9 % LTEL: 9.2% Pacific Islander: 3.3 % Economically Disadvantaged: 4.1 % Students with Disabilities: 4.9% Homeless: 9.4 % Foster Youth: 3.6%	Spring 2025: Overall: 3.0% Hispanic/Latino: 5.0% Black/African American: 5.1% White: 1.9% English Learner: 4.5% LTEL: 10.0% Pacific Islander: 1.4% Economically Disadvantaged: 5.1% Students with Disabilities: 5.5% Homeless: 11.9% Foster Youth: 0.0%	Spring 2026: Overall: 1.5% Hispanic/Latino: 2.0% Black/African American: 2.0% White: 1.5% English Learner: 1.5% Pacific Islander: 3.0% Economically Disadvantaged: 2.0% Students with Disabilities: 2.0% Homeless: 3.0% Foster Youth: 3.0%	Current Difference from Baseline: Overall: +0.3% Hispanic/Latino: +0.1 % Black/African American: -0.4% White: -0.4 % English Learner: +0.8 % LTEL: -0.1% Pacific Islander: -7.6 % Economically Disadvantaged: +0.6 % Students with Disabilities: -0.1% Homeless: +2.9 % Foster Youth: -15%
2.8	Percent of students being expelled (Action 2.1)	Spring 2023 0.01%	Spring 2024 0.00%	Spring 2025 0.01%	Spring 2026 0%	Current Difference from Baseline: +0%.
2.9	Percent of students dropping-out of middle school (Action 2.1)	Spring 2023 0.06% REVISED BASELINE Spring 2023 0.0%	Spring 2024 0.04%	Spring 2025 0.14%	Spring 2026 0%	Current Difference from Baseline: +0.14%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Percent of students dropping-out of high school (Action 2.1) REVISED METRIC Percent of students dropping-out of high school (4-year cohort) (Action 2.1)	Spring 2023 0.22% REVISED BASELINE Spring 2023 8.5%	Spring 2024 1.2% REVISED Spring 2024 9.1%	Spring 2025 4.7%	Spring 2026 0%	Current Difference from Baseline: -3.8%.
2.11	Percent of secondary school staff trained in Mental Health Literacy. (Action 2.2)	Spring 2025 36%	N/A BASELINE SET MAY 2025	Spring 2026 36%	Spring 2027 100%	Current Difference from Baseline: +0%
2.12	Percent of secondary school staff trained in Substance Abuse prevention. (Action 2.2)	Spring 2025 36% Middle school, Wilson and New Valley REVISED BASELINE 54.5%	N/A BASELINE SET MAY 2025	Spring 2026 54.5%	Spring 2027 100%	Current Difference from Baseline: +0%
2.13	Percent of PK-12 staff participating in equity, diversity and anti-bias training. (Action 2.2)	Spring 2025 20% of PK-12 staff trained on equity, diversity and anti bias to date.	N/A BASELINE SET MAY 2025	Spring 2026 76.6% of PK-12 staff trained on equity, diversity and anti bias to date.	Spring 2027 100% of PK-12 staff trained on equity, diversity and anti bias to date.	Current Difference from Baseline: +56.6%
2.14	Percent of Elementary school staff trained in Child Abuse prevention. (Action 2.2)	Spring 2025 100%	N/A BASELINE SET MAY 2025	Spring 2026 100%	Spring 2027 100%	Current Difference from Baseline: +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.15	Number of site MTSS teams receiving coaching in SEL AND MTSS. (Action 2.2) REVISED METRIC Percent of site MTSS teams receiving coaching in SEL AND MTSS. (Action 2.2)	Spring 2025 100%	N/A BASELINE SET MAY 2025	Spring 2026 100%	Spring 2027 30 site teams REVISED TARGET 100%	Current Difference from Baseline: +0%
2.16	Percent of requested Wellness coordinator therapeutic services received by students (recorded within the Medical Billing Technologies system) (Action 2.3)	Spring 2024 100%	Spring 2025 100%	Spring 2026 100%	Spring 2027 100%	Current Difference from Baseline: +0%.
2.17	Number of classroom presentations conducted by school counselors and wellness coordinators (Action 2.3)	Spring 2024 Counselor classroom presentations: 883 Wellness Coordinator classroom presentations: TBD REVISED BASELINE Spring 2024 Counselor & Wellness Coordinator classroom presentations: 1,201	Spring 2025 Counselor & Wellness Coordinator classroom presentations: 1,646	Spring 2026 Counselor & Wellness Coordinator classroom presentations: 2,676	Spring 2027 Counselor classroom presentations: Maintain Baseline (883) Wellness Coordinator classroom presentations: REVISED TARGET Spring 2027 Counselor & Wellness	Current Difference from Baseline: +1,475 Classroom Presentations

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Coordinator classroom presentations: Maintain Baseline (1,201)	
2.18	Number of group counseling sessions conducted by school counselors and wellness coordinators (Action 2.3)	Spring 2024 Counselor group sessions: 48 Wellness Staff group sessions: 36	Spring 2025 Counselor group sessions: 87 Wellness Staff group sessions: 1,147	Spring 2026 Counselor group sessions: 403 Wellness Staff group sessions: 1,265	Spring 2027 Counselor group sessions: 58 Wellness Coordinator group sessions: 46	Current Difference from Baseline: Counselor group sessions: +355 Wellness Coordinator group sessions: +1,229
2.19	Percent of chronically absent students (K-8) (Action 2.4)	Spring 2023: Overall: 18.2% American Indian: 22.6% Hispanic/Latino: 26.5% Asian: 11% Filipino: 13.3% Two or More Races: 16.9% White: 15.5% English Learner: 21.1% Economically Disadvantaged: 24.7% Students with Disabilities: 28.8% Homeless: 53.2%	Spring 2024 Overall: 14.4% American Indian: 20.3% Hispanic/Latino: 21.1% Asian: 8.9% Filipino: 11.8% Two or More Races: 10.4% White: 11.6% English Learner: 20.8% Economically Disadvantaged: 24.2% Students with Disabilities: 22.6% Homeless: 60.4%	Spring 2025 Overall: 13.4% American Indian: 15.8% Hispanic/Latino: 19.3% Asian: 8.8% Filipino: 10.4% Two or More Races: 10.1% White: 10.8% English Learner: 15.6% Economically Disadvantaged: 20.2% Students with Disabilities: 20.7% Homeless: 46.7%	Spring 2026: Overall: 5% American Indian: 0% Hispanic/Latino: 10% Asian: 5% Filipino: 5% Two or More Races: 5% White: 5% English Learner: 10% Economically Disadvantaged: 10% Students with Disabilities: 10% Homeless: 10%	Current Difference from Baseline: Overall: -4.8% American Indian: -6.8% Hispanic/Latino: -7.2% Asian: -2.2% Filipino: -2.9% Two or More Races: -6.8% White: -4.7% English Learner: -5.5% Economically Disadvantaged: -4.5% Students with Disabilities: -8.1% Homeless: -6.5%
2.20	Percent of students At-Risk for Chronic	Spring 2024 TBD	Spring 2025	N/A	Spring 2027: 100%	Current Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Absenteeism receiving a Home Visit and Being placed on an Attendance Plan (Action 2.4)	Baseline will be set during the 2024-25 school year	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)		Spring 2025 DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	N/A
2.21	Districtwide average attendance rates. (Action 2.4)	Spring 2023: Overall: 93.7% Hispanic/Latino: 91.7% English Learner: 91.1% Economically Disadvantaged: 92.9% Students with Disabilities: 91.0% Homeless: 93.3%	Spring 2024 Overall: 94.4% Hispanic/Latino: 92.6% English Learner: 92.9% Economically Disadvantaged: 92.0% Students with Disabilities: 92.0% Homeless: 83.4% (Updated)	Spring 2025 Overall: 93.9% Hispanic/Latino: 91.8% English Learner: 92.9% Economically Disadvantaged: 92.0% Students with Disabilities: 90.9% Homeless: 83.6% (Updated)	Spring 2026: Overall: 100% Hispanic/Latino: 100% English Learner: 100% Economically Disadvantaged: 100% Students with Disabilities: 100% Homeless: 100%	Current Difference from Baseline: Overall: +0.2%. Hispanic/Latino: +0.1%. English Learner: +1.8%. Economically Disadvantaged: -0.9%. Students with Disabilities: -0.1%. Homeless: -9.7%.
2.22	Percent of classrooms demonstrating at least one “Inclusive Practice” during classroom observations using a district walk-through tool. (Action 2.5)	Spring 2024 0%	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)		Spring 2027 100%	Current Difference from Baseline: N/A
2.23	Percent of survey respondents indicating that they have a better understanding of the importance of the Co-teaching model after attending professional learning sessions. (Action 2.5)	Spring 2024 0% REVISED BASELINE Spring 2025 63%	N/A BASELINE SET MAY 2025	Spring 2026 49%	Spring 2027 80%	Current Difference from Baseline: -14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.24	Average percent of secondary students responding that they Agree or Strongly agree that “I feel safe in my school” on an annual climate survey. (Action 2.6) REVISED METRIC Average percent of secondary students responding “Safe” or “Very Safe” when responding to the question “How safe do you feel when you are at school” (Action 2.6)	Fall 2023 7th Grade: 62%, 9th Grade: 66%, 11th Grade: 69% Secondary Average: 63.7% Spring 2025 DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW) Spring 2026 BASELINE HAS BEEN REINSTATED Fall 2023 7th Grade: 62%, 9th Grade: 66%, 11th Grade: 69% Secondary Average: 63.7%	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	METRIC HAS BEEN REINSTATED Fall 2025 7th Grade: 71% 9th Grade: 74% 11th Grade:72% Secondary Average: 68%	Fall 2026 7th Grade: 80%, 9th Grade: 80%, 11th Grade: 80% Secondary Average: 80% DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW) TARGET HAS BEEN REINSTATED Fall 2026 7th Grade: 80%, 9th Grade: 80%, 11th Grade: 80% Secondary Average: 80%	Current Difference from Baseline: 7th Grade: +9% 9th Grade: +8% 11th Grade: +3% Secondary Average: +4.3%
2.25	Average percent of elementary students responding “Yes, Most of the time” or “Yes, All of the time” when asked if they feel safe at school on a climate survey. (Action 2.6)	Fall 2023 Elementary Average (5th Grade): 83% Spring 2025 DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW) Spring 2026 BASELINE HAS BEEN REINSTATED:	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	METRIC HAS BEEN REINSTATED Fall 2025 Elementary Average (5th Grade): 86%	Fall 2026 5th Grade: 100% DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW) TARGET HAS BEEN REINSTATED Fall 2026	Current Difference from Baseline: +3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fall 2023 Elementary Average (5th Grade): 83%			5th Grade: 100%	
2.26	Number of safety related incidents (Action 2.6)	Spring 2024 TBD Baseline will be set during the 2024-25 school year. DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	N/A	Spring 2027 10% reduction from the baseline DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	Current Difference from Baseline: N/A
2.27	(NEW 2024-25) - School Safety average score on the Developmental Relationships Survey (DRS) (Action 2.6)	Fall 2024 (DRS) School Safety score: UPPER ELEMENTARY SCHOOL (Grades 4 & 5) Overall: 62 (N= 618) American Indian or Alaska Native: 100 (N=1) Asian: 62 (N=247) Black or African American: 63 (N=10) Hispanic: 60 (N=186) Native Hawaiian or Other Pacific Islander: 64 (N=2) Two or More Races: 62 (N=52) White: 64 (N=116)	N/A BASELINE SET MAY 2025	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	Fall 2026 (DRS) School Safety score: UPPER ELEMENTARY SCHOOL (Grades 4 & 5) Overall: 75 American Indian or Alaska Native: 100 Asian: 75 Black or African American: 75 Hispanic: 75 Native Hawaiian or Other Pacific Islander: 75 Two or More Races: 75 White: 70	Current Difference from Baseline: N/A DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: 59 (N= 107) Students with Disabilities: 63 (N= 69) Economically Disadvantaged: 61 (N=187) MIDDLE SCHOOL (Grade 7) Overall: 57 (N= 843) American Indian or Alaska Native: 44 (N=4) Asian: 63 (N=304) Black or African American: 40 (N=17) Hispanic: 52 (N=304) Native Hawaiian or Other Pacific Islander: 48 (N=7) Two or More Races: 56 (N=61) White: 56 (N=141 English Learner: 52 (N= 114) LTEL: 51 (N= 58) Students with Disabilities: 50 (N=85) Economically Disadvantaged: 53 (N= 278) HIGH SCHOOL (Grades 9-12) Overall: 63 (N= 1,787) American Indian or Alaska Native: 57 (N=8)			English Learner: 75 Students with Disabilities: 75 Economically Disadvantaged: 75 MIDDLE SCHOOL (Grade 7) Overall: 75 American Indian or Alaska Native: 75 Asian: 75 Black or African American: 75 Hispanic: 75 Native Hawaiian or Other Pacific Islander: 75 Two or More Races: 75 White: 75 English Learner: 75 LTEL: 75 Students with Disabilities: 75 Economically Disadvantaged: 75 HIGH SCHOOL (Grades 9-12) Overall: 75 American Indian or Alaska Native: 75 Asian: 75	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 66 (N=640) Black or African American: 61 (N=44) Hispanic: 61 (N=687 Native Hawaiian or Other Pacific Islander: 64 (N=10) Two or More Races: 58 (N=89) White: 64 (N=301) English Learner: 60 (N= 146) LTEL: 57 (N=75) Students with Disabilities: 58 (N= 218) Economically Disadvantaged: 61 (N=571)			Black or African American: 75 Hispanic: 75 Native Hawaiian or Other Pacific Islander: 75 Two or More Races: 75 White: 75 English Learner: 75 LTEL: 75 Students with Disabilities: 75 Economically Disadvantaged: 75	

Goal Analysis [2025-26]

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

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

ACTION 2.1 The district has continued to invest in developing and implementing a district MTSS model with a focus on Tier I. Included in these efforts have been the development of an MTSS Single System of Support Workgroup that has been intentional in identifying and developing teaming structures at the district and site level and building common language that can be socialized across the district. The district has also implemented a Tier 1 Instructional Strategies workgroup, focused on incorporating teacher clarity in all classrooms and the creation of a learning walkthrough tool. To deepen our work on tiered fidelity inventory as a measurement tool, a core group of staff attended a two day training to build knowledge about and learn how to integrate the walk through tool. The district is also continuing to support Restorative Practices (RP), holding a RP training, a trainer of trainers session, as well as continuing with the established RP Network for all staff already trained.

ACTION 2.2 This year professional learning for students, staff and families has been a key area of focus. We have initiated new offerings this year, including: Mental Health First Aid Trainings for adults and students and anticipate having 300 people trained by the end of the year. This training provides a strong overview of recognizing and responding to mental health needs. LGBTQ+ training was provided to staff as well. “Best Practices for Supporting LGBTQ+ Youth in Schools” was provided for elementary certificated staff during a professional learning

day. Middle school, alternative and continuation certificated staff received “Providing Relevant, Inclusive Support that Matters (PRISM)” training which is an introduction to supporting LGBTQ youth, as required by the CDE. “Belonging as Bullying Prevention” was offered to all elementary and middle school certificated staff, classified staff were given the opportunity to participate during different times during the year. Furthermore, elementary and middle school certificated staff participated in the “Regulate to Educate” professional learning training.
Our Fentanyl awareness campaign continues to be a priority, 9th grade students at all comprehensive high schools received education about the dangers of this substance and the use of Narcan.

ACTION 2.3 There has been an increase in the availability of bilingual wellness support across sites through the social work intern program. Four elementary sites have increased wellness staff time to serve newcomers and marginalized groups to address the increase of mental health needs. Also, given the success of Calming Spaces as a Tier 1-2 strategy to support students, we continue to develop plans for Calming spaces at more schools. Finally, the district has continued to build the infrastructure to support CA’s new billing model, Children and Youth Behavioral Health Initiative, including training, communication to families, and integration of data with enrollment processes.

In addition, our academic counselors have adapted some of their engagements with students to make them more targeted and personalized. Notable changes include presenting to students in classrooms, instead of in large-scale settings such as our high school theaters. At Santa Clara High school they began implementing a freshman fundamentals class. Our counseling teams also implemented small group sessions based on data/need. Multiple sites provided small group afterschool peer-tutoring programs, Lean-In Girls small group sessions, newcomer groups and groups that support LBGTQ+ students.

ACTION 2.4 SCUSD continues to focus on attendance and student engagement. The district social work interns, family liaison, and attendance liaison continue to provide a focus on improving student engagement and attendance, through outreach, family contacts, home visits, small group instruction, case management and counseling support. This year the attendance liaison has partnered with one of the high schools to provide attendance education to families with poor student attendance. These events have been successful and are being evaluated as models for other schools. The district also continues to implement best practices established while in differentiated assistance, including monitoring and tracking of attendance on a regular basis and intervention with students.

ACTION 2.5 Secondary co-teachers met three days to share practices in co-teaching best practices, modified grading and universal design for learning. Co-teachers are redesigning their lessons with UDL strategies.The Research Practice Learning Partnership with Stanford University Graduate School of Education continued the work on their shared learning, development, and research; building data sharing systems. Building on year two studies, we have expanded research and learning portfolios, increased depth and quantity of research findings and became a model inclusion site for STEP teacher candidate placements. During the 2026-2027 school year, SCUSD will continue to work closely with our co-teachers to determine how to best support this program moving forward so that all staff and students can feel successful and continue to benefit from this important work.

ACTION 2.6 This year the district administered the California Healthy Kids Survey to better understand staff, student and parent risk and resilience factors. The survey results are being analyzed so that they may be shared with sites and our community. This data will be used to support programming, including the launch of our new bullying reporting system, increased parent outreach efforts and direct services to students and parents. During the final SLT Networking sessions of the year, our site leadership teams began digging into the data and then led a data protocol at their sites during the March professional learning days.

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.

Action 2.2 - Estimated Actual expenditures exceeded Budgeted Expenditures due to higher-than-projected Educator Effectiveness Block Grant (EEBG) carryover funds available during 2025–26. The Budgeted Expenditures were based on projected amounts at the time of adoption, while Estimated Actuals reflect final expenditures and actual carryover available during implementation.

All Other Actions under Goal 2 - The differences between budgeted and estimated actual expenditures were immaterial.

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

ACTION 2.1
At the Elementary level, 7 out of 19 schools met fidelity and made progress towards implementation. That is a decrease from last year. At the Secondary level, we saw in increase in the number of schools meeting fidelity. 4 out of 12 participating sites are currently meeting fidelity. Additional success was seen among secondary schools making progress toward fidelity, with 7 out of 12 sites actively improving.

The district experienced promising reductions in suspension overall (-0.3%) and among some student groups, Hispanic/Latino (-0.8 %), White (-0.4 %), English Learner (-0.8 %), Pacific Islander (-5.6 %), Economically Disadvantaged (-0.4 %), Students with Disabilities (-0.7%) and Foster Youth (-11.4%). However, we continue to see challenges with increasing suspension rates for other student groups, LTEL (+0.9%), Black/African American (+1.7%), and students experiencing Homelessness (+0.4 %). The district will continue to review discipline policies and practices and engage with legal professionals to train administrators on alternatives to suspension.

ACTION 2.2
In relation to Metric 2.14, all (100%) of Elementary school staff were trained in Child Abuse prevention through the Keenan Training modules. Alternatively, Metric 2.11, which is focused on the percentage of secondary school staff being trained in Mental Health Literacy, stayed constant at 36%. This result is due to the planned high school staff training in “Providing Relevant, Inclusive Support that Matters (PRISM)” LGBTQ+ youth training being unavailable on the training date due to technical issues with the state required website. Extensive six and a half hour training on Mental Health First Aid was provided to secondary certificated and classified staff. However, this data was not disaggregated by elementary and secondary staff. Doing so, would have yielded higher percentages for this metric. Lastly, although the district has met state Narcan training expectations by training all Middle School staff, the district is continuing to work to bring this voluntary training to the high schools. Until that time, metric 2.14 will remain constant at 54.5%.

ACTION 2.3
(Metric 2.16) All students requesting Wellness coordinator therapeutic services received them, therefore the current difference from Baseline is (+0%), while the number of classroom presentations conducted by school counselors and wellness coordinators (Metric 2.17) increased by over 700. Metric 2.18 also reveals that the number of group counseling sessions conducted by school counselors also increased. We are pleased to see this increase in student interactions and believe that it will lead to a greater impact. These large increases in services are attributed to changes made by the groups in how they presented to students, as explained above in prompt 1.

ACTION 2.4
The district continues to see improvements in relation to reducing chronic absenteeism and among targeted student groups. Overall, the district saw a reduction in chronic absenteeism (Metric 2.19) : -1.0%. This reduction was experienced by all of the district's student groups. Notable reductions were seen among Hispanic/Latino (-1.8%), English Learner (-5.2%), Economically Disadvantaged (-4.0%), Students with Disabilities (-1.9%) and students experiencing Homelessness (-13.7%). This year we have initiated attendance sessions for parents, updated our attendance letters and are in the process of developing a more robust webpage on attendance for families.

ACTION 2.5
Information regarding the effectiveness of this action was to be measured through the use of a district walk-through tool that looked for classrooms exhibiting at least one "Inclusive Practice" (Metric 2.22). However, that tool was not developed during the 2025-2026 school year due to several significant leadership changes at the district level. A walkthrough tool is being designed in association with the teacher clarity work and we are currently determining how to include some of the inclusive practices into that rubric for use in 2026-2027. Metric 2.23 used survey responses after professional learning sessions focused on the Co-teaching model. For this metric, the questions used to evaluate the co-teaching model changed between 2023-24 and 2024-25. In 2023-24 94.6% of participants "agreed" or "strongly agreed" that the content of the co-teaching professional learning session was valuable. In 2025-206, 71.6% "agreed" or "strongly agreed" that the content of the co-teaching sessions were valuable. However, in 2024-25 this question was changed to reflect a change in content knowledge from the beginning to the end of the professional learning session. That year, overall, 63% of participants reported increases in their knowledge at the end of the session, which was a strong result among knowledgeable and experienced staff. In 2025-2026, that overall number dropped to 49%.

The district is committed to continuing to invest in co-teaching. We are aware that teachers still desire more training and structures around our co-teaching model, which is something we will focus on improving in the 2026-2027 school year.

ACTION 2.6
Metric 2.27 associated with "School Safety average score on the Developmental Relationships Survey" has been temporarily discontinued due to a need to further explore the items associated with the Developmental Relationships Survey (DRS) and district student data collection procedures. However, Metrics 2.24 and 2.25 related to feelings of safety at school, as measured by the CHKS have all been reinstated. Results revealed perceptions of safety are up amongst all secondary grade levels since 2023: 7th Grade: +9%, 9th Grade: +8%, and 11th Grade: +3%. Meanwhile feelings of safety were also up amongst Elementary students from 2023 by 3 percentage points.

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

There are changes to actions and metrics, including updates, revisions, and discontinuations.

Action 2.1: In the 2026-2027 school year, the instructional coaching model is going to look different given budgetary changes. One of the instructional coaches being maintained for the 2026-2027 school year is an MTSS coach. She, along with the other instructional coaches, will support the implementation of academic and behavioral supports at the district/systems level. One goal is to scale academic and behavior

supports consistently across the district in order to improve student outcomes, including high suspension rates. The district will continue to invest in coaches and partnerships with site MTSS teams to develop, implement, refine, and monitor tiered support and intervention systems that are aligned across the district. The district will continue to use a walkthrough tool to assess the degree of MTSS system implementation, and to identify and provide support and remove systemic barriers. This support includes professional learning and coaching, as well as implementation of PBIS, Restorative Practices, and the use of SEL focused assessments, curriculum materials and supplies. Programs and materials include, but are not limited to Project Cornerstone, DESSA and Second Step. Additionally, we have added Safety Care Training to this action. While it will be funded using one time LREBG funds, it falls within this action as we continue to build tiered systems for social emotional and behavioral supports.

Action 2.2 During the 2024-2025 school year action 2.2 was funded using EEBG funds. Those funds are available to the district until June 30, 2026. The majority of the items paid for through EEBG funds were absorbed into the district's general fund. However, because this work is so vital to our students' success, we have allocated $50,000 of targeted funds to support specific parts of the work focused on LGBTQ+, SEL and BIPOC opportunities for staff and students. The funds will be utilized to continue to move our equity work forward.

Action 2.6 - Safety Care Training was moved from this action to 2.1, using LREBG funding, as mentioned above.

Metrics 2.1 - 2.4 will be updated at the start of the 2026-27 school year, once the end of school year data is available.

Metric 2.7 - The baseline suspension rate for LTEL students has been corrected from 8.3% to 10.1%.

Metric 2.9 - The baseline has been revised to reflect an updated calculation methodology. Subsequent Year 1 and Year 2 outcomes follow the same methodology.

Metric 2.10 - This metric has been revised to reflect high school drop-out rates for the 4-Year Cohort. As a result, the baseline and the Year 1 outcomes have been revised.

Metric 2.12 - related to the percent of secondary school staff trained in Substance Abuse prevention has a revised baseline due to the omission of two alternative high schools that were trained in the administration of Narcon. They have been added to the count and the baseline was recalculated.

Metric 2.21 - Attendance outcomes for students experiencing homelessness have been updated from "N/A" in the Year 1 and Year 2 outcome sections to reflect an attendance rate for those years. It should be noted that due to a smaller population size, these counts have the potential to shift from year to year.

Metrics 2.24 and 2.25 related to perceptions of safety among elementary and secondary students have been reinstated in order to provide information regarding safety within the district while we further explore items associated with the Developmental Relationships Survey (DRS) and district student data collection procedures. Additionally, the Metric has been revised to reflect a change in the question from “I feel safe in my school” to students responding “Safe” or “Very Safe” when responding to the question “How safe do you feel when you are at school”.

Metric 2.27 which assesses the School Safety average score on the Developmental Relationships Survey is being temporarily discontinued due to a need to further explore the items associated with the Developmental Relationships Survey (DRS) and district student data collection procedures.

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	REVISED: Using a whole child approach, school site teams continue to develop, implement, refine and monitor their tiered systems of social emotional and behavioral support and intervention.	An initial needs assessment revealed several student groups have "very high" rates of suspension. They included foster youth, homeless youth, and Pacific Islander students. One school, New Valley High (our continuation high school) had a Red performance level, indicating "very high" rates of suspension. Additionally, English learner students, Hispanic/Latino students, students with disabilities, and White students at New Valley High all had "very high" rates of suspension. Suspension rates for student groups at three district schools were also "very high", these include, African American students at Adrian Wilcox High, students with disabilities at Santa Clara High, and African American students, low income students, and students with disabilities at Don Callejon. In the 2026-2027 school year, the instructional coaching model is going to look different given budgetary changes. One of the instructional coaches being maintained for the 2026-2027 school year is an MTSS coach. She, along with the other instructional coaches, will support the implementation of academic and behavioral supports at the district/systems level. One goal is to scale academic and behavior supports consistently across the district in order to improve student outcomes, including high suspension rates. The district will continue to invest in coaches and partnerships with site MTSS teams to develop, implement, refine, and monitor tiered support and intervention systems that are aligned across the district. The district will continue to use a walkthrough tool to assess the degree of MTSS system implementation, and to identify and provide support and remove systemic barriers. This support includes professional learning and coaching, as well as implementation of PBIS, Restorative Practices, and the use of SEL focused assessments, curriculum materials and supplies.	$255,258.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Programs and materials include, but are not limited to Project Cornerstone, DESSA and Second Step. The metrics associated with this action are Metrics 2.1 through 2.4 and Metrics 2.6 - 2.10 under the Goal 2 "Measuring and Reporting Results" section. LREBG Funding: This action will be supplemented through LREBG funding to provide Safety Care training to staff (see Annual Performance notes above for more details). With indirect costs, this LREBG funding amount equates to $31,572 of the $255,258 associated with this action.		
2.2	REVISED: Provide professional learning to build staff diversity, equity and inclusion awareness, and staff capacity to respond effectively to mental health, substance abuse and risk factors in order to better foster socio-emotionally safe and culturally inclusive classroom and school environments.	We will continue to invest in staff professional learning to deepen awareness of and commitment to address issues related to diversity, equity and inclusion, and to foster socio-emotionally safe and culturally inclusive classrooms and school campuses for all, with special attention to our LGBTQ+ and BIPOC students and staff, all in alignment with our new district equity framework. We are also expanding our training for staff to respond effectively to mental health, substance abuse and other risk factors as they present within our student population. Specific examples of professional learning activities include those focused on diversity and anti-bias education, LGBTQ+ awareness, child abuse prevention, substance use prevention, and mental health literacy. This work will also include the BIPOC affinity group. The metrics associated with this action are Metrics 2.11 through 2.15 under the Goal 2 "Measuring and Reporting Results" section.	$50,000.00	Yes
2.3	Provide equitable mental health and wellness support for	We will continue to invest in the strong collaboration among our student services, special education and counseling departments to provide a wide range of mental health and wellness services to students. This includes	$13,480,431.00	No

Action #	Title	Description	Total Funds	Contributing
	all students, with a focus on support for our English learners, foster youth, homeless students, and low income students.	prevention and outreach, early intervention, and crisis support. Each secondary site has a student wellness center staffed with a licensed Wellness Coordinator and counseling/social work interns and/or trainees. Secondary schools also have school counselors, and support from school psychologists and behaviorists who also support the health and wellness of students. Each elementary site has a part-time licensed Wellness Coordinator and counseling/social work interns and/or trainees. We are improving our collaborative data collection, sharing and analysis in order to determine the effectiveness of our services as currently deployed, so that we can make adjustments to improve. We are also expanding the use of group counseling in order to support more students and to engage them in a peer support model. The metrics associated with this action are Metrics 2.16 through 2.18 under the Goal 2 "Measuring and Reporting Results" section.		
2.4	Provide support and engage with students and families, with a focus on foster and unhoused youth, to increase regular school attendance, and decrease chronic absenteeism.	An initial needs assessment revealed one student group emerged as having "very high" rates of chronic absenteeism, American Indian. However, it should be noted that a data collection error resulted in students of South Asian descent being labeled as "American Indian". Chronic Absenteeism related to this student group will be addressed through district wide chronic absenteeism initiatives discussed below. Chronic Absenteeism at the overall school level is very high (Red) at several district schools. These included, C.W. Haman Elementary, Kathryn Hughes Elementary, Laurelwood Elementary, and Wilson Alternative. Specific student groups at school sites across the district are also experiencing very high rates of chronic absenteeism. These include the Asian student group at Abram Agnew Elementary, Bowers Elementary, Kathryn Hughes Elementary, Laurelwood Elementary and Scott Lane Elementary. English learners at Bowers Elementary, Buchser Middle, Don Callejon, Kathryn Hughes Elementary and Laurelwood Elementary. Students with disabilities at Bowers Elementary, Buchser Middle, Central Park Elementary, Don Callejon, George Mayne Elementary, Kathryn Hughes Elementary, Laurelwood Elementary, Pomeroy Elementary, Sutter Elementary,	$291,571.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Washington Open Elementary and Westwood Elementary. The Hispanic/Latino student group at Buchser Middle, C.W. Haman Elementary, Don Callejon, Juan Cabrillo Middle, Kathryn Hughes Elementary, Laurelwood Elementary, Washington Open Elementary, Westwood Elementary and low income students at Kathryn Hughes Elementary and Laurelwood Elementary. The White student group at C.W. Haman Elementary, Kathryn Hughes Elementary, Montague Elementary and Sutter Elementary. The Two or More Races student group at Don Callejon and Westwood Elementary. Finally, Filipino students at Montague Elementary. In order to address these results, SCUSD will continue its attendance focus on student and family engagement, chronic absenteeism and truancy. The metrics associated with this action are Metric 2.19 and Metric 2.21 under the Goal 2 "Measuring and Reporting Results" section.		
2.5	Invest in expansion of inclusive practices in order to improve access to rigorous, college/career readiness courses especially for students with disabilities and unhoused youth, to address areas of focus for Differentiated Assistance.	In previous years, the district's Differentiated Assistance work with the Santa Clara County Office of Education, focused on implementing two new actions starting in the 2024-25 school year. These actions include developing a classroom walkthrough tool that assesses the use of inclusive practices within classrooms. Additionally, professional learning will be provided in relation to implementing a co-teaching model within schools. Additionally, we will continue our commitment to and investment in support for inclusive practices for unhoused youth to address areas of focus for Differentiated Assistance. General education and special education teachers collaborate and plan for classroom instruction using the co-teaching model, and receive professional learning on inclusive practices such as co-teaching models, modified grading. The district will participate in the Inclusion Collaborative hosted by the Santa Clara County Office of Education. Additionally, through the district’s Research Practice Learning Partnership with Stanford University, support is provided through instructional coaching and action research.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The metrics associated with this action is Metrics 2.23 under the Goal 2 "Measuring and Reporting Results" section.		
2.6	REVISED: Invest in improvements and training to increase student and staff perceptions and experience of campus safety and security, with particular attention to the needs of our unduplicated students population.	Currently our data shows that a lower percentage of our Hispanic/Latino students are reporting that they feel safe "most of the time" or "all of the time" at school. Moreover, the data is showing that feelings of safety decline as students go up in grade levels. As part of a comprehensive approach to improving school culture, climate and safety for students and staff, the district is increasing its investment in safety-related personnel, training and tools. This includes campus safety trainings such as, but is not limited to, de-escalation, culturally responsive approaches that support the positive engagement of our unduplicated students among other student groups, basic mental health literacy, and promoting positive school climate and culture. Tools being purchased include software programs that manage visitor sign-ins on campus and flag student web searches that are of high concern, among other uses. The metrics associated with this action are Metrics 2.24 and 2.25 under the Goal 2 "Measuring and Reporting Results" section.	$2,342,832.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Reflective of the phrase "it takes a village," SCUSD is committed to working as a collaborative community in partnership with students and their families, and with labor, business and community members. Through strong two-way communication and engagement that supports our families and students, we leverage our multiple perspectives and collective genius, deepen our shared commitment and develop better strategies and solutions that support the academic and social emotional success and wellbeing of every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Average rating of progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families, as measured by the Priority 3 Local Indicator Self-Assessment Tool.	Spring 2024 Priority 3 Self-Assessment Tool 3 (Initial Implementation)	Spring 2025 Priority 3 Self-Assessment Tool 3 (Initial Implementation)	Spring 2026 Priority 3 Self-Assessment Tool 3 (Initial Implementation)	Spring 2027 Priority 3 Self-Assessment Tool 5 (Full Implementation And Sustainability)	Current Difference from Baseline: No Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Action 3.1)					
3.2	Average rating of progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making, as measured by the Priority 3 Local Indicator Self-Assessment Tool. (Action 3.1)	Spring 2024 Priority 3 Self-Assessment Tool 3 (Initial Implementation)	Spring 2025 Priority 3 Self-Assessment Tool 3 (Initial Implementation)	Spring 2026 Priority 3 Self-Assessment Tool 3 (Initial Implementation)	Spring 2027 Priority 3 Self-Assessment Tool 5 (Full Implementation And Sustainability)	Current Difference from Baseline: No Change from Baseline
3.3	Percent of families that have created accounts in ParentSquare (Action 3.1) REVISED METRIC Percent of families who have downloaded the ParentSquare App (Action 3.1)	Spring 2024 TBD Baseline will be set during the 2024-25 school year. REVISED BASELINE 57% of Parents have dowloaded the ParentSquare App	N/A BASELINE SET MAY 2025	61% of Parents have downloaded the ParentSquare App	Spring 2027 80% REVISED TARGET 65% of Parents have dowloaded the ParentSquare App	Current Difference from Baseline: +4%
3.4	Percent of respondents indicating “High” to “Very High” levels of agreement that they feel their culture is recognized by their school site, measured by a locally curated SCUSD survey. (Action 3.2)	Spring 2024 38% of respondents (N= 179)	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	DISCONTINUED METRIC	Spring 2027 80% of respondents DISCONTINUED METRIC	Current Difference from Baseline: N/A METRIC DISCONTINUED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Percent of students indicating “Completely True” or “Mostly True” when asked questions related to culture representation on their school site, as measured by the Developmental Relationships Survey (DRS). (Action 3.2)	Fall 2024 Overall: 83% of respondents (N= 3,248) ELEMENTARY Overall: 86% of respondents (N= 618) American Indian or Alaska Native: 100% (N=1) Asian: 85% (N=247) Black or African American: 90% (N=10) Hispanic: 88% (N=186) Native Hawaiian or Other Pacific Islander: 100% (N=2) Two or More Races: 79% (N=52) White: 86% (N=116) MIDDLE SCHOOL Overall: 83% of respondents (N= 843) American Indian or Alaska Native: 50% (N=4) Asian: 83% (N=304) Black or African American: 76%(N=17) Hispanic: 81% (N=304) Native Hawaiian or Other Pacific Islander: 71% (N=7)	NEW METRIC ADDED MAY 2025	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	Fall 2026 Overall: 90% of respondents ELEMENTARY Overall: 90% of respondents American Indian or Alaska Native: 100% (Maintain) Asian: 90% Black or African American: 90% (Maintain) Hispanic: 90% Native Hawaiian or Other Pacific Islander: 100% (Maintain) Two or More Races: 90% White: 90% MIDDLE SCHOOL Overall: 90% of respondent American Indian or Alaska Native: 90% Asian: 90% Black or African American: 90% Hispanic: 90% Native Hawaiian or Other Pacific Islander: 90%	Current Difference from Baseline: N/A METRIC DISCONTINUED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: 85% (N=61) White: 87% (N=141) HIGH SCHOOL Overall: 83% of respondents (N= 1,787) American Indian or Alaska Native: 88% (N=8) Asian: 85% (N=640) Black or African American: 80% (N=44) Hispanic: 80% (N=687) Native Hawaiian or Other Pacific Islander: 80% (N=10) Two or More Races: 84% (N=89) White: 83% (N=301) DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)			Two or More Races: 90% White: 90% HIGH SCHOOL Overall: 90% of respondents American Indian or Alaska Native:90% Asian: 90% Black or African American: 90% Hispanic: 90% Native Hawaiian or Other Pacific Islander: 90% Two or More Races: 90% White: 90%	
3.6	Number of family Resource Center contacts each year (Action 3.3)	Spring 2024 (April) Unduplicated students = 3,258 Unduplicated families = 1,361	Spring 2025 (April) Unduplicated students = 1,107 Unduplicated families = 2,273 REVISED Unduplicated families = 621	Spring 2026 Unduplicated families = 1,056	Spring 2027 (April) Unduplicated students = 3,960 Unduplicated families = 1,646 REVISED TARGET Unduplicated families = 1,646	Current Difference from Baseline Unduplicated families = +435

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Number of events where families receive services and supports (Action 3.3)	Spring 2024 TBD Baseline will be set during the 2024-25 school year. REVISED BASELINE Spring 2024 23 Family events	Spring 2025 41 Total Family events REVISED Family Events Spring 2025 19 Family events	Spring 2026 44 Family events	Spring 2027 10% increase from the baseline REVISED TARGET 41 Family Events REVISED TARGET (FRC Only) 25 Family Events	Current Difference from Baseline +25 Family Events
3.8	Percent of families responding that Family Resource Center sponsored events have a positive impact (Action 3.3)	Spring 2024 TBD Baseline will be set during the 2024-25 school year. REVISED BASELINE Spring 2024 85.1% of surveyed families indicated that the Family Resource events had a positive impact	Spring 2025 91.4 % of survey respondents indicated that the Family Resource events had a positive impact	Spring 2026 83.0% of survey respondents indicated that the Family Resource events had a positive impact	Spring 2027 90% of families	Current Difference from Baseline -2.1% of families
3.9	Average percent of district advisory committee meetings with union representation (Action 3.4)	Spring 2024 TBD Baseline will be set during the 2024-25 school year. REVISED BASELINE Spring 2024 100%	Spring 2025 100%	Spring 2026 100%	Spring 2027 DAC = 75% DELAC = 75% REVISED TARGET DAC = 100% DELAC = 100%	Current Difference from Baseline +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	Average percent of district advisory committee meetings with representation from parents of students with disabilities (Action 3.4)	Spring 2024 TBD Baseline will be set during the 2024-25 school year. REVISED BASELINE Spring 2024 100%	Spring 2025 100%	Spring 2026 100%	Spring 2027 DAC = 75% REVISED TARGET DAC = 100% DELAC = 100%	Current Difference from Baseline +0%
3.11	Number of interpretation episodes (Action 3.5)	Spring 2024 TBD Baseline will be set during the 2024-25 school year. REVISED BASELINE Spring 2024 Number of interpretation episodes: 1,152	Spring 2025 Number of interpretation episodes: 1,322	Spring 2026 Number of interpretation episodes: 1,601	Spring 2027 10% increase from the baseline (1,597) REVISED TARGET Spring 2027 25% increase from the baseline (1,440)	Current Difference from Baseline: +449
3.12	Number of language line requests (Action 3.5)	Spring 2024 TBD Baseline will be set during the 2024-25 school year. REVISED BASELINE Spring 2024 Number of language line requests: 2,722	Spring 2025 Number of language line requests: 2,705	Spring 2026 Number of language line requests: 2,545	Spring 2027 10% increase from the baseline (2,992) REVISED TARGET Spring 2027 10% increase from the baseline (2,999)	Current Difference from Baseline: -177
3.13	Number of Post-secondary partners (Action 3.6)	Spring 2024 TBD	Spring 2025 5 IHEs - Mission College, Evergreen, San	Spring 2026 11 IHEs - Mission College, West Valley, Evergreen,	Spring 2027 5% increase from the baseline	Current Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Baseline will be set during the 2024-25 school year. REVISED BASELINE Spring 2024 5 IHEs - Mission College, Evergreen, San Jose City College, DeAnza, Ohlone College	Jose City College, DeAnza, Ohlone College	San Jose City College, Eastside Adult School, Campbell Adult, Milpitas Adult, Silicon Valley Adult, Santa Clara University, San Jose State University, Special Olympics	REVISED TARGET 6 IHEs	Overall: +6 Post-secondary partners
3.14	Percent of students completing two semesters, three quarters, or three trimesters of partner/associated credit-granting, college course in either an academic discipline (e.g., English) or CTE discipline with a C- or better. (Action 3.6)	2023 Overall: 50.7% English Learners: 34.6% Economically Disadvantaged: 20.8% Students with Disabilities: 22.2% Homeless: 12.5% African American: 51.6% American Indian: NA Asian: 51.9% Filipino: 38.7% Hispanic/Latino: 44.3% Pacific Islander: NA White: 55.2% 2 or more races: 48.9%	2024 Overall: 53.1% English Learners: 39.9% Economically Disadvantaged: 51.0% Students with Disabilities: 32.0% Homeless: 31.8% African American: 57.4% American Indian: NA Asian: 52.5% Filipino: 74.4% Hispanic/Latino: 42.7% Pacific Islander: NA White: 62.8% 2 or more races: 69.5%	2025 Overall: 55.8% English Learners: 46.1% Economically Disadvantaged: 54.7% Students with Disabilities: 39.7% Homeless: 41.2% African American: 67.9% American Indian: NA Asian: 56.2% Filipino: 65.3% Hispanic/Latino: 49.4% Pacific Islander: NA White: 62.9% 2 or more races: 64.8%	2026 Overall: 75% English Learners: 50% Economically Disadvantaged: 40% Students with Disabilities: 40% Homeless: 25% African American: 75% American Indian: NA Asian: 75% Filipino: 50% Hispanic/Latino: 60% Pacific Islander: NA White: 75% 2 or more races: 48.9%	Current Difference from Baseline: Overall: +5.1%. English Learners: +11.5%. Economically Disadvantaged: +33.9%. Students with Disabilities: +17.5%. Homeless: +28.7%. African American: +16.3%. American Indian: NA Asian: +4.3%. Filipino: +26.6%. Hispanic/Latino: +5.1%. Pacific Islander: NA White: +7.7%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2 or more races: +15.9%.
3.15	Percent of students completing the FAFSA: (Action 3.6)	2023-2024 cycle (Through Dec 2023) Overall: 72.8%	2024-2025 cycle (Through Dec 2024) Overall: 58%	2025-2026 Cycle (Through Dec 2025) Overall: 61.7%	2026-2027 cycle (Through Dec 2026) Overall: 95%	Current Difference from Baseline: Overall: -11.1%
3.16	NEW METRIC Percent of families indicating “Strongly Agree” that their student’s school “communicates the importance of respecting different cultural beliefs and practices”, as measured by the California Healthy Kids Survey (CHKS). (Action 3.2)	Fall 2025 Elementary School: 53% Middle School: 29% High School: 35%	N/A	N/A	Fall 2026 Elementary School: 60% Middle School: 35% High School: 40%	Current Difference from Baseline: N/A New Metric

Goal Analysis [2025-26]

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

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

ACTION 3.1: We intend to strengthen existing partnerships with parents and families, in particular those of our unduplicated students, through focus groups, family orientations, family workshops, English Language Development parent classes, multilingual website enhancements, district /site family focused events, in order to support their educational success and to cultivate a community that learns together. This year we have expanded our parent engagement offerings to include a districtwide Family Resource Center Fair, attended by approximately 270 families. We also have offered monthly sessions in the spring related to mental health promotion and suicide prevention, bullying prevention and intervention, and coping with immigration related stressors. Counselors coordinate newcomer programming including day one and day two family orientations, school tours, introduction to technology, Student Ambassadors, two-, four-, and six-week check-ins. Counselor meetings focus on topics of grades, attendance, extra-curriculars, social adjustment, and post-secondary planning. Counselors also conduct small group counseling sessions and social events in support of newcomer students as they transition to SCUSD schools. The

district continues to use the ParentSquare mass communication and engagement platform as the primary means to engage and inform SCUSD families. The district also continues to provide families of new students with an onboarding email from ParentSquare with on-demand instructions to create accounts and update notification preferences which include content and mode of delivery.

ACTION 3.2: Data from the 2024-2025 CA Healthy Kids Survey and LCAP Annual Update revealed that many students and families feel their cultures are insufficiently represented within school and classroom environments. There is also a significant demand for more intercultural and multicultural events. While individual schools have launched exemplary initiatives—such as the Diversity Council at Santa Clara High, the Mariachi Band at Buchser Middle, and various Diwali and Día de los Muertos displays—the district must now focus on building systemic consistency during the 2026-2027 school year. Recent efforts have included: Integrating culturally representative books into classrooms and libraries, training administrators on the impacts of Ramadan and other fasting holidays and considering cultural relevancy in the current math adoption process. Moving forward, the district will continue to provide opportunities for students and families see their identities reflected in both the physical school space and the academic curriculum.

ACTION 3.3: We have continued to expand on parent and family engagement offerings this year, leading to an increase in services provided. Workshop offerings varied from in-person sessions to hybrid and virtual as well as English and Spanish languages to meet the needs of underserved populations, such as newcomers, English language learners, and immigrant families. A few of the workshops that were offered to district families include, Know Your Rights presentations in English and Spanish, Managing Stress and Fostering Resiliency, Parenting in the Digital Age, and Meeting Your Adolescent's Brain, and the most popular event the Family Resource Fair with an attendance of 270 families who checked-in which served 394 students. The Family Resource Center is also supporting families at the time of registration by offering childcare, if needed. We plan to offer parents and families increased opportunities to complete the event survey in paper form to improve access to continue to refine our programming.

ACTION 3.4: The district has engaged in a robust labor management partnership with the United Teachers of Santa Clara (UTSC), California School Employees Association (CSEA) and Santa Clara Unified Management Association (SCUMA) for almost a decade. The infrastructure supporting this partnership includes the Labor Management Steering Committee (LAMPS), the District Leadership Team (DLT) -- which currently functions as the System of Supports Committee which is focused on building stronger MTSS systems, Joint Committees, and support for School Leadership Teams, as well as frequent smaller engagements to facilitate communication and problem solving. Per SCUSD's LCAP Goal 1, the closing of the equity gap with Latino/a students is a top priority for the partnership. With the arrival of our new superintendent, we are re-committing to this work by analyzing the structures that are currently in place and streamlining them for the 2026-2027 school year.

ACTION 3.5: To strengthen communication with Spanish-speaking families, we now have 4 district level Spanish-speaking interpreters to meet growing demand and ensure that all parents have access to clear, effective communication. This addition allows us to offer more flexible and timely interpreter services, both in-person and virtually, for meetings, conferences, and daily interactions. We also continue to translate key documents such as newsletters, report cards, and school handbooks into Spanish, ensuring families receive essential information in their preferred language. To maximize communication with parents who speak a language other than English, we prioritize the use of district and hourly interpreters to ensure accurate and effective conversations. We offer both in-person and virtual interpreter services, making it easy for families to engage with educators and staff. Additionally, written materials such as newsletters, report cards, and handbooks are translated into Spanish by district translators to ensure families receive important information in a language they can understand.

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.

Action 3.1 - More supplies are needed for parent engagement activities/events.

Action 3.2 and 3.4 - Actions 3.2 and 3.4 were originally budgeted using LCFF funds. During implementation, the District utilized Educator Effectiveness Block Grant (EEBG) funds to support these activities in order to prioritize the use of restricted resources first. As a result, no LCFF expenditures were reported for Action 3.4 and reduced LCFF expenditures were reported for Action 3.2. The associated costs are reflected under the applicable EEBG-funded action and were not duplicated in the LCAP expenditure reporting.

Actions 3.3, 3.5, 3.6 - The differences between budgeted and estimated actual expenditures were immaterial.

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

ACTION 3.1: We increased the number of events where families receive services and supports (Metric 3.6) by 15 events this year to 44 events, up from 23 events in 2023-2024. The addition of the Family Resource Center Fair this year increased the effectiveness of family engagement, as evidenced by the attendance of over 270 families. The percent of families responding that Family Resource Center sponsored events have a positive impact (Metric 3.8) is at 83%, just 7% away from our target, yet 2.1% less than last year. The district continues to use the ParentSquare mass communication and engagement platform as the primary means to engage and inform SCUSD families. The district also continues to provide families of new students with an onboarding email from ParentSquare with on-demand instructions to create accounts and update notification preferences which include content and mode of delivery. The initial effectiveness of this strategy was established (Metric 3.3) as baseline data was collected. The percent of families who downloaded the ParentSquare app is at 57% in 2024-2025.

ACTION 3.2: Due to district office staff bandwidth, we were not able to make much progress in 2025-2026 in developing a set of baseline expectations and resources for schools to host multicultural celebrations, cultural awareness events and activities, and other strategies that promote intercultural understanding. We have established baseline metric data this year (new Metric 3.16) which measures the percent of families indicating "strongly agree" when asked whether their school “communicates the importance of respecting different cultural beliefs and practices” as measured by CHKS. Baseline results reveal that 53% of Elementary school families “strongly agree”, Middle Schools families report a 29% “strongly agree” response rate and 35% of High School families “strongly agree” at this time.

ACTION 3.3: We increased the number of parent and family engagement events from 2024-25 (19 events) to 44 events for the entirety of this year. We also saw an increase in the unduplicated count of families having a contact with our FRC (+435). These increases may be due to expanding offerings/topics and locations across the district. For example, this year we had more events on our Agnew campus, which created more access for families in the northern part of our district. However, we also experienced a decrease in student contacts at some of our programming for after school and summer, as many students were shifted to being served by ELOP. Furthermore, six events were canceled due to lack of participation and may be related to the anti-immigration and anti-LGBTQ+ climate in the community. The most popular events for families are related to ESL classes for Spanish-speaking adults as the Student Services Team offers child supervision during the instructional time.

ACTION 3.4: We met our targets in that 100% of our DAC meetings had union representation. This data supports an assertion that our labor management partnership efforts have yielded consistent and authentic participation in key district meetings by labor partners, including executive leadership of our bargaining associations.

ACTION 3.5: The number of interpretation episodes went up by 449 since the baseline year in 2023-2024 (Metric 3.11), while the number of language line requests went down by 227 (Metric 3.12). This is actually a desired result. As more schools utilize our interpretation services, the need for language line requests reduces. For example, this year our district translators have been able to assist with more SST meetings and therefore language line requests are not needed, reducing contract costs.

ACTION 3.6: We continue to implement a comprehensive set of actions, detailed in Action 3.6, to provide opportunities and resources to unduplicated students, including support for students and their families to understand and access college and career resources, in multiple languages. Our counseling staff continues to identify new and innovative means to engage our students. However, FAFSA completion rate data (Metric 3.14) indicates a decrease of 14.8% in the percent of students completing the FAFSA. We attribute this to the current political climate and fears by some students and families about putting their information on any government related document, in that their information could be used for other purposes.

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

There have been changes made to the actions and metrics in Goal 3.

Action 3.1
We continue to explore the creation of a public-facing tool that will allow families and students to easily access information regarding available testing supports for both state and local assessments, while viewing district state and local assessment outcomes in a public-facing dashboard.

Action 3.2: We continue to work to survey families about what cultural events are relevant and meaningful to them so that we can provide guidance and resources for our schools as we continue to work to increase our cultural competency across sites. In the coming year, we will be providing cultural competency training to all staff and we have added funding to this action, utilizing LREBG funds, to support that work.

Metric 3.4: Percent of respondents indicating “High” to “Very High” levels of agreement that they feel their culture is recognized by their school site, is being temporarily discontinued due to a need to further explore the items associated with the Developmental Relationships Survey (DRS) and district student data collection procedures.

Metric 3.5: Percent of students indicating “Completely True” or “Mostly True” when asked questions related to culture representation on their school site, is being temporarily discontinued due to a need to further explore the items associated with the Developmental Relationships Survey (DRS) and district student data collection procedures.

Metric 3.6: Year 1 Outcomes were revised downwards to 621 families.

Metric 3.7: Year 1 Outcomes were revised downwards to 19 families.

Metric 3.16: Percent of families indicating “Strongly Agree” that their student’s school “communicates the importance of respecting different cultural beliefs and practices”, as measured by the California Healthy Kids Survey (CHKS) has been added in order to provide information regarding cultural representation within the district while we further explore items associated with the Developmental Relationships Survey (DRS) and district student data collection procedures.

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	Increase meaningful engagement through educational opportunities for parents and families, district events, and volunteerism.	Through parent orientations, parent education workshops, English Language Development parent classes, website enhancements, events such as our English Learner Conference, and individual site family events, we intend to strengthen existing partnerships with parents and families in order to support educational success for all of our students, and to cultivate a community that learns together. We continue to explore the creation of a public-facing tool that will allow families and students to easily access information regarding available testing supports for both state and local assessments, while viewing district state and local assessment outcomes in a public-facing dashboard. These activities are funded out of unrestricted general funds and there are no additional LCFF funds used. The metrics associated with this action are Metrics 3.1 through 3.3 under the Goal 3 "Measuring and Reporting Results" section.	$13,807.00	No
3.2	REVISED: Increase student, staff and family intercultural awareness and understanding through a diverse range of staff,	The CA Healthy Kids Survey and our 2025 LCAP input survey data both revealed that high percentages of students and their families felt that their cultures were not visible on walls of their school and classrooms. There was also strong demand for an increase in intercultural and multicultural events at school. We intend to create a set of baseline expectations and resources for schools to provide visible recognition of events and holidays/celebrations for the cultures most relevant and meaningful to our	$129,008.00	No

Action #	Title	Description	Total Funds	Contributing
	student and family engagement activities, cultural events and on visible representations of cultural diversity on campuses.	community. We will survey our families to identify that information. We will also survey schools to understand their current practices and needs, provide professional learning to address gaps in staff knowledge about cultures with substantial representation in our student and staff population, and provide guidance on the appropriate representation and celebration of cultures and associated events and holidays. The metric associated with this action is Metric 3.16 under the Goal 3 "Measuring and Reporting Results" section. LREBG Funding: This action will be supplemented through LREBG funding to support district wide training about cultural competency. (see Annual Performance notes above for more details). With indirect costs, this LREBG funding amount equates to $78,930 of the $129,008 associated with this action.		
3.3	The Family Resource Center partners with school sites to offer a comprehensive set of services and supports to foster youth, students experiencing homelessness, English learners, low income, and other families to address basic needs and access both community and school site resources.	Our Family Resource Center (FRC) staff will use a new evidence-based parent engagement framework to guide their work. It will partner with community based agencies to provide support, including food and clothing distribution, to families and students in need. Our unduplicated student and family population continue to demonstrate a high level of need and as such are prioritized for support services by the FRC. The metrics associated with this action are Metrics 3.6 through Metric 3.8 under the Goal 3 "Measuring and Reporting Results" section.	$440,177.00	Yes
3.4	The district will continue to invest in active labor	The district is committed to and will continue to support a robust labor management partnership with the United Teachers of Santa Clara (UTSC), California School Employees Association (CSEA) and Santa Clara Unified	$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
	management partnership to inform planning and shared decision making in pursuit of our shared goals and priorities. This includes shared responsibility for the implementation of our new district equity framework. The district will continue to invest in eliciting student and family voice and leadership across a range of involvements in programs, events and committees.	Management Association (SCUMA). The infrastructure supporting this partnership includes the Labor Management Steering Committee (LAMPS), the District Leadership Team (DLT), Joint Committees, and support for School Leadership Teams, as well as frequent smaller engagements to facilitate communication and problem solving. Over time, the DLT group has shifted in name and focus. In the 2026-2027 school year, the DLT will be made up of those who attend what was formerly called SLT Networking Sessions so that we can have voices from all sites represented. Each team will be made up of one member of UTSC, one member of CSEA, one site based MTSS team member and the principal. The district has made the closing of the equity gap with Latino/a and other historically marginalized students a top priority. In 2021-22, we began the development of a district Equity Framework, which was approved unanimously by the school board in April 2024. In 2023-24, we initiated the Advancing Latino Student Achievement (ALAS) project to center the voices of Latino/a students, their families and also Latino/a staff in order to better understand the systemic conditions and practices that created barriers to their success as well as those that facilitated and supported their success. Student focus groups were conducted at eight schools in 2023-24. Due to concerns about the political climate, focus groups were put on hold for 2024-2025. During 2025-2026, the rightsizing efforts were the focus of the district and another round of student focus groups as well as family member and staff member focus groups did not occur. We are working to continue to lift student and family voice in the 2026-2027 school year. A key element of the district’s commitment to student and family voice and leadership is participation on a variety of advisory committees, including but not limited to the PTA Council, Community Advisory Council (CAC), District English Learner Advisory Committee (DELAC), school site English Learner Advisory Committee (ELACs), District Advisory Committee (DAC), Site Student Councils, District Student Senate and Superintendent’s Student Council, SELPA CAC, and Career Technical Education (CTE) Advisory Board. Members of these committees typically include parents/family members, business and community members, students and certificated and classified staff. For example, the DAC is composed of administrators, teachers, classified staff, parents and students. The committee meets 3-4 times per year to review student data, monitor,		

Action #	Title	Description	Total Funds	Contributing
		evaluate and adjust the LCAP, and give feedback on other district efforts as needed. The DELAC is composed of parents of English learner students who are also members of the school site ELAC or School Site Council. It meets five times per year and advises the district regarding district goals, assists in developing or updating an EL Master Plan, and monitoring programs for ELs. DELAC members also provide input about the LCAP. The metrics associated with this action are Metrics 3.9 and Metric 3.10 under the Goal 3 "Measuring and Reporting Results" section.		
3.5	Provide interpretation and translation services to allow non-English speaking families to participate in school and district services and activities.	Our parents and families are critical to the success of our students. This diversity of our families allows us to incorporate their diverse viewpoints into the planning of our educational opportunities for students. Interpreters and translators are essential in two way communication between families from other language backgrounds and the district, and vice versa. The district will continue to provide the Language Line as a resource for interpretation at all sites. We provide interpretation services for Board meetings, DELAC meetings and many other meetings throughout the year. Schools can request interpretation services for school events. We continue to explore ways to expand in person interpretation services. The metrics associated with this action are Metrics 3.11 and Metric 3.12 under the Goal 3 "Measuring and Reporting Results" section.	$227,206.00	Yes
3.6	Sustain and expand post-secondary partnerships to equitably provide opportunities and resources to unduplicated	The district continues to prioritize business and post-secondary partnerships to increase opportunities and resources that benefit all students, including post-secondary credit in high school. We will focus in particular on our unduplicated student population, which has historically demonstrated lower post-secondary enrollment. We will also continue to expand our Spanish language college awareness and student financial aid	$300,000.00	No

Action #	Title	Description	Total Funds	Contributing
	students, including support for families to equitably understand and access college and career resources, in multiple languages.	family engagement events to support greater numbers of our historically underserved students to apply for both college and financial aid. The metrics associated with this action are Metrics 3.13 through 3.15 under the Goal 3 "Measuring and Reporting Results" section.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	[THIS GOAL HAS BEEN DISCONTINUED] By May 2026, New Valley Continuation High School will have created and fully implemented a college and career readiness program in order to improve outcomes for students within groups identified as being of the highest need on the 2023 CA School Dashboard under state Priority 6: School Climate and Priorities 7 & 8: Access to and outcomes of a Broad Course of Study. Improved outcomes under Priorities 7 & 8 will be New Valley's primary focus, with a goal of increasing the percent of English learners, Homeless students, low income students, students with disabilities and Hispanic/Latino students "prepared" for college and career. Improved outcomes under Priority 6 will be integrated into the college and career readiness program in the form of discipline and suspension prevention, particularly among English learners, students with disabilities, Hispanic/Latino Students, and students identifying as White.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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 IS BEING DISCONTINUED AT THE END OF THE 2025-26 SCHOOL YEAR DUE TO NO LONGER RECEIVING EQUITY MULTIPLIER FUNDING]

New Valley High School's School Site Council (which includes student representation, as well as certificated and classified staff members), convened to discuss the parameters outlined within the Equity Multiplier funding structure. The 2023 CA School Dashboard revealed that low performance on the College and Career indicator impacted the highest number of student groups (N= 5). As such, district administrators and New Valley's School Site Council members decided that a multi-pronged focus on clear connections between current academic outcomes and post-secondary opportunities would yield the largest improvements.

Under the larger umbrella of strengthening student college and career readiness for post-secondary success, New Valley will conduct field studies related to local college programs and CTE pathways. Complementing this work will be the creation of a mentoring program. Additionally, student academic performance will be addressed by purchasing supplemental curriculum aimed at enhancing Tier 2 supports in core subjects, and providing professional learning opportunities for staff around instructional strategies for "at-promise" youth*. High suspension rates among student groups (N= 4) on the CA School Dashboard will be addressed through carefully selected professional learning opportunities for teachers that focus on restorative practices and de-escalation strategies.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of New Valley students enrolled in a partner/associated credit-granting, college course. (Action 4.1)	Spring 2024 English Learners = 0% Homeless Youth = 0% Economically Disadvantaged students = 0% Students with Disabilities = 0% Hispanic/Latino = 0%	Spring 2025 English Learners = 0% Homeless Youth = 0% Economically Disadvantaged students = 0% Students with Disabilities = 0% Hispanic/Latino = 0%	Spring 2026 English Learners = 4% Homeless Youth = 2% Economically Disadvantaged students = 2% Students with Disabilities = 0% Hispanic/Latino = 10%	Spring 2027 English Learners = 15% Homeless Youth = 15% Economically Disadvantaged students = 15% Students with Disabilities = 15% Hispanic/Latino = 15% REVISED Spring 2027 English Learners = 7% Homeless Youth = 7% Economically Disadvantaged students = 10% Students with Disabilities = 7% Hispanic/Latino = 10%	Current Difference from Baseline: English Learners = +4%. Homeless Youth = +2%. Economically Disadvantaged students = +2%. Students with Disabilities = +0%. Hispanic/Latino = +10%.
4.2	Percent of New Valley students completing at least one semester of a college course at a partner/associated credit-granting	Spring 2023 English Learners = 0.0% Homeless Youth = 0.0% Economically Disadvantaged students = 1.2%	Spring 2024 English Learners = 0% Homeless Youth = 0%	Spring 2025 English Learners = 0% Homeless Youth = 0%	Spring 2026 English Learners = 10% Homeless Youth = 10%	Current Difference from Baseline: English Learners = +0% Homeless Youth = +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	institution, with a C- or better. (Action 4.1)	Students with Disabilities = 0.0% Hispanic/Latino = 1.5%	Economically Disadvantaged students = 1% Students with Disabilities = 0% Hispanic/Latino = 1%	Economically Disadvantaged students = 0.02% Students with Disabilities = 0% Hispanic/Latino = 0.02%	Economically Disadvantaged students = 11% Students with Disabilities = 10% Hispanic/Latino = 12% REVISED Spring 2027 English Learners = 7% Homeless Youth = 7% Economically Disadvantaged students = 10% Students with Disabilities = 7% Hispanic/Latino = 10%	Economically Disadvantaged students = -1.18%. Students with Disabilities = +0% Hispanic/Latino = -1.48%
4.3	Percent of New Valley students enrolled in a CTE Pathway.(Action 4.1)	Spring 2024 Overall = 52.25% English Learners = 40% Homeless Youth = 25% Economically Disadvantaged students = 51.9% Students with Disabilities = 39.1% Hispanic/Latino = 48.6% Among students enrolled in a CTE Pathway: English Learners = 40%	Spring 2025 Overall: 30% English Learners = 22% Homeless Youth = 33% Economically Disadvantaged students = 27% Students with Disabilities = 36% Hispanic/Latino = 27%	Spring 2026 Overall: 38% Among students enrolled in a CTE Pathway: English Learners = 30% Homeless Youth = 0% Economically Disadvantaged students = 50% Students with Disabilities = 30%	Spring 2027 Overall = 70% Among students enrolled in a CTE Pathway: English Learners = 60% Homeless Youth = 40% Economically Disadvantaged students = 60% Students with Disabilities = 50%	Current Difference from Baseline: Overall = -14.25%. Among students enrolled in a CTE Pathway: English Learners = -10.0%. Homeless Youth = -25.0%. Economically Disadvantaged students = -1.9%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Youth = 25% Economically Disadvantaged students = 51.9% Students with Disabilities = 39.1% Hispanic/Latino = 48.6%	Among students enrolled in a CTE Pathway: English Learners = 22% Homeless Youth = 33% Economically Disadvantaged students = 27% Students with Disabilities = 36% Hispanic/Latino = 27%	Hispanic/Latino = 100%	Hispanic/Latino = 60% REVISED Spring 2027 Overall = 35% English Learners = 25% Homeless Youth = 35% Economically Disadvantaged students = 30% Students with Disabilities = 40% Hispanic/Latino = 30%	Students with Disabilities =-9.1%. Hispanic/Latino = +51.4%.
4.4	Percent of New Valley students who completed at least one CTE Pathway with a grade of C- or better in the capstone course. (Action 4.1)	Spring 2023 English Learners = 0.0% Homeless Youth = 0.0% Economically Disadvantaged students = 0.0% Students with Disabilities = 0.0% Hispanic/Latino = 0.0%	Spring 2024 English Learners = 5% Homeless Youth = 0.0% Economically Disadvantaged students = 7% Students with Disabilities = 5% Hispanic/Latino = 1% REVISED YEAR 1 OUTCOME Spring 2024 English Learners = 0.0%	Spring 2025 English Learners = 0.0% Homeless Youth = 0.0% Economically Disadvantaged students = 0.0% Students with Disabilities = 0.0% Hispanic/Latino = 0.0%	Spring 2026 English Learners = 10% Homeless Youth = 10% Economically Disadvantaged students = 10% Students with Disabilities = 10% Hispanic/Latino = 10% REVISED Spring 2027 English Learners = 7% Homeless Youth = 7%	Current Difference from Baseline: English Learners = +0%. Homeless Youth = +0% Economically Disadvantaged students = +0%. Students with Disabilities = +0%. Hispanic/Latino = +0%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless Youth = 0.0% Economically Disadvantaged students = 0.0% Students with Disabilities = 0.0% Hispanic/Latino = 0.0%		Economically Disadvantaged students = 10% Students with Disabilities = 7% Hispanic/Latino = 5%	
4.5	Percent of eligible New Valley students receiving the State Seal of Biliteracy AND scoring "Standard Met" or "Standard Exceeded" on the ELA CAASPP Smarter Balanced Assessment. (Action 4.1)	2024 State Seal of Biliteracy Recipients and 2023 ELA CAASPP Results End-Of-Year (Spring 2024) English Learners = 0% Economically Disadvantaged students = 0% Hispanic/Latino = 0%	2025 State Seal of Biliteracy Recipients and 2024 ELA CAASPP Results End-Of-Year (Spring 2025) English Learners = 0% Economically Disadvantaged students = 0% Hispanic/Latino = 0%	2026 State Seal of Biliteracy Recipients and 2025 ELA CAASPP Results End-Of-Year (Spring 2026) English Learners = 0% Homeless Youth = 0% Economically Disadvantaged students = 0% Students with Disabilities = 0% Hispanic/Latino = 0.02% (1/50)	Spring 2027 State Seal of Biliteracy Recipients and 2026 ELA CAASPP Results End-Of-Year (Spring 2027) English Learners = 70% Economically Disadvantaged students = 70% Hispanic/Latino = 70% REVISED 2027 State Seal of Biliteracy Recipients and 2026 ELA CAASPP Results End-Of-Year (Spring 2027) English Learners = 7%	Current Difference from Baseline: English Learners = 0% Economically Disadvantaged students = 0% Hispanic/Latino = +0.02%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Economically Disadvantaged students = 7% Hispanic/Latino = 7%	
4.6	Percent of student respondents "Agreeing" or "Strongly Agreeing" that they learned valuable information during their visits to local colleges and CTE programs, as measured by the "Student Field Studies Survey". (Action 4.2)	Spring 2024 English Learners = TBD Homeless Youth = TBD Economically Disadvantaged students = TBD Students with Disabilities = TBD Hispanic/Latino = TBD	The creation and use of this tool was delayed. Baseline to be calculated in the 2025-26 school year	Responses were not disaggregated as expected because the survey was administered anonymously and did not add demographic questions. 26.8% of students "Agreed" or "Strongly Agreed" that they learned valuable information during their visits to local colleges and CTE programs, as measured by the "Student Field Studies Survey".	Spring 2027 English Learners = 70% Homeless Youth = 70% Economically Disadvantaged students = 70% Students with Disabilities = 70% Hispanic/Latino = 70%	Current Difference from Baseline: N/A YEAR 2 OUTCOME IS THE CURRENT BASELINE
4.7	Percent of 11th grade students and 11th grade students with disabilities "Meeting" or "Exceeding" ELA standards on the CAASPP Smarter Balanced Assessments AND "Nearly Meeting" Math standards on the	2023 ELA & Math CAASPP 11th Grade Overall = 0% Students with Disabilities = 0%	2024 ELA & Math CAASPP 11th Grade Overall = 0% Students with Disabilities = 0%	2025 ELA & Math CAASPP 11th Grade Overall = 0% Students with Disabilities = 0%	2026 ELA & Math CAASPP 11th Grade Overall = 30% Students with Disabilities = 30%	Current Difference from Baseline: 11th Grade Overall = 0% Students with Disabilities = 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAASPP Smarter Balanced Assessments. (Action 4.3)					
4.8	Percent of students suspended at least one time in the current school year. (Action 4.4)	2023 CA School Dashboard Overall= 21.8% English Learners = 26.6% Students with Disabilities = 31.1% Hispanic/Latino = 23.5% White = 17.6%	2024 CA School Dashboard Overall= 12.8% English Learners = 13.5% Students with Disabilities = 14.9% Hispanic/Latino = 12.9% White = N/A	2025 CA School Dashboard Overall= 12.4% English Learners = 9.6% Students with Disabilities = 21.2% Hispanic/Latino = 13.3% White = 18.8%	2026 CA School Dashboard Overall = 19% English Learners = 20.6% Students with Disabilities = 25.1% Hispanic/Latino = 17.5% White = 11.6% REVISED TARGET Overall = 12.8% English Learners = 13.5% Students with Disabilities = 14.9% Hispanic/Latino = 12.9% White = N/A	Current Difference from Baseline: Overall= -9.4%. English Learners = -17.0%. Students with Disabilities = -9.9%. Hispanic/Latino =-10.2%. White = +1.2%.
4.9	Percent of student respondents not selecting the "Does Not Apply" option who "Agree" or "Strongly Agree" that the Mentor program supported them academically, as measured by the "Mentor Program Feedback Survey".	Spring 2024 Students At-Risk of suspension = 0% Students At-Risk of Chronic Absenteeism = 0% THIS METRIC HAS BEEN DISCONTINUED	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	N/A	Spring 2027 Students At-Risk of suspension = 65% Students At-Risk of Chronic Absenteeism = 65%	Current Difference from Baseline: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Action 4.5)				THIS METRIC HAS BEEN DISCONTINUED	
4.10	Percent of student respondents not selecting the "Does Not Apply" option who "Agree" or "Strongly Agree" that at least one of the listed restorative practices/strategies used during a mentoring session was helpful, as measured by the "Mentor Program Feedback Survey". (Action 4.5)	Spring 2024 Students At-Risk of suspension = 0% Students At-Risk of Chronic Absenteeism = 0% THIS METRIC HAS BEEN DISCONTINUED	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	N/A	Spring 2027 Students At-Risk of suspension = 65% Students At-Risk of Chronic Absenteeism = 65% THIS METRIC HAS BEEN DISCONTINUED	Current Difference from Baseline: N/A
4.11	Percent of student respondents not selecting the "Does Not Apply" option who "Agree" or "Strongly Agree" that their attendance at school improved as a direct result of the Mentor program, as measured by the "Mentor Program Feedback Survey". (Action 4.5)	Spring 2024 Students At-Risk of suspension = 0% Students At-Risk of Chronic Absenteeism = 0% THIS METRIC HAS BEEN DISCONTINUED	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	N/A	Spring 2027 Students At-Risk of suspension = 65% Students At-Risk of Chronic Absenteeism = 65% THIS METRIC HAS BEEN DISCONTINUED	Current Difference from Baseline: N/A

Goal Analysis [2025-26]

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

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

Providing students with field experiences to community colleges and CTE organizations has been a major focus at New Valley. In 2025-2026, seven field experiences to community colleges and CTE organizations were attended by 167 (duplicated) students. In addition, Mission College application workshops were held on campus in the spring. NVHS continued its outreach efforts to dual enroll students in college courses, and to provide individual support to students taking a college class. Faculty continued to develop culturally relevant curricula across content areas to engage students in classes and strengthen their academic learning in ELA and Mathematics. Data analyses were conducted to identify and support candidates for the State Seal of Biliteracy. Continual emphasis on these goals has received widespread staff support, with two staff members expressly taking on larger roles, particularly in the areas of dual enrollment and the State Seal of Biliteracy. Finally, chromebooks were purchased to support students' college/career preparedness across content areas.

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.

All carry-over Equity Multiplier funding from the 2024-25 school year was fully expended and New Valley has not received additional Equity Multiplier funding. This goal and all associated expenses is now being discontinued.

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

ACTION 4.1
This year New Valley students enrolled in a partner/associated credit-granting, college course in year percentages than in the last two school years among many of our target student groups. Examples include: English Learners (+4%.), Homeless Youth (+2%.), Economically Disadvantaged students (+2%.), and Hispanic/Latino (+10%.). We are hopeful that these increases will impact our percent of students completing at least one semester of a college course at a partner/associated credit-granting institution, with a C- or better and our percent of students completing at least one CTE Pathway with a grade of C- or better in the capstone course, as both of these percentages have remained at 0%. However, we did experience reductions in the percent of students enrolled in a CTE course pathway. We believe this was due to changes made to our video production class, which was a popular course at New Valley.

ACTION 4.2
In relation to our field experiences, 26.8% of students "Agreed" or "Strongly Agreed" that they learned valuable information during their visits to local colleges and CTE programs. However, we believe these lower-than-expected results were due to a misunderstanding of the Likert scale. Furthermore, responses were not disaggregated as expected because the survey was administered anonymously and did not add demographic questions. In the future we plan to administer reflection field experiences after each trip to enhance the accuracy of this information.

ACTION 4.3
NVHS regularly receives students that are performing at least two years below academic grade level; many have histories of chronic absenteeism and truancy. However, we have been developing professional awareness and practice on such college/career indicators as

dual enrollment in college and/or CTE classes, and the State Seal of Biliteracy. Unfortunately, at this time, the percent of 11th grade students meeting the “Prepared” criteria via the Career Technical Education Pathway measure of the Career and College Indicator remains at 0%.

ACTION 4.4
The professional learning opportunities provided to staff and teachers that focused on supporting youth in the areas of Social Emotional Learning, restorative practices, and de-escalation strategies appears to have been effective as we experienced reductions in suspension rates from our baseline (-9.4%.) and at the state of this school year (-0.4%).Notable reductions were experienced among our English Learners (-17.0%.), Students with Disabilities (-9.9%.), Hispanic/Latino (-10.2%.), and White student populations (-1.2%.)

ACTION 4.5
Action 4.5 was revised from a mentor program to provide greater information and resources in support of students earning the state seal of biliteracy. This year, one student received the state seal of biliteracy, as well as met ELA standards. This is the first student in the last 2 years. Although a small gain, we hope to continue increasing awareness among our students and families in the 2026-27 school year.

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

Goal 4 is being discontinued. As a result, all goals, metrics, targeted outcomes or actions associated with this goal are being discontinued.

In order to provide transparency, the following metrics were updated when reporting the outcomes of the Goal for the 2025-26 school year.

Metric 4.3: The Baseline, Year 1 and 2 outcomes, Targets and Difference between baseline and current outcome have been updated to provide greater clarity that the sub group data is among students enrolled in a CTE Pathway, whereas the overall percentage is that of the overall school enrollment.

Metric 4.4: Year 1 outcomes have been updated to show that 0% of New Valley students completed at least one CTE Pathway with a grade of C- or better in the capstone course in the 2024-2025 school year.

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	Provide increased coordination and support for the	The Teacher on Special Assignment (TOSA) will coordinate the college and career readiness program, provide college and career support services, and track metrics associated with outcomes of effective program	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	college and career readiness program and services. REVISED ACTION Develop and/or strengthen culturally-relevant curriculum that supports English language, academic literacy, mathematical, research and technology skills across content areas [THIS ACTION HAS BEEN DISCONTINUED]	implementation to address the red or very low levels of College and Career Readiness for all students, as reflected in New Valley's CA Dashboard CCI indicator result. Those metrics have been identified under the Goal 4 "Measuring and Reporting Results" section and include Metrics 4.1, 4.2, 4.3, 4.4 and 4.5. REVISED ACTION As part of New Valley college and career readiness focus, teachers will be provided time to develop and/or strengthen culturally-relevant curriculum that develops students' English language, academic literacy, mathematical, research and technology skills across content areas.		
4.2	Provide field studies for students to visit local colleges and CTE programs. [THIS ACTION HAS BEEN DISCONTINUED]	As part of New Valley college and career readiness focus, students will be provided with field experiences to local colleges and CTE/trades organizations in order to gain knowledge regarding program acceptance requirements and resources, as well as spark interest in post-secondary opportunities. These actions are designed to address the red or very low levels of College and Career Readiness for all students, as reflected in New Valley's CA Dashboard CCI indicator result. The metric associated with this action is Metric 4.6, which has been identified under the Goal 4 "Measuring and Reporting Results" section.	$0.00	No
4.3	Provide teachers with supplemental curriculum resources and educational supports for “at-promise” students	New Valley will purchase and/or curate district-approved supplemental instructional materials and/or equipment in the subject areas of math, language/literacy, and technology. These resources will be culturally relevant and responses to the unique needs of “at-promise” students and students with disabilities. The metric associated with this action is Metric 4.7, which has been identified under the Goal 4 "Measuring and Reporting Results" section.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	and students with disabilities. [THIS ACTION HAS BEEN DISCONTINUED]			
4.4	Provide teachers with Professional Learning opportunities focused on supporting youth in the areas of Social Emotional Learning, restorative practices, and de-escalation strategies. [THIS ACTION HAS BEEN DISCONTINUED]	Many students who attend New Valley High have unique social emotional needs and trauma which often manifests in behavioral/disciplinary issues. These areas must be addressed if our students are to be successful in their post-secondary endeavors. Therefore, professional learning opportunities that focus on rebuilding relationships between students and the K-12 education system are needed. Teachers will be provided with training on a range of topics, including Social Emotional Learning, restorative practices, de-escalation strategies, and culturally relevant instructional practices. The metric associated with this action is Metric 4.8, which has been identified under the Goal 4 "Measuring and Reporting Results" section. Reporting Results" section.	$0.00	No
4.5	Establish and provide a mentoring program for targeted "at-promise" youth. REVISED ACTION Develop a system to increase the number of students earning the State Seal of Biliteracy. [THIS ACTION HAS BEEN DISCONTINUED]	As part of the New Valley college and career readiness focus, students will be provided with mentoring/tutoring support. New Valley students who are in need of academic interventions (i.e. received a D or F course grade in progress reporting periods or Semester 1 of their most recent Math or English course) and/or behavioral/attendance support (i.e. students who are at-risk of suspension/at-risk of chronic absenteeism), will meet with mentors on an on-going basis to discuss barriers to their success and needed supports. Strategies learned during the restorative practices professional learning sessions will be leveraged along with college/career information received during the field studies. Mentors will be compensated for their time and expertise. The metrics associated with this action are Metrics 4.9, 4.10 and 4.11, all of which have been identified under the Goal 4 "Measuring and Reporting Results" section. REVISED ACTION Many NVHS students are bilingual, however very few meet the criteria to earn the State Seal of Biliteracy. Therefore, NVHS will develop a system to	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		increase the number of students earning the SSB. This system will include assessments, instructional support and purchase of curricular materials.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By May 2027, Santa Clara Community Day will have reduced our schoolwide suspension rate by engaging staff in professional learning opportunities geared towards creating a school climate and educational experiences that prevent or deescalate concerning behaviors throughout the day. Staff will identify triggering situations that increase the likelihood of concerning student behavior and examine alternative approaches to the structure of our classrooms and campus in order to avoid or mitigate future problems. Santa Clara Community Day's primary focus will be on improved outcomes under State Priority 6: School Climate (engagement), however an additional focus will be on State Priority 4: Pupil Achievement (Pupil Outcomes). Although the population of students tested on state assessments is too small to generate a performance outcome on the dashboard, 100% of referred students score 2-3 levels below their current grade level on iReady and CAASPP interim Assessments. As such, engaging with academic content can often be a frustrating experience for our students that may lead to behaviors that result in suspension. Student opportunities that interrupt these associations will be explored and subsequent resources will be appropriately allocated.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

CA School Dashboard data reveals that the current suspension rates at Santa Clara Community Day (SCCD) are at 32%. Given the composition of Community Day's enrollment, a 32% suspension rate disproportionately impacts students from historically underserved student groups (i.e. Economically Disadvantaged, Students with Disabilities (IEP), and those identifying as Latino). As an alternative school, students attending community day have been referred to the site after exhibiting a trend of behavioral challenges within the district's comprehensive schools. As such, improving outcomes for students historically at risk for suspensions requires a proactive and multi-faceted approach focused on prevention, intervention, and academic support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percent of student respondents selecting "Agree" or "Strongly Agree" that at least one of the listed proactive practices/strategies was helpful, as measured by the CDS student support survey. (Action 5.5)	May 2025 Overall: 81%	N/A (Metric created in May 2025)	May 2026 Overall: %83.3%	90% of student respondents selecting "Agree" or "Strongly Agree" that at least one of the listed proactive/strategies was helpful REVISED TARGET 85% of student respondents selecting "Agree" or "Strongly Agree" that at least one of the listed proactive/strategies was helpful	Current Difference from Baseline: +2.3%
5.2	Percent of students receiving pull-out intervention in reading/writing and/or math achievement. (Action 5.2)	May 2025 Overall: 61.9%	N/A (Metric created in May 2025)	May 2026 Overall: 100%	70% of students will receive pull-out intervention in reading/writing and/or math.	Current Difference from Baseline: +38.1%.
5.3	Percent of students "At-Risk" for suspension who are meeting their individual goals at least 80% of the time, as measured through the "Eagle Scorecard". REVISED METRIC Percent of students with an IEP "At-Risk" for	May 2025 Students with Disabilities: 66%	N/A (Metric created in May 2025)	May 2026 Overall: 80%	May 2027 Students with Disabilities: 70%	Current Difference from Baseline: +14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	suspension who are meeting their individual goals at least 80% of the time, as measured through the "Eagle Scorecard". (Action 5.5)					
5.4	Percent of Students being Suspended (Action 5.2 & Action 5.5)	2024 CA School Dashboard Overall: 32.1% Hispanic/Latino: 32% Economically Disadvantaged: 25%	N/A (Metric created in May 2025)	2025 CA School Dashboard Overall: 38.9% Hispanic/Latino: 42.9% Economically Disadvantaged: 40%	2026 CA School Dashboard Overall: 25% Hispanic/Latino: 25% Economically Disadvantaged: 18%	Current Difference from Baseline: Overall: +6.8% Hispanic/Latino: +10.9% Economically Disadvantaged: +15%
5.5	NEW METRIC Percent of students increasing their effort and participation ("time-on-task") by at least 50%, as measured by the time it took to complete tasks on iReady and CAASPP assessments. (Action 5.2)	Spring 2026 100% of students increased their effort and participation ("time-on-task") by at least 50% as measured by the time it took to complete tasks on iReady and CAASPP assessments.	N/A (Metric created in Spring 2026)	N/A (Metric created in Spring 2026)	Spring 2027 100% of students increased their effort and participation by at least 50% as measured by the time it took to complete tasks on iReady and CAASPP assessments.	Current Difference from Baseline: N/A (New Metric May 2026)
5.6	NEW METRIC Percent of students increasing their writing fluency as measured by the pre & post writing assessments	Spring 2026 100% of students increased their writing fluency as measured by the pre & post writing assessments	N/A (Metric created in Spring 2026)	N/A (Metric created in Spring 2026)	Spring 2027 100% of students increased their writing fluency as measured by the pre & post writing	Current Difference from Baseline: N/A (New Metric May 2026)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	administered by ELA teachers. (Action 5.2)	administered by ELA teachers.			assessments administered by ELA teachers	

Goal Analysis [2025-26]

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

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

The data indicates a high level of student satisfaction regarding the proactive interventions implemented this period. While the primary goal was to provide specialized support in a separate setting, support staff demonstrated high levels of flexibility by pivoting to a push-in model for the remaining 20% of students who expressed reluctance or anxiety regarding leaving their general education environment. The majority of students are effectively utilizing self-regulation and coping strategies to remain in the classroom and avoid disciplinary action.

Students struggle with writing and academic confidence which is a result of chronic truancy, compounded time of missed content covered in class, and skill in reading and writing. The pull-out intervention time increased student confidence by targeting skill building in reading fluency and writing competency. Students are provided with interventions 2-3x a week, and students are required to re-test if they complete the assessments too quickly. The Emergent Focus program helped with student engagement while providing students with reading, writing, and analysis skill training.

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.

We fully implemented all planned programming, including the college and career program, with the exception of disruptions to continuity as a result of student truancy or suspensions. However, the estimated actual expenditure for this goal was $44,535 which is $6,000 less than the Equity Multiplier allocation in the 2025-26 school year. The majority of our funding went towards supplies and materials, along with travel/conferences for professional development opportunities. The remaining approximately $6,000 will be carried over into the 2026–27 school year to support planned Goal 5 actions and services.

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

Action 5.1

The intended Student Engagement implementation proved to be highly effective with 100% of students demonstrating increases in their general participation on iReady and CAASPP Interim Assessments. Furthermore, 83.3% percent of student respondents selected "Agree" or "Strongly Agree" that at least one of the listed proactive practices/strategies was helpful.

Action 5.2
At 100%, all respondents reported that the outreach strategies directly contributed to their academic or personal success. This positive trend suggests that the current support model is successfully reaching students before challenges become insurmountable. During this period, 100% of the identified student population received targeted pull-out interventions.

Actions 5.3 & 5.4
Although CDS experienced an increase in the 2024-25 school year in the percent of students being suspended (+6.7%), we have been monitoring our 2025-26 school year suspension rates and believe that the Professional development on restorative practice and engagement strategies to increase staff proficiency in disrupting suspension patterns and our “Real Talk” program on healthy life choices and chemical Dependency topics will both prove to have been effective when our 2025-26 discipline data is certified at the end of the school year.

Action 5.5
Spring data from the "Eagle Scorecard" shows that 100% of students in the "At-Risk" cohort successfully met their individual behavioral goals with at least 50% consistency. This high rate of achievement confirms that the majority of students are effectively utilizing self-regulation and coping strategies to remain in the classroom. It should be noted that the student population at SCCD changes quite rapidly and different strategies are needed for students based on their individual needs.

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

Community Day received an additional $51,697 in Equity Multiplier funds for the 2026-2027. Although our community is excited to apply these funds to better the educational outcomes of our students for a second year, they are not substantial enough to fund multi-year initiatives. As a result substantial changes needed to be made to our actions and budgeted allocation, despite the success noted above.

Action 5.1 has been discontinued
Action 5.2 has a revised action description that reflects a change from leveraging the services provided by the site TOSA, to retaining a 0.6 FTE TOSA position
Action 5.3 has been discontinued
Action 5.4 has been discontinued
Action 5.5 has a revised action description that reflects a change from leveraging the services provided by the site TOSA, to retaining a 0.6. The funding source for this action has also change from Equity Multiplier funds to LREBG Funds.

Metric 5.1: The Target for Year 3 Outcome has been revised down from 90% to 85%, noting the large shifts in the student population within the school. 85% seems more reasonable, given the variability in the circumstances each new cohort presents.

Metric 5.3: The language in this metric has been revised to clarify that the target student group are those with an IEP. All subsequent reporting has reflected this student group.

Metric 5.5: this is a new metric to LCAP Goal #5. It focuses on the percent of students increasing their effort and participation ("time-on-task") by at least 50% in relation to iReady and Interim CAASPP assessments.

Metric 5.6: This is a new metric to LCAP Goal #5. It focuses on the percent of students increasing their writing fluency as measured by the pre & post writing assessments administered by ELA teachers.

Material differences to the budgeted allocation under Goal 5 are expected in the 2026-27 school year. These differences are as follows:

Action 5.1: “Implement proactive strategies for decreasing suspension rates”, which allocated $2,500 to pay for a substitute to provide 1:1 support to teach and reteach proactive strategies in order to proactively decrease suspensions, has been reduced to $0.00, as this action is being discontinued.

Action 5.2: “Provide students with interventions in reading/writing, and math in order to deter task avoidance and an escalation in behavior” has a revised action description that reflects a change from leveraging the services provided by the site TOSA, to retaining a 0.6 FTE TOSA position. This change substantially increases the allocation from $10,035.00 to $51,697.00, the entirety of the Equity Multiplier allocation.

Action 5.3:”Provide Professional Development on restorative practice and engagement strategies.”, which allocated $12,000 to provide professional development on restorative practices and engagement strategies to increase staff proficiency in disrupting suspension patterns, has been reduced to $0.00, as this action is being discontinued.

Action 5.4: ”Provide students with informational sessions focused on "healthy life choices" and chemical dependency.”, which allocated $14,000 to provide the “Real Talk” program to our students, has been reduced to $0.00, as this as this action is being discontinued.

Action 5.5: “Increase student ownership of their academic journey and foster a sense of accountability and celebration in relation to meeting/not meeting educational outcomes”, which allocated $12,000 to provide additional support through the site TOSA, has changed funding sources from Equity Multiplier funds to LREBG funds. This change reduces the Equity Multiplier expenditure to $0, but adds $82,292 in LREBG funds to provide Community Day with a 0.6 FTE TOSA for the 2026-27 school year.

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	ACTION DISCONTINUED Implement proactive strategies for decreasing suspension rates.	Santa Clara Community Day will employ a substitute teacher to provide 1:1 pull-out support for students periodically throughout the school year that is focused on teaching and reteaching proactive strategies that decrease behaviors which may lead to suspensions.	$0.00	No
5.2	REVISED: Provide students with interventions in reading/writing, and math in order to deter task avoidance and an escalation in behavior .	Santa Clara Community Day's TOSA will provide an extra day of support each week in order to provide interventions in reading/writing, and math. These interventions will deter task-avoidance and an escalation in behavior that may result in suspension. REVISED ACTION DESCRIPTION Santa Clara Community Day's students will receive additional support through maintaining a 0.6 FTE Site TOSA. This position will support the analysis of scorecard data, review classroom expectations and needs assessments weekly to proactively increase student use of strategies in order to disrupt patterns of disciplines that result in suspensions. A portion of the 0.6FTE is funded using the equity multiplier funds.	$51,697.00	No
5.3	ACTION DISCONTINUED Provide Professional Development on restorative practice and engagement strategies.	In order to increase proficiency in disrupting student suspension patterns among certificated and classified staff, Santa Clara Community Day will provide professional development opportunities on restorative practices and engagement strategies.	$0.00	No
5.4	ACTION DISCONTINUED Provide students with informational sessions focused on "healthy life choices" and chemical dependency.	Santa Clara Community Day will contract with “Real Talk” to provide students with sessions that address healthy life choices and chemical dependency in order to equip students with the knowledge and proactive strategies needed to avoid risky or damaging behaviors.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.5	REVISED: Increase student ownership of their academic journey and foster a sense of accountability and celebration in relation to meeting/not meeting educational outcomes.	Students will receive additional support through the site TOSA including analyzing "Eagle Scorecard" data, reviewing classroom expectations, and a needs assessment weekly. This approach will proactively increase student use of strategies in order to disrupt patterns of disciplines that result in suspensions. REVISED ACTION DESCRIPTION Students will receive additional support through the 0.6 FTE Site TOSA, including analyzing scorecard data, reviewing classroom expectations, and a needs assessment weekly to proactively increase student use of strategies in order to disrupt patterns of disciplines that result in suspensions. A portion of the 0.6FTE will be paid for utilizing LREBG funds. With indirect costs, this LREBG funding amount equates to the $82,292 associated with this action.	$82,292.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$12,453,368	$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
7.207%	0.000%	$0.00	7.207%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** REVISED: Provide professional learning and instructional coaching to enhance certificated teacher, classified staff and site administrator capacity to improve student learning, achievement in literacy and mathematics and graduation rates, with a focus on English learners, Hispanic/Latino students, foster and homeless youth, low income students and students with disabilities.	With literacy and math as the district priority areas of focus, meeting the needs of diverse learners with a focus on equity and research based instructional practices will be the content for professional learning and instructional coaches will provide implementation support to teachers in the classroom. With these supports focused on foundational literacy, literacy in the content areas and implementation of equity based mathematics pathways, teachers will grow in their expertise of supporting students, especially our English	• Percent of students Meeting and Exceeding ELA standards • Percent of students Meeting and Exceeding Math standards

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: English learner, foster youth and low income students are disproportionately represented among students scoring two or more grade levels below standard on the iReady diagnostic in ELA and math; they also demonstrate lower CAASPP and CAST scores, lower graduation rates, and lower AP course enrollment and passing rates. They require additional support beyond the regular class day in order to accelerate their progress toward meeting standard(s). **Scope:** LEA-wide	learners, foster youth, and low income students. In addition, implementing the tier 1 instructional strategy of teacher clarity, embedded with best practices for multi-lingual learners, will further support the growth of our English Learners.	• Percent of students Meeting and Exceeding CAST standards • Percent of High School Graduates (4-Year Cohort) • Percent of Graduates Meeting UC/CSU Requirements (Four-Year Adjusted Cohort) • Percent of students enrolled in an AP course • Percent of students passing their AP exam with a 3 or higher • Percent of high school graduates who are placed in the "Prepared" level on the College/Career Indicator • Percent of teachers with a

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
			clear or preliminary credential • Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home student groups • Percent of facilities that do not meet the "Good Repair" Standard • Average rating of progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to adopted academic standards and/or

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
			curriculum frameworks
1.2	**Action:** Provide before and after school support for students with the highest need as a Tier 2 support. **Need:** English learner, foster youth and low income students are disproportionately represented among students scoring two or more grade levels below standard on both the iReady diagnostic and CAASP in ELA and math; they are also achieving lower GPAs and lower graduation rates. These students require additional support beyond the regular class day in order to accelerate their progress toward meeting standard(s). **Scope:** LEA-wide	Providing before and/or after school small group instruction in ELA/ELD and/or Math by classroom teacher(s) in grades K-8 is an evidence-based and effective Tier 2 intervention for these targeted students. Since these targeted groups are represented in classrooms across the school district, the action must occur in the classrooms and schools where they are found. For 9-12 additional credit recovery during the school year will be provided.	• Percent of unduplicated students participating in before and after school support. • Percentage of unduplicated students who scored two or more grade levels below standard on the iReady ELA and Math assessment who participated in before and/or after school programming.
1.3	**Action:** Provide small group in-class Tier 1, Tier 2 and Tier 3 early literacy support to students with highest need **Need:** English learner, foster youth and low income students are disproportionately represented among students scoring two or more grade levels below standard on the iReady diagnostic in ELA. They require additional, more in depth support beyond what can be provided in the regular classroom in order to	A team of highly trained, expert reading intervention teachers study district-wide grades K-2 student data and based on the students farthest below grade level, deploy in teams starting with the schools with the highest number of students needing support. They provide daily intensive reading instruction on foundational areas of reading such as phonics, phonemic awareness, and spelling. Students receive small group and 1:1 intervention during a 10 week cycle. Literacy intervention teachers also meet with site SST teams as they determine the needs of individual students and work collaboratively with classroom	Percent of students receiving 1:1 literacy intervention (Reading Recovery) meeting & exceeding the Reading Recovery National growth average. NEW METRIC (May 2026) -Percent of students receiving Tier 2 and Tier 3 Literacy Intervention supports increasing their

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
	accelerate their progress toward meeting standard(s). **Scope:** LEA-wide	teachers to build the capacity of classroom teachers to continue the intervention work with the students after the conclusion of the cycle in order to continue the Tier 2 supports in the classroom.	Lexile level between the Beginning-of-Year Dibels assessment and the End-of-Year Assessment. (Action 1.3) DISCONTINUED METRIC (May 2026) Percent of students receiving small group literacy intervention (Rise) who are meeting & exceeding their iReady "Stretch Growth" targets
1.4	**Action:** REVISED: Provide K-12 summer program for students identified as in need of Tier 2 and 3 support. **Need:** English learner, foster youth and low income students are disproportionately represented among students scoring two or more grade levels below standard on the iReady diagnostic in ELA. They require additional, more in depth support beyond what can be provided in during the regular school year in order to accelerate their progress toward meeting standard(s). **Scope:** LEA-wide	Based on student achievement data (iReady, progress toward graduation requirements, and ELPAC), unduplicated student groups are prioritized to attend summer programs. By prioritizing students with higher need, summer programs can accelerate their progress toward meeting grade level standards/credits toward graduation. By providing this LEA-wide, we can make sure that the process is equitable.	• Percent of Summer school students (Grades 3 - 7) showing improvement in iReady Reading • Percent of Summer school students (Grades 3 - 7) showing improvement in iReady 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
1.6	**Action:** Support school staff and school leadership teams to analyze student achievement and unduplicated student progress data to inform decisions and take action to provide academic interventions and other supports. **Need:** Teacher and administrator familiarity with achievement and wellness data of our unduplicated student groups is critical to build awareness around the need for additional tiered academic, social emotional, and behavioral supports. This data requires the expertise to extract and create data visualizations, and the use of district level databases and platforms, in support of school site data inquiry cycles and staff trainings. **Scope:** LEA-wide	Data Technicians within the Data, Assessment and Accountability Department are highly trained district office staff. Data Techs provide essential reports on the progress and well being of our unduplicated student groups, among other groups, to share with district and site administrators, teachers and classified staff. These data reports are used by school staff to inform decisions around tiered support and intervention, as well as reclassification determinations and placement of unduplicated pupils within supplemental programming (e.g. after school programming, summer school). Analyses conducted by Data Technicians support the ongoing monitoring of student performance in key academic and social emotional areas at the district department, committee and meeting level; as well as at school site council meetings, site leadership team meetings, English Learner advisory committee meetings, staff meetings, and student support team meetings. Given the myriad of work done by this position, data analytic support to school sites will be assessed comprehensively through the monitoring of user interactions with the Data, Assessment and Accountability Department's Data Literacy Modules. These modules provide administrators and teachers with key information regarding the progress of their students and highlight areas of need.	• Number of Data Literacy Module Views • Percent of respondents indicating that they "Agreed" or "Strongly Agreed" that they gained insight regarding their site/classroom data that they did not previously have.
1.8	**Action:** Provide supplemental site level support for improved instruction and academic intervention according to unduplicated student needs.	To provide additional support to students beyond the academic literacy intervention support provided by the district office interventionists, schools sites will hire both classified and certificated staff for specific literacy, mathematics and ELD interventions during the school day. This	We are implementing site implementation through the following metrics. Academic Intervention & Improved Instruction:

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: Unduplicated students have a range of support needs as demonstrated by their lower achievement levels on academic metrics including iReady ELA and Math, CAASPP ELA and Math, GPA, and graduation rates. Higher percentages of unduplicated students are achieving two or more years below grade level and are in need of additional targeted support in literacy and mathematics. Moreover, higher percentages of unduplicated students are demonstrating reduced levels of school connectedness, are chronically absent and may have received pre-suspension referrals and/or a suspension. **Scope:** LEA-wide	will occur by both pushing in to classrooms and by pull out and will be focused on students who are below grade level in the three areas, specifically English Learners, foster youth, low income students, and students with disabilities. Schools will hire staff to provide enhanced before and after school tutoring for grades 6-12 students in subject areas where the students are struggling. To enhance the awareness, skill and capacity of classroom teachers to address the learning needs of their unduplicated students, school sites will fund additional professional development opportunities in the areas of literacy, mathematics, ELD and inclusive practices beyond the baseline district office direct funded professional development. Similarly, school staff members will also attend conferences such as AVID, CABE, Inclusion Collaborative and Professional Learning Communities (PLC). So that classroom teachers and other school staff can more effectively track and more deeply understand student learning needs, in particular those of unduplicated students, staff will engage in data cycles of inquiry in order to regularly reassess student needs in the classroom and adjust instruction accordingly. This collaboration time can at times require additional compensated time beyond the contract day. School sites will purchase supplemental materials that support student engagement and learning acceleration such as digital materials, realia, and culturally relevant materials. Sites will also purchase additional library materials that are diverse and inclusive in their topics, stories, and histories so that students from diverse	• Percent of Unduplicated students meeting their growth target between iReady Diagnostic 1 & Diagnostic 3 in Reading • Percent of Unduplicated students meeting their growth target between iReady Diagnostic 1 & Diagnostic 3 in 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
		backgrounds and English learners can be more engaged and motivated by seeing themselves in the curriculum. Sites will also provide additional staffing time to open the library additional hours to provide extended access for students, especially unduplicated students for whom it may be challenging to find time and space at home to study.	
1.9	**Action:** Provide supplemental site level support to better address unduplicated student wellness, behavioral, and mental health needs. **Need:** At all of our schools, higher percentages of unduplicated students are demonstrating reduced levels of school connectedness, higher levels of mental health needs, higher levels of absenteeism, and higher levels of behavioral challenges, including pre-suspension referrals and suspensions. **Scope:** LEA-wide	Schools will use their targeted fund allocations to strengthen school-level multi-tiered systems of support for student behavior, PBIS in elementary and secondary, and restorative practices in secondary, designed to reduce the overrepresentation of unduplicated students receiving out of classroom referrals and suspensions, and to support positive student motivation to remain engaged in school. These investments include additional classroom behavior support staff, personnel to provide facilitated structured activities at break and recess time, and intramural and noon-time sports to reduce the opportunities for disengagement or conflictual behaviors. Additional mental health and counseling services will also be provided by the sites in the form of extra counseling hours and other mental health supports for unduplicated students so they can better focus on academic engagement and success. Supplemental SEL lessons and resources, as the district does not currently have an adopted SEL curriculum, support students, including unduplicated students, to develop prosocial and self regulatory behaviors that increase the opportunities for focus and positive self-concept that contribute to academic success.	DISCONTINUED for 2026-2027: -Sense of Belonging score on the Developmental Relationships Survey (DRS) 0-100 point scale. -Culturally Responsive Environments average score on the Developmental Relationships Survey (DRS) 0-100 point scale. -Percent and count of students that have experienced bias or discrimination by a peer or staff member when at school, as measured by the Developmental Relationships Survey (DRS) 0-100 point scale. REINSTATED for 2026-2027:

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
			-Percent of chronically absent students (K-8) -Percent of 5th Grade students responding on average, “Yes, Most of the time” and “Yes, All of the time” when asked questions related to “Social Emotional Learning Supports” -Percent of 7th Grade students responding on average, “Pretty much true” and “Very much true” when asked questions related to “Social Emotional Distress” -Percent of 9th Grade students responding on average, “Pretty much true” and “Very much true” when asked questions related to “Social Emotional Distress” -Percent of 11th Grade students responding on average, “Pretty much true” and “Very much true” when asked questions related to “Social Emotional Distress”
2.1	**Action:** REVISED: Using a whole child approach, school site teams continue to develop, implement, refine and monitor their tiered	The development of Positive Behavior Intervention Support (PBIS) systems within schools is a proactive approach to teaching and supporting unduplicated students, amongst other students, to	• Percent of Elementary schools “meeting fidelity” as

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
	systems of social emotional and behavioral support and intervention. **Need:** Unduplicated students have disproportionately been identified as at risk through higher levels of absenteeism, referrals out of the classroom, and suspensions. **Scope:** LEA-wide	develop prosocial, self regulatory behaviors and routines coupled with a schoolwide early intervention system. The tenets of PBIS support improved attendance, improved classroom and in school behavior that correlates with reduced referral and suspension rates.	measured by the PBIS Tiered Fidelity Inventory • Percent of Secondary schools “meeting fidelity” as measured by the PBIS Tiered Fidelity Inventory • Percent of Elementary schools making progress towards meeting fidelity (70% implementation), as measured by the PBIS Tiered Fidelity Inventory • Percent of Secondary schools making progress towards meeting fidelity (70% implementation), as measured by the PBIS Tiered Fidelity Inventory • Number of secondary schools systematically (80% of qualifying events)

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
			implementing restorative practices • Percent of students being suspended • Percent of students being expelled • Percent of students dropping-out of middle school • Percent of students dropping-out of high school
2.2	**Action:** REVISED: Provide professional learning to build staff diversity, equity and inclusion awareness, and staff capacity to respond effectively to mental health, substance abuse and risk factors in order to better foster socio-emotionally safe and culturally inclusive classroom and school environments. **Need:** Unduplicated students have disproportionately been identified as at risk through higher levels of absenteeism, referrals out of the classroom and suspensions and in academic categories as well. Unduplicated pupils who also fall into the LGBTQ+/BIPOC categories need additional support in terms of mental health and SEL in order to thrive.	Consistent with feedback from student educational partners, there is a critical need to de-stigmatize mental health support and normalize the use of Wellness Centers across the district. Furthermore, students and the broader community identified a need for enhanced teacher-student relationships and increased cultural responsiveness. To address these needs, the district will implement specialized professional learning focused on diversity, equity and inclusion awareness and responding to mental health, substance abuse and risk factors associated with diverse student needs. While these services are available to all, they are principally directed toward unduplicated students who, due to systemic barriers and varied life experiences, disproportionately require socio-emotionally safe and culturally inclusive learning environments to succeed. This work will increase the capacity of staff to foster a sense of belonging,	-Percent of secondary school staff trained in Mental Health Literacy. -Percent of secondary school staff trained in Substance Abuse prevention. -Percent of PK-12 staff participating in equity, diversity and anti-bias training. -Percent of Elementary school staff trained in Child Abuse prevention. -REVISED METRIC: Percent of site MTSS teams receiving coaching in SEL AND MTSS.

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	which research suggests is a primary driver for improving the attendance, engagement, and academic outcomes of our unduplicated student populations.	
2.4	**Action:** Provide support and engage with students and families, with a focus on foster and unhoused youth, to increase regular school attendance, and decrease chronic absenteeism. **Need:** Although the district was exited from differentiated assistance for chronic absenteeism with the release of the latest dashboard, chronic absenteeism remains high across the district with 16 schools having student groups with very high rates of chronic absenteeism. It is particularly high among our unduplicated student groups at many, but not all schools. **Scope:** LEA-wide	Educational partner feedback stated the need for the more intensive strategies that include family outreach, attendance plans, and home visits/home engagement and are prioritized for unduplicated students' households. The actions are described below: Attendance clerks at each school and the district attendance liaison will continue to partner with school teams and families to identify, understand and address causes of absenteeism for individual students. The district will continue to participate in an attendance collaborative on attendance and chronic absenteeism with other districts, facilitated by the Santa Clara Office of Education, where research-based practices and improvement strategies are reviewed. The district also has developed and will sustain a social work intern program whose primary focus is to improve student engagement and attendance, through outreach, family contacts, home visits, small group instruction, case management and counseling support. The district has written procedures in place and followed for tiered re-engagement of all students who are absent for more than 3 school days or 60% of the instructional days in a school week.	• Percent of chronically absent students (K-8) • Districtwide average attendance 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
		The district will continue to implement attendance Tier 1 interventions, which include: auto-dialer to call families each day if a student does not attend, teacher contacts family to see if there is a technology issue or if the student is sick, site multi-disciplinary teams regularly review the daily/weekly data on student attendance and engagement. The district will continue to implement attendance Tier 2 interventions, which include: providing outreach to determine student/family needs, including, home visits, technology, connection with health and social services, sending truancy letters home, referrals to site administrators for Student Support Team meetings, entering contacts in Aeries Attendance Notes, referrals to site multi-disciplinary Team for development of individualized support plan, referrals to the Family Resource Center, and entering contacts in Aeries Guidance Visitation. The district will continue to implement attendance Tier 3 interventions, which include but are not limited to referrals to individualized services, such as: home visits, student services referrals, assessment support, School Attendance Review Board, and California Youth Outreach. As also mentioned in action 3.3, the district's Student and Family Engagement Liaison will continue to support unduplicated student groups and their families by providing resources, including home visits, transportation, case management and referrals to community services. One goal of this	

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
		support is the removal of barriers to school attendance.	
2.5	**Action:** Invest in expansion of inclusive practices in order to improve access to rigorous, college/career readiness courses especially for students with disabilities and unhoused youth, to address areas of focus for Differentiated Assistance. **Need:** Many of our students with disabilities and unhoused youth also fall into the unduplicated student groups, especially English learners and low income students. Including these students in general education classrooms with provided supports and moving from self-contained to a least restrictive environment. **Scope:** LEA-wide	Co-teaching is a research/evidence based inclusive practice that benefits all children, and specifically students with disabilities. It takes new knowledge and skill for staff to work together in a co-taught classroom and provide inclusive strategies, and our partnership with Stanford University is helping staff to develop those critical skills sets. For cohesion and consistency across all sites, it is an LEA-wide action.	- Percent of survey respondents indicating that they have a better understanding of the importance of the Co-teaching model after attending professional learning sessions.
3.3	**Action:** The Family Resource Center partners with school sites to offer a comprehensive set of services and supports to foster youth, students experiencing homelessness, English learners, low income, and other families to address basic needs and access both community and school site resources. **Need:** A high percentage of families served by the Family Resource Center are those of our English learner, Foster youth and low income	The FRC is accessible and designed to serve all families within SCUSD. The FRC's services have been developed and prioritized in response to needs identified through family outreach efforts as well as data collected through a variety of modalities. A district level student family engagement liaison tracks the support being provided to each foster youth and homeless student, and provides this information to school teams to ensure adequacy and continuity of service. In 2026-2027, two bilingual Spanish speaking community liaisons will work to engage and support students and families. These staff	• Number of family Resource Center contacts each year • Number of events where families receive services and supports • Percent of families responding that Family Resource Center sponsored

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
	student groups. Their needs include food, clothing, sundries and school supplies, translation, support accessing community services, parent engagement and information regarding district practices and services, and referral to adult education opportunities. **Scope:** LEA-wide	also will continue to provide education and assistance about district communication platforms. To promote equity and access, these services are provided at multiple locations in partnership with school sites. We have established a satellite center on the Agnew campus to serve our families from the north side of the district, and will continue to expand services in the coming years, including the possibility of making service offerings mobile.	events have a positive impact

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Provide supplementary targeted services to English learner students and their families to support growth in English language proficiency and academic achievement. **Need:** There is a need to provide additional support our English learners with home connection and case management to optimize their progress toward reaching the requirements for reclassification. Additionally, newcomers and LTELs need additional support to be successful. **Scope:**	While the ELSATs provide assessment of English learner progress, they also have been trained to use the Ellevation student data system to perform EL progress monitoring and RFEP monitoring periodically throughout the year, instead of once in the fall, with a particular focus on our LTEL students. The ELSAT provides other critical supplementary services, for example, frequently acting as a liaison between school and family, helping to broker resources, facilitating communication, and providing case management support to many of our English learners, in particular our newcomer students, long-term ELs, and students with interrupted educations and/or low income family circumstances. By providing a dedicated staff (ELSAT) at each site, they can	• Percent of "English Learner" students making progress towards English Proficiency as measured by the English Learner Progress Indicator (ELPI) • Percent of English Learner students "Reclassified as English Language

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	connect with families and provide them with support to help their students understand the educational system. Monitoring of the EL Master Plan, developed by multiple partners including parents, students, staff and community members is crucial in making changes that better support our English learners. Implementation of SEAL helps improve teacher practice on evidence-based strategies to support multilingual learners as they enter our school system.	Proficient" (RFEP)
3.5	**Action:** Provide interpretation and translation services to allow non-English speaking families to participate in school and district services and activities. **Need:** Our largest group of non-English speaking families speak Spanish in the home and need interpretation services for English for participation in meetings conducted in English, for parent-teacher conferences, for specific parent information and engagement meetings. SCUSD families speak more than 50 different languages and this continues to grow and is currently more than 50. The additional interpreter and the Language Line services helps us to communicate in our families' home language. **Scope:** Limited to Unduplicated Student Group(s)	Our interpreters respond to requests for interpretation submitted online through a form by a district staff member. The Lead interpreters schedule either themselves or other staff or contractors to provide the service. The Language Line online service is provided for interpretations that are 20 minutes or less in duration. By adding a second translator/interpreter, as well as the online service, we are able to meet the needs of our families.	• Number of interpretation episodes • Number of language line requests

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.

N/A

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.

N/A

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$172,798,918	12,453,368	7.207%	0.000%	7.207%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$26,970,978.00	$2,511,667.00	$555,460.00	$266,685.00	$30,304,790.00	$26,189,586.00	$4,115,204.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	REVISED: Provide professional learning and instructional coaching to enhance certificated teacher, classified staff and site administrator capacity to improve student learning, achievement in literacy and mathematics and graduation rates, with a focus on English learners, Hispanic/Latino students, foster and homeless youth, low income students and students with disabilities.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Kathryn Hughes Elementary, Marian A. Peterson Middle, Pomeroy Elementary, Scott Lane Elementary, Adrian Wilcox High, Dolores Huerta Middle, Don Callejon, Juan Cabrillo Middle, Pomeroy Elementary, Santa Clara High, Wilson Alternative, New Valley Continuation High	Ongoing	$517,337.00	$353,749.00	$768,518.00	$102,568.00			$871,086.00	
1	1.2	Provide before and after school support for students with the highest need as a Tier 2 support.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$133,177.00	$20,823.00	$154,000.00				$154,000.00	
1	1.3	Provide small group in-class Tier 1, Tier 2 and Tier	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$2,946,749.00	$49,474.00	$2,996,223.00				$2,996,223.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		3 early literacy support to students with highest need	Low Income			Low Income										
1	1.4	REVISED: Provide K-12 summer program for students identified as in need of Tier 2 and 3 support.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$970,675.00	$311,035.00	$1,281,710.00				$1,281,710.00	
1	1.5	Provide equitable student access to Career Technical Education (CTE) courses and pathways and build career awareness including STEM related CTE fields in the middle grades.	All Socioeconomically Disadvantaged, Hispanic/Latino	No			Specific Schools: Wilson Alternative	Ongoing	$243,732.00	$716,627.00	$178,296.00	$685,438.00		$96,625.00	$960,359.00	
1	1.6	Support school staff and school leadership teams to analyze student achievement and unduplicated student progress data to inform decisions and take action to provide academic interventions and other supports.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$377,289.00	$216,615.00	$377,289.00	$216,615.00			$593,904.00	
1	1.7	Provide supplementary targeted services to English learner students and their families to support growth in English language proficiency and academic achievement.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,368,229.00	$0.00	$2,262,988.00	$105,241.00			$2,368,229.00	
1	1.8	Provide supplemental site level support for improved instruction and academic intervention according to unduplicated student needs.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,344,625.00	$819,475.00	$2,164,100.00				$2,164,100.00	
1	1.9	Provide supplemental site level support to better address unduplicated student wellness, behavioral, and mental health needs.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$662,278.00	$403,622.00	$1,065,900.00				$1,065,900.00	
2	2.1	REVISED: Using a whole child approach, school site teams continue to develop, implement, refine and monitor their tiered systems of social emotional and behavioral support and intervention.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$195,686.00	$59,572.00	$223,686.00	$31,572.00			$255,258.00	
2	2.2	REVISED: Provide professional learning to build staff diversity, equity and inclusion awareness, and staff capacity to respond effectively to mental health, substance abuse and risk factors in order to better foster socio-emotionally safe and culturally inclusive	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		classroom and school environments.														
2	2.3	Provide equitable mental health and wellness support for all students, with a focus on support for our English learners, foster youth, homeless students, and low income students.	All Students with Disabilities	No			All Schools	Ongoing	$13,175,617.00	$304,814.00	$11,597,597.00	$1,157,314.00	$555,460.00	$170,060.00	$13,480,431.00	
2	2.4	Provide support and engage with students and families, with a focus on foster and unhoused youth, to increase regular school attendance, and decrease chronic absenteeism.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: C.W. Haman Elementary, Kathryn Hughes Elementary, Laurelwood Elementary, Wilson Alternative . Abram Agnew Elementary, Bowers Elementary, Scott Lane Elementary, Buchser Middle, Don Callejon, Central Park Elementary, George Mayne Elementary, Pomeroy Elementary, Sutter Elementary, Washington Open Elementary, Westwood Elementary, Juan Cabrillo Middle and Montague Elementary.	Ongoing	$285,034.00	$6,537.00	$291,571.00				$291,571.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Invest in expansion of inclusive practices in order to improve access to rigorous, college/career readiness courses especially for students with disabilities and unhoused youth, to address areas of focus for Differentiated Assistance.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$102,967.00	$47,033.00	$150,000.00				$150,000.00	
2	2.6	REVISED: Invest in improvements and training to increase student and staff perceptions and experience of campus safety and security, with particular attention to the needs of our unduplicated students population.	All	No			All Schools	Ongoing	$2,059,210.00	$283,622.00	$2,342,832.00				$2,342,832.00	
3	3.1	Increase meaningful engagement through educational opportunities for parents and families, district events, and volunteerism.	All	No			All Schools	Ongoing	$0.00	$13,807.00	$13,807.00				$13,807.00	
3	3.2	REVISED: Increase student, staff and family intercultural awareness and understanding through a diverse range of staff, student and family engagement activities, cultural events and on visible representations of cultural diversity on campuses.	All	No			All Schools	Ongoing	$30,078.00	$98,930.00	$50,078.00	$78,930.00			$129,008.00	
3	3.3	The Family Resource Center partners with school sites to offer a comprehensive set of services and supports to foster youth, students experiencing homelessness, English learners, low income, and other families to address basic needs and access both community and school site resources.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$440,177.00	$0.00	$440,177.00				$440,177.00	
3	3.4	The district will continue to invest in active labor management partnership to inform planning and shared decision making in pursuit of our shared goals and priorities. This includes shared responsibility for the implementation of our new district equity framework. The district will continue to invest in eliciting student and family voice and leadership across a range of involvements in	All	No			All Schools	Ongoing	$0.00	$35,000.00	$35,000.00				$35,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		programs, events and committees.														
3	3.5	Provide interpretation and translation services to allow non-English speaking families to participate in school and district services and activities.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$196,206.00	$31,000.00	$227,206.00				$227,206.00	
3	3.6	Sustain and expand post-secondary partnerships to equitably provide opportunities and resources to unduplicated students, including support for families to equitably understand and access college and career resources, in multiple languages.	All	No			All Schools	Ongoing	$6,531.00	$293,469.00	$300,000.00				$300,000.00	
4	4.1	Provide increased coordination and support for the college and career readiness program and services. REVISED ACTION Develop and/or strengthen culturally-relevant curriculum that supports English language, academic literacy, mathematical, research and technology skills across content areas [THIS ACTION HAS BEEN DISCONTINUED]	All Students with Disabilities English Learners, Homeless Youth, Economically Disadvantaged students, Students with Disabilities and Hispanic/Latino students	No			Specific Schools: New Valley Continuation High 10-12	2024-2026	$0.00	$0.00		$0.00			$0.00	
4	4.2	Provide field studies for students to visit local colleges and CTE programs. [THIS ACTION HAS BEEN DISCONTINUED]	All Students with Disabilities English Learners, Homeless Youth, Economically Disadvantaged students, Students with Disabilities and Hispanic/Latino students	No			Specific Schools: New Valley Continuation High 10-12	Ongoing	$0.00	$0.00		$0.00			$0.00	
4	4.3	Provide teachers with supplemental curriculum resources and educational supports for “at-promise” students and students with disabilities. [THIS ACTION HAS BEEN DISCONTINUED]	All Students with Disabilities	No			Specific Schools: New Valley Continuation High 10-12	August 2024 - May 2025	$0.00	$0.00		$0.00			$0.00	
4	4.4	Provide teachers with Professional Learning	All Students with	No			Specific Schools:	Ongoing	$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
		opportunities focused on supporting youth in the areas of Social Emotional Learning, restorative practices, and de-escalation strategies. [THIS ACTION HAS BEEN DISCONTINUED]	Disabilities English Learners, Students with Disabilities, Hispanic/Latino Students, and White students.				New Valley Continuation High 10-12									
4	**4.5**	Establish and provide a mentoring program for targeted "at-promise" youth. REVISED ACTION Develop a system to increase the number of students earning the State Seal of Biliteracy. [THIS ACTION HAS BEEN DISCONTINUED]	All	No			Specific Schools: New Valley Continuation High 10-12	Ongoing	$0.00	$0.00		$0.00			$0.00	
5	**5.1**	ACTION DISCONTINUED Implement proactive strategies for decreasing suspension rates.	Hispanic/Latino, Economically Disadvantaged	No			Specific Schools: Santa Clara Community Day	Ongoing	$0.00	$0.00		$0.00			$0.00	
5	**5.2**	REVISED: Provide students with interventions in reading/writing, and math in order to deter task avoidance and an escalation in behavior .	All Students with Disabilities Hispanic/Latino, Economically Disadvantaged	No			Specific Schools: Santa Clara Community Day	Ongoing	$51,697.00	$0.00		$51,697.00			$51,697.00	
5	**5.3**	ACTION DISCONTINUED Provide Professional Development on restorative practice and engagement strategies.	Hispanic/Latino, Economically Disadvantaged	No			Specific Schools: Santa Clara Community Day	Ongoing	$0.00	$0.00		$0.00			$0.00	
5	**5.4**	ACTION DISCONTINUED Provide students with informational sessions focused on "healthy life choices" and chemical dependency.	Hispanic/Latino, Economically Disadvantaged	No			Specific Schools: Santa Clara Community Day	Ongoing	$0.00	$0.00		$0.00			$0.00	
5	**5.5**	REVISED: Increase student ownership of their academic journey and foster a sense of accountability and celebration in relation to meeting/not meeting educational outcomes.	All Students with Disabilities Hispanic/Latino, Economically Disadvantaged	No			Specific Schools: Santa Clara Community Day	Ongoing	$82,292.00	$0.00		$82,292.00			$82,292.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$172,798,918	12,453,368	7.207%	0.000%	7.207%	$12,453,368.00	0.000%	7.207 %	**Total:**	$12,453,368.00
								LEA-wide Total:	$9,963,174.00
								Limited Total:	$2,490,194.00
								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	**1.1**	REVISED: Provide professional learning and instructional coaching to enhance certificated teacher, classified staff and site administrator capacity to improve student learning, achievement in literacy and mathematics and graduation rates, with a focus on English learners, Hispanic/Latino students, foster and homeless youth, low income students and students with disabilities.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Kathryn Hughes Elementary, Marian A. Peterson Middle, Pomeroy Elementary, Scott Lane Elementary, Adrian Wilcox High, Dolores Huerta Middle, Don Callejon, Juan Cabrillo Middle, Pomeroy Elementary, Santa Clara High, Wilson Alternative, New Valley Continuation High	$768,518.00	

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	1.2	Provide before and after school support for students with the highest need as a Tier 2 support.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$154,000.00	
1	1.3	Provide small group in-class Tier 1, Tier 2 and Tier 3 early literacy support to students with highest need	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,996,223.00	
1	1.4	REVISED: Provide K-12 summer program for students identified as in need of Tier 2 and 3 support.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,281,710.00	
1	1.6	Support school staff and school leadership teams to analyze student achievement and unduplicated student progress data to inform decisions and take action to provide academic interventions and other supports.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$377,289.00	
1	1.7	Provide supplementary targeted services to English learner students and their families to support growth in English language proficiency and academic achievement.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$2,262,988.00	
1	1.8	Provide supplemental site level support for improved instruction and academic intervention according to unduplicated student needs.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,164,100.00	
1	1.9	Provide supplemental site level support to better address unduplicated student wellness, behavioral, and mental health needs.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,065,900.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	REVISED: Using a whole child approach, school site teams continue to develop, implement, refine and monitor their tiered systems of social emotional and behavioral support and intervention.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$223,686.00	
2	2.2	REVISED: Provide professional learning to build staff diversity, equity and inclusion awareness, and staff capacity to respond effectively to mental health, substance abuse and risk factors in order to better foster socio-emotionally safe and culturally inclusive classroom and school environments.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
2	2.4	Provide support and engage with students and families, with a focus on foster and unhoused youth, to increase regular school attendance, and decrease chronic absenteeism.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: C.W. Haman Elementary, Kathryn Hughes Elementary, Laurelwood Elementary, Wilson Alternative. Abram Agnew Elementary, Bowers Elementary, Scott Lane Elementary, Buchser Middle, Don Callejon, Central Park Elementary, George Mayne Elementary, Pomeroy	$291,571.00	

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 (%)
						Elementary, Sutter Elementary, Washington Open Elementary, Westwood Elementary, Juan Cabrillo Middle and Montague Elementary.		
2	2.5	Invest in expansion of inclusive practices in order to improve access to rigorous, college/career readiness courses especially for students with disabilities and unhoused youth, to address areas of focus for Differentiated Assistance.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
3	3.3	The Family Resource Center partners with school sites to offer a comprehensive set of services and supports to foster youth, students experiencing homelessness, English learners, low income, and other families to address basic needs and access both community and school site resources.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$440,177.00	
3	3.5	Provide interpretation and translation services to allow non-English speaking families to participate in school and district services and activities.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$227,206.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$33,598,826.00	$33,069,258.00

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**	Provide professional learning and instructional coaching to enhance certificated teacher, classified staff and site administrator capacity to improve student learning, achievement in literacy and mathematics and graduation rates, with a focus on English learners, Hispanic/Latino students, foster and homeless youth, low income students and students with disabilities.	Yes	$692,360.00	$685,129
1	**1.2**	Provide before and after school support for students with the highest need as a Tier 2 support.	Yes	$200,000.00	$46,865
1	**1.3**	Provide small group in-class Tier 1, Tier 2 and Tier 3 early literacy support to students with highest need	Yes	$3,557,708.00	$3,568,776
1	**1.4**	Provide K-12 summer program for students identified as in need of Tier 2 and 3 support.	Yes	$1,128,651.00	$1,098,129
1	**1.5**	Provide equitable student access to Career Technical Education (CTE) courses and pathways and build career awareness including STEM related CTE fields in the middle grades.	No	$1,053,017.00	$796,357
1	**1.6**	Support school staff and school leadership teams to analyze student achievement and unduplicated student progress data to inform decisions and take action to provide	Yes	$372,387.00	$368,125

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)
		academic interventions and other supports.			
1	1.7	Provide supplementary targeted services to English learner students and their families to support growth in English language proficiency and academic achievement.	Yes	$2,320,098.00	$2,304,952
1	1.8	Provide supplemental site level support for improved instruction and academic intervention according to unduplicated student needs.	Yes	$2,288,844.00	$2,613,789
1	1.9	Provide supplemental site level support to better address unduplicated student wellness, behavioral, and mental health needs.	Yes	$1,127,342.00	$1,120,195
2	2.1	Using a whole child approach, school site teams continue to develop, implement, refine and monitor their tiered systems of social emotional and behavioral support and intervention.	Yes	$451,952.00	$451,952
2	2.2	Provide professional learning to build staff diversity, equity and inclusion awareness, and staff capacity to respond effectively to mental health, substance abuse and risk factors in order to better foster socio-emotionally safe and culturally inclusive classroom and school environments.	No	$1,125,000.00	$1,236,495
2	2.3	Provide equitable mental health and wellness support for all students, with a focus on support for our English learners, foster youth, homeless students, and low income students.	No	$14,868,083.00	$14,387,289
2	2.4	Provide support and engage with students and families, with a focus on foster and unhoused youth, to increase regular school attendance, and decrease chronic absenteeism.	Yes	$295,100.00	$295,100

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Invest in expansion of inclusive practices in order to improve access to rigorous, college/career readiness courses especially for students with disabilities and unhoused youth, to address areas of focus for Differentiated Assistance.	Yes	$234,471.00	$233,039
2	2.6	Invest in improvements and training to increase student and staff perceptions and experience of campus safety and security, with particular attention to the needs of our unduplicated students population.	No	$2,724,702.00	$2,744,826
3	3.1	Increase meaningful engagement through educational opportunities for parents and families, district events, and volunteerism.	No	$5,000.00	$6,421
3	3.2	Increase student, staff and family intercultural awareness and understanding through a diverse range of staff, student and family engagement activities, cultural events and on visible representations of cultural diversity on campuses.	No	$51,595.00	$15,560
3	3.3	The Family Resource Center partners with school sites to offer a comprehensive set of services and supports to foster youth, students experiencing homelessness, English learners, low income, and other families to address basic needs and access both community and school site resources.	Yes	$391,333.00	$424,798
3	3.4	The district will continue to invest in active labor management partnership to inform planning and shared decision making in pursuit of our shared goals and priorities. This includes shared responsibility for the implementation of our new	No	$36,000.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		district equity framework. The district will continue to invest in eliciting student and family voice and leadership across a range of involvements in programs, events and committees.			
3	**3.5**	Provide interpretation and translation services to allow non-English speaking families to participate in school and district services and activities.	Yes	$226,698.00	$228,479
3	**3.6**	Sustain and expand post-secondary partnerships to equitably provide opportunities and resources to unduplicated students, including support for families to equitably understand and access college and career resources, in multiple languages.	No	$300,000.00	$305,822
4	**4.1**	Provide increased coordination and support for the college and career readiness program and services. REVISED ACTION Develop and/or strengthen culturally-relevant curriculum that supports English language, academic literacy, mathematical, research and technology skills across content areas.	No	$30,000.00	$26,450
4	**4.2**	Provide field studies for students to visit local colleges and CTE programs.	No	$15,000.00	$13,225
4	**4.3**	Provide teachers with supplemental curriculum resources and educational supports for “at-promise” students and students with disabilities.	No	$26,972.00	$26,972

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.4**	Provide teachers with Professional Learning opportunities focused on supporting youth in the areas of Social Emotional Learning, restorative practices, and de-escalation strategies.	No	$20,000.00	$20,000
4	**4.5**	Establish and provide a mentoring program for targeted "at-promise" youth. REVISED ACTION Develop a system to increase the number of students earning the State Seal of Biliteracy.	No	$5,978.00	$5,978
5	**5.1**	Implement proactive strategies for decreasing suspension rates.	No	$2,500.00	$0
5	**5.2**	Provide students with interventions in reading/writing, and math in order to deter task avoidance and an escalation in behavior .	No	$10,035.00	$44,535
5	**5.3**	Provide Professional Development on restorative practice and engagement strategies.	No	$12,000.00	$0
5	**5.4**	Provide students with informational sessions focused on "healthy life choices" and chemical dependency.	No	$14,000.00	$0
5	**5.5**	Increase student ownership of their academic journey and foster a sense of accountability and celebration in relation to meeting/not meeting educational outcomes.	No	$12,000.00	$0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$12,578,078	$13,286,944.00	$13,439,328.00	($152,384.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Provide professional learning and instructional coaching to enhance certificated teacher, classified staff and site administrator capacity to improve student learning, achievement in literacy and mathematics and graduation rates, with a focus on English learners, Hispanic/Latino students, foster and homeless youth, low income students and students with disabilities.	Yes	$692,360.00	$685,129		
1	1.2	Provide before and after school support for students with the highest need as a Tier 2 support.	Yes	$200,000.00	$46,865		
1	1.3	Provide small group in-class Tier 1, Tier 2 and Tier 3 early literacy support to students with highest need	Yes	$3,557,708.00	$3,568,776		
1	1.4	Provide K-12 summer program for students identified as in need of Tier 2 and 3 support.	Yes	$1,128,651.00	$1,098,129		
1	1.6	Support school staff and school leadership teams to analyze student achievement and unduplicated student progress data to inform	Yes	$372,387.00	$368,125		

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)
		decisions and take action to provide academic interventions and other supports.					
1	**1.7**	Provide supplementary targeted services to English learner students and their families to support growth in English language proficiency and academic achievement.	Yes	$2,320,098.00	$2,304,952		
1	**1.8**	Provide supplemental site level support for improved instruction and academic intervention according to unduplicated student needs.	Yes	$2,288,844.00	$2,613,789		
1	**1.9**	Provide supplemental site level support to better address unduplicated student wellness, behavioral, and mental health needs.	Yes	$1,127,342.00	$1,120,195		
2	**2.1**	Using a whole child approach, school site teams continue to develop, implement, refine and monitor their tiered systems of social emotional and behavioral support and intervention.	Yes	$451,952.00	$451,952		
2	**2.4**	Provide support and engage with students and families, with a focus on foster and unhoused youth, to increase regular school attendance, and decrease chronic absenteeism.	Yes	$295,100.00	$295,100		
2	**2.5**	Invest in expansion of inclusive practices in order to improve access to rigorous, college/career readiness courses especially for students with disabilities and unhoused youth, to address areas of	Yes	$234,471.00	$233,039		

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)
		focus for Differentiated Assistance.					
3	**3.3**	The Family Resource Center partners with school sites to offer a comprehensive set of services and supports to foster youth, students experiencing homelessness, English learners, low income, and other families to address basic needs and access both community and school site resources.	Yes	$391,333.00	$424,798		
3	**3.5**	Provide interpretation and translation services to allow non-English speaking families to participate in school and district services and activities.	Yes	$226,698.00	$228,479		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$169,410,667	$12,578,078	0	7.425%	$13,439,328.00	0.000%	7.933%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024