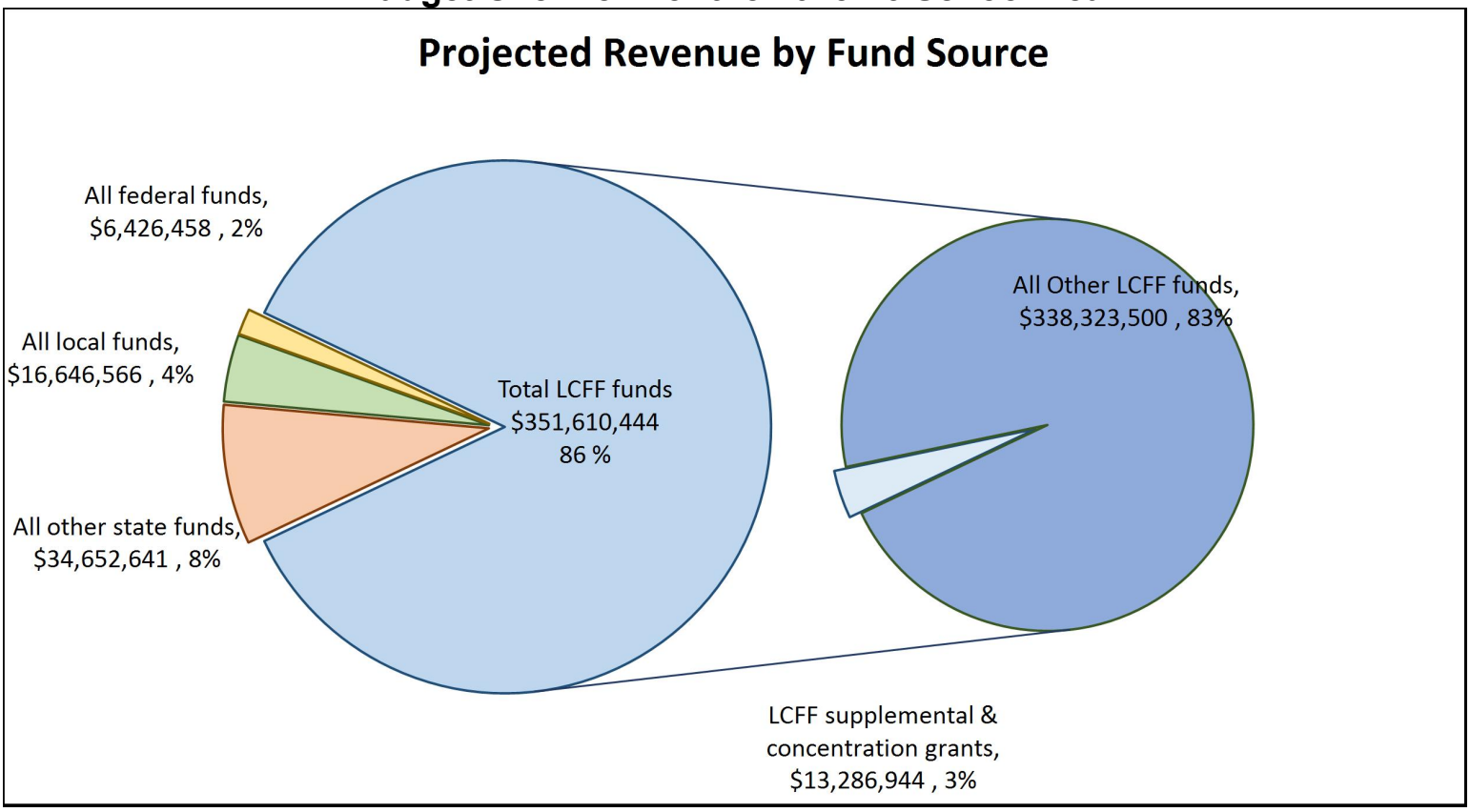
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Clara Unified School District
CDS Code: 43-69674-0000000
School Year: 2025-26
LEA contact information:
Gary Waddell Ed.D.
Superintendent
gwaddell@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 2025-26 School Year

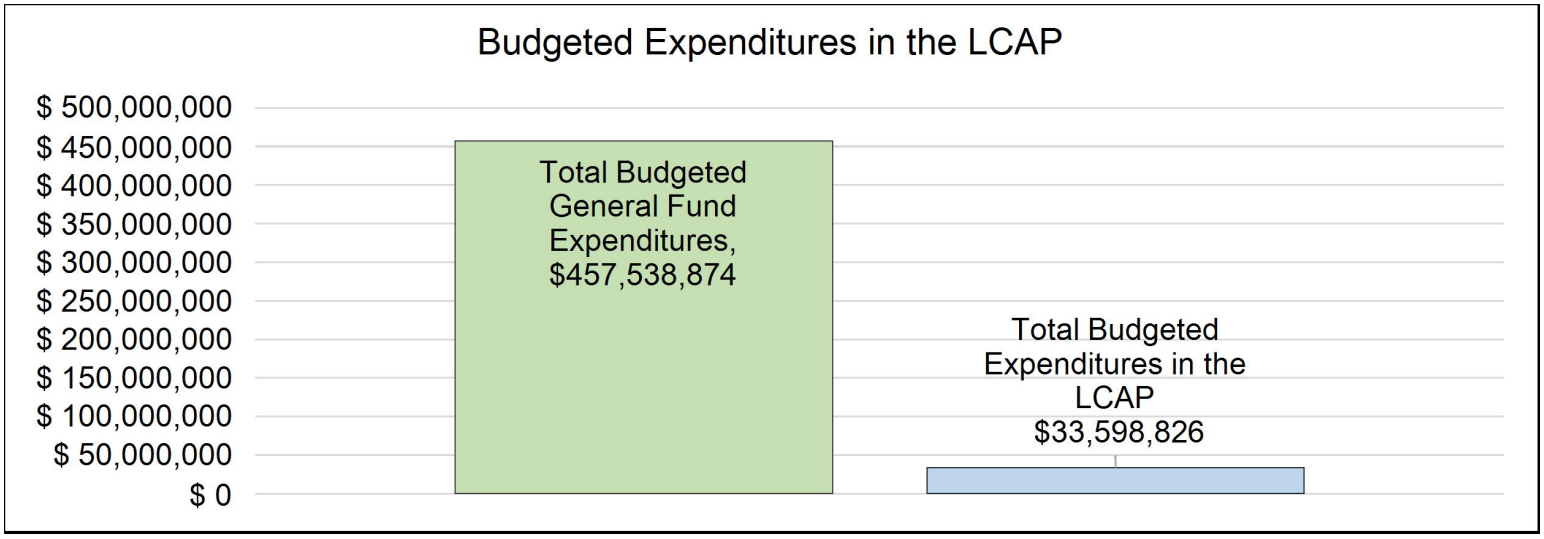


This chart shows the total general purpose revenue Santa Clara Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Clara Unified School District is $409,336,109, of which $351,610,444 is Local Control Funding Formula (LCFF), $34,652,641 is other state funds, $16,646,566 is local funds, and $6,426,458 is federal funds. Of the $351,610,444 in LCFF Funds, $13,286,944 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Clara Unified School District plans to spend $457,538,874 for the 2025-26 school year. Of that amount, $33,598,826 is tied to actions/services in the LCAP and $423,940,048 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

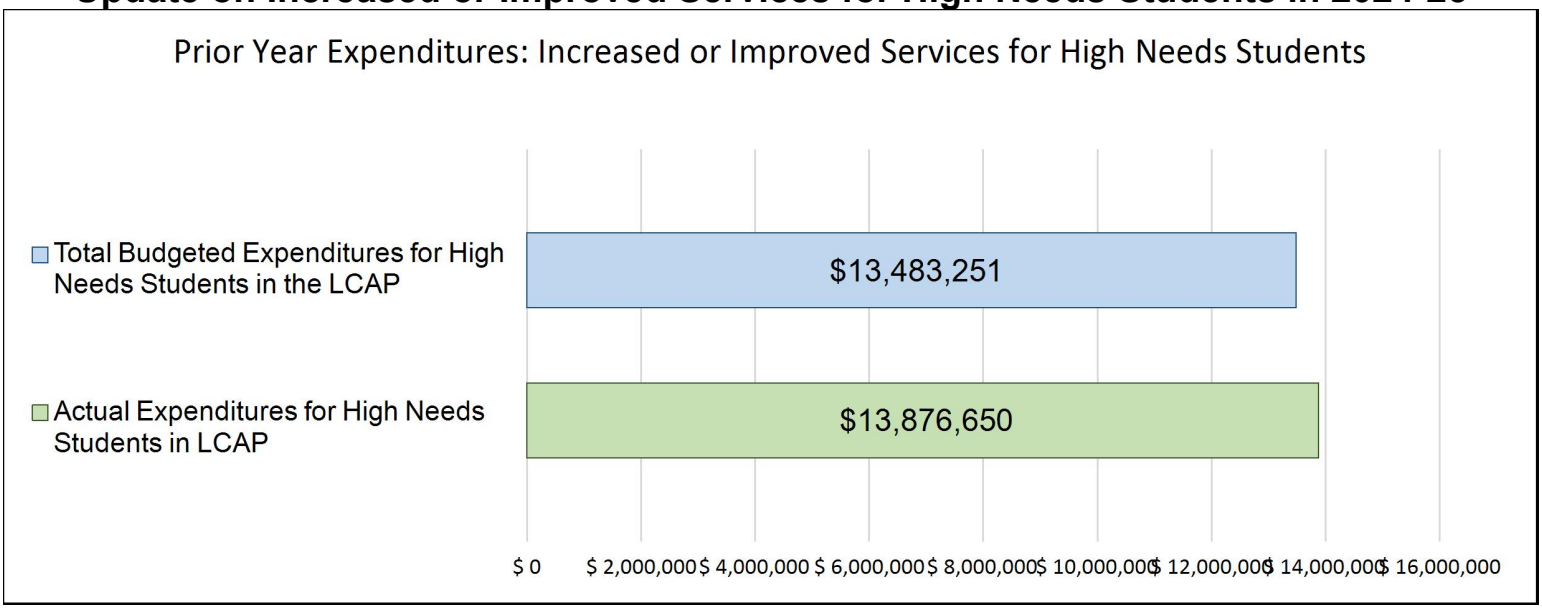
The General Fund budget expenditures include all budgets required to implement the LCAP, in addition to all other General Fund budget expenditures for employee salaries and benefits at all levels of the organization, core and base programming, books and supplies, services and other operating expenditures, and capital outlay. Please see the 2025-26 Adopted Budget report for details on the General Fund budget expenditures for the 2025-26 school year.

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

In 2025-26, Santa Clara Unified School District is projecting it will receive $13,286,944 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 $13,286,944 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Santa 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 2024-25, Santa Clara Unified School District's LCAP budgeted $13,483,251 for planned actions to increase or improve services for high needs students. Santa Clara Unified School District actually spent $13,876,650 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $393,399 had the following impact on Santa Clara Unified School District's ability to increase or improve services for high needs students:

The difference covered the costs related to increases in compensation for staff funded through targeted funds in LCFF. It did not change the number or FTE of staff.

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	Gary Waddell Ed.D. Superintendent	gwaddell@scusd.net (408) 423-2005

Plan Summary [2025-26]

General Information

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

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 14,646 PreK-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 sites: 18 elementary schools, 1 K-8 school, 4 middle schools, 3 comprehensive high schools,1 Community Day School, 1 6-12 independent study school, and 2 alternative high schools including a continuation and early college high school. The district currently has 23 TK classrooms throughout the district and we will be at full implementation in fall 2025 with 28 TK classrooms. 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 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 21% English learners (EL). 58.2% 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 Telugu. Overall, SCUSD is richly represented in language diversity with over 50 additional languages other than English spoken by students or families in the district. Our student population identifies with the following racial/ethnic groups: 38% Hispanic/Latino/a, 31% Asian,16% White, 6% Two or more races, 5% Filipino, and 2.5% Black/African American. 31% of our students are economically disadvantaged and 14% 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 (LCAP Goal #4 and LCAP Goal #5). These goals use 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 last year. Santa Clara Community Day, which serves expelled and alternatively placed youth, has received Equity Multiplier funds this 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. Schools that were identified for TSI/ATSI in 2024-25 include: Don Callejon (African American student group-Suspension), New Valley Continuation High (English Learners- English Learner Progress), Laurelwood Elementary (TSI) (Students with Disabilities-Suspension). The district was pleased to see nine school sites exit from ATSI status this year by improving outcomes within identified areas, specifically Chronic Absenteeism. They include: Central Park Elementary, Abram Agnew Elementary, Bowers Elementary, George Mayne Elementary, Montague Elementary, Pomeroy Elementary, Scott Lane Elementary, Sutter Elementary, and Washington Open Elementary. Each of the sites identified for ATSI/TSI support are working with the district office to ensure their respective 2025-26 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.

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)

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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)

Learning Recovery Emergency Block Grant (LREBG) funds was fully expended in 2023-2024.

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 it's low "Red" status. The district will continue to work towards improving these areas by the release of the next state dashboard.

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 2024 CA School Dashboard. Differentiated Assistance is triggered under a variety of factors each fall when the state releases a new CA School Dashboard. 2024 showed that one or more student groups performed at the lowest level across more than one state priority level. These include Homeless Youth (Academics, Chronic Absenteeism, Suspension Rate) and Students with Disabilities (Academics, Graduation Rate). Homeless Youth were identified last year under Graduation Rates. However, rates "increased" on the 2024 dashboard results and this is no longer a qualifying indicator.

Unfortunately, the district remains in DA for our Students with Disabilities under the same indicators. As a result, the district's Differentiated Assistance team has chosen to continue our focus on addressing challenges related to serving Students with Disabilities in addition to continued targeted interventions for our unhoused student population. An analysis of our participation rate data revealed consistently low state testing participation rates of our Students with Disabilities. As a result, this year's CAASPP Administration window included a new communication expressing the importance of state testing was developed. This communication explains the "why" behind student participation and uses infographics/charts to highlight areas of strength and weakness across the district.

The district is currently piloting classroom observation tools that look for the use of restorative practices within classrooms and have made a focus on tiered literacy support and instructional strategies in upper elementary grade levels (3rd-5th) a focus for the coming school year.

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: 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
School Site Council members - parents, students, certificated and classified staff	The district created an LCAP Annual Update input survey and distributed the survey to all school principals on March 15, 2025, with instructions to share it with their School Site Council members. SSCs are representative bodies comprising certificated and classified staff, parents, and in secondary schools, students. Their responsibility for approving the school's Single Plan for Student Achievement makes them well positioned to provide input on the Annual Update. The survey was less complex than the previous year's survey, which informed the development of the current three year, 2024-2027 LCAP. This year's survey asked respondents to identify which of the three district-wide LCAP goals for which they wished to provide comments, questions and/or recommendations related to existing actions/metrics/investments under that Goal. We were disappointed to find that compared to the 549 respondents last year, only 36 responded to the survey this year. We attribute this to both survey fatigue and to the fact that last year we told survey respondents that they were providing input for a three-year LCAP. Many probably came to the conclusion that they already provided feedback last year.
Certificated and Classified Staff	The district created an LCAP Annual Update input survey and distributed the survey to all school principals on March 15, 2025 with instructions to forward the survey to all certificated and classified staff at their site. . The survey was less complex than the previous year's survey, which informed the development of the current three year, 2024-2027 LCAP. This year's survey asked respondents to identify which of the three district-wide LCAP goals for which they wished to

Educational Partner(s)	Process for Engagement
	provide comments, questions and/or recommendations related to existing actions/metrics/investments under that Goal. We were disappointed to find that compared to the 549 respondents last year, only 25 responded to the survey this year. We attribute this to both survey fatigue and to the fact that last year we told survey respondents that they were providing input for a three-year LCAP. Many probably came to the conclusion that they already provided feedback last year.
Students	The district created an LCAP Annual Update input form for the Superintendent's Student Council, which is a representative body comprising 5-6 students from each of the district's middle and high schools, for a total of about 50 students. The Council meets several times during the year. At the February 14, 2025 meeting, approximately 30 students worked in groups by school and wrote responses to the prompt for Goal 1: What strategies or programs should the District invest in to help all students to succeed academically? The prompt for Goal 2 was: What strategies or programs should the District invest in to provide mental health and wellness support for students can thrive? The prompt for Goal 3 was: What strategies or programs should the District invest in to help all students, regardless of their cultural, linguistic, or gender identity, or sexual orientation, feel like they belong and build strong connections with other students and staff across difference?
Principals and Administrators	The district created an LCAP Annual Update input survey and distributed the survey to all school principals on March 15, 2025, with instructions to complete it themselves as well as to share it with their School Site Council members. The survey was less complex than the previous year's survey, which informed the development of the current three year, 2024-2027 LCAP. This year's survey asked respondents to identify which of the three district-wide LCAP goals for which they wished to provide comments, questions and/or recommendations related

Educational Partner(s)	Process for Engagement
	to existing actions/metrics/investments under that Goal. Only a small number of site administrators responded to the survey this year. We attribute this to both survey fatigue and to the fact that last year we told survey respondents that they were providing input for a three-year LCAP. Many probably came to the conclusion that they already provided feedback last year.
District Advisory Committee	The District Advisory Committee plays the role of the Parent Advisory Committee, but has been expanded to include students, staff, and community members as well as parents. The DAC is facilitated by the Chief Academic and Innovation Officer, includes the superintendent, two school board members, and senior district leadership, and has 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 four times each year via Zoom in the evenings to provide input in the development, and feedback on the revision and updating of the Annual Update to the LCAP. This year, meetings were held on November 12, December 10, February 26, and April 29. There is a running agenda and meeting notes taken. This school year, the DAC participated in developing questions for the LCAP input survey, reviewing the responses from the survey, and providing input into the development of the new LCAP goals, actions, and metrics, as well as feedback on the working draft of the LCAP. 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 March 20, 2025. The DELAC is composed of 30 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.
Labor Management Partnership Steering Committee (LAMPS).	LAMPS includes the district's executive cabinet, the presidents and vice presidents of the bargaining associations for certificated staff

Educational Partner(s)	Process for Engagement
	(United Teachers of Santa Clara) and classified staff (California School Employees Association, Local 350), adult education staff (Santa Clara Federation of Teachers) and the Santa Clara Unified Management Association (SCUMA). It has the primary responsibility for managing the labor management partnership and guides the work of the District Leadership Team. It provides input into the development of the LCAP goals.
District Leadership Team.	The District Leadership Team is a 30 member labor management partnership team that includes district's executive cabinet and other district managers, the presidents and vice presidents and selected staff of the bargaining associations for certificated staff (United Teachers of Santa Clara) and classified staff (California School Employees Association, Local 350), adult education staff (Santa Clara Federation of Teachers) and the Santa Clara Unified Management Association (SCUMA). It's role is to provide strategic thought partnership and communication in support of the district's goals and priorities. Last year, the DLT reviewed the draft LCAP and provided feedback to fine tune LCAP actions and metrics. Due to a shift in the focus of the DLT to MTSS in the 2024-2025 school year, we did not engage them directly in the review of the draft Annual Update document. However, most DLT members had the opportunity to provide feedback through their interest holder roles and/or other committee involvements.
ALAS Student Focus Groups	Last year, we conducted 13 student focus groups across 8 elementary, middle and high schools (comprehensive, alternative and continuation) during the spring of 2024. While the purpose of the focus groups is broader than informing the LCAP, themes that have begun to emerge from this process (which will not be completed until the summer) and have informed the development of specific actions and metrics. We did not meet with these groups for this year's Annual Update process. These are not standing groups that are part of the regular meeting structure.
School Board engagement	The district created an LCAP Annual Update input survey and distributed the survey to all seven school board trustees on March 20, 2025, with a request to complete and return the survey. The survey was less complex than the previous year's survey, which informed the development of the current three year, 2024-2027 LCAP. This year's

Educational Partner(s)	Process for Engagement
	survey asked respondents to identify which of the three district-wide LCAP goals for which they wished to provide comments, questions and/or recommendations related to existing actions/metrics/investments under that Goal. Only two trustees provided feedback through the survey process..
Public comment on the draft LCAP	The district posted the draft LCAP on the district's website beginning on May 16 and continuing through May 30. This included during the public hearing on the LCAP on May 22, 2025. The public had the option of completing a google form to provide feedback. The content of these forms was downloaded into a spreadsheet that the LCAP team reviewed.
SELPA Director	The draft LCAP was shared with the SELPA director on May 6, 2025 for feedback. The feedback was returned on May 23, 2025 and recommendations included where appropriate, include information about CIM SIGDIS and include actions for students with disabilities. We have made updates to reflect the recommendations.
New Valley Continuation High Educational Partners	New Valley's Principal, Dr. Laurie Stapleton, held several meetings with staff throughout the year to discuss how best to leverage their carry-over Equity Multiplier funds. These meetings included the districtwide professional learning day held on March 14, 2025, a leadership meeting held on April 11, 2025 and their School Site Council Meeting (SSC) held on April 25, 2024.
Community Day School Educational Partners	Santa Clara Community Day Principal, Amleset Manning, held staff/faculty meetings between March 6, 2025 and March 13, 2025 to discuss the multiplier funding. These meetings included the site Wellness Coordinator, Teacher on Special Assignment (TOSA), classroom teachers, Resource Specialist (RSP) Teachers, and Behavior technicians. The goal, actions, and metrics associated with Santa Clara Community Day's Equity Multiplier allocation was discussed and approved at their School Site Council Meeting (SSC) held on March 13, 2025.

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. Input to the Annual Update did not differ substantially from the prior year's input. 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. Many may have believed that to give more feedback so soon thereafter would be redundant or not as high of a priority. We used basically the same outreach mechanisms this year as the process that yielded 1,150 responses in 2024. Survey fatigue is a known and oft discussed phenomenon in our district.

Some of the key themes that emerged from the survey responses as well as in the meetings with educational partners that influenced the creation of new, improved or increased actions include the following:

1) Increase small group in class instruction. This has underscored the district's reinvestment in professional learning on in class Tier 1 and Tier 2 instructional practices, with small group instruction being a key component. This professional learning will occur during the districtwide days and afternoons of learning, which are spaced monthly across the school year, and which all certificated staff and our paraprofessionals attend. One of the focus areas for this professional learning will be small group instruction. In addition, district instructional coaches will support teachers to apply these learnings in their classroom practice. All students in grades K-5 receive core academic literacy instruction, which includes in-class small group instruction and intervention provided by the classroom teacher. (Actions 1.1, 1.3)

2) 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 and/or mathematics, and students are prioritized by their iReady results and unduplicated status. (Action 1.2)

3) Improve intercultural awareness and understanding, and increase multicultural events. The LCAP team added an action in the new LCAP to explicitly address this need, which includes more opportunities for multicultural recognition and celebration, multicultural education, and strategies to promote welcoming, acceptance and belonging for all. (Action 3.2)

4) Support for continued investments in the new 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.

5) 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.

6) Survey input prioritizes 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 to 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.

7) Santa Clara Community Day educational partners reviewed their dashboard data, which highlighted suspension as an area of concern. Additionally, an analysis of locally available information was conducted that examined incidents related to behaviors that may lead to

suspension. The goal, planned actions and metrics that reflect this approach went through several revisions before being agreed upon by district administrators, site administrators and Santa Clara Community Day's School Site Council. The final version is 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).

8) New Valley High School did not receive Equity Multiplier funding for the 2025-26 school year. However, after discussions between district and site administrators, the decision was made to keep this equity multiplier goal within the LCAP. This decision was based on the knowledge that New Valley has carry-over funding from the 2024-25 school year and anticipates qualifying for Equity Multiplier funding in 2025-26. Based on feedback from educational partners, it was decided that a continued (but narrower) focus on college and career readiness would best meet the needs of students. The goal, revised actions and metrics associated with these discussions are reflected in New Valley High's School Plan for Student Achievement (SPSA) Goal #4 and within this LCAP under Goal #4, Equity Multiplier. (Actions 4.1 through 4.5).

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%	Spring 2024 CAASPP ELA Overall: 58.5% Hispanic/Latino: 33.82% English Learner: 13.82% Economically Disadvantaged: 35.57%		Spring 2026 CAASPP ELA Overall: 75% Hispanic/Latino: 60% English Learner: 29.10% Economically Disadvantaged: 68.27%	Current Difference from Baseline: Overall: -0.78%. Hispanic/Latino: -0.94%. English Learner: -3.04%. Economically Disadvantaged: -3.98%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 12.50%	Students with Disabilities: 21.41% Homeless: 23.08%		Students with Disabilities: 37.23% Homeless: 21.58%	Students with Disabilities: -0.16%. Homeless: +10.58%.
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 2026 CAASPP Math Overall: 65% Hispanic/Latino: 50% English Learner: 40.85% Economically Disadvantaged: 65.50% Students with Disabilities: 49.59% Homeless: 15.12%	Current Difference from Baseline: Overall: +0.38%. Hispanic/Latino: +1.25%. English Learner: -1.65%. Economically Disadvantaged: -1.3%. Students with Disabilities: -0.46%. Homeless: +14.12%.
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 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%	Current Difference from Baseline: Overall: +0.05%. Hispanic/Latino: +2.06%. English Learner: -0.31%. Economically Disadvantaged: -1.47%. Students with Disabilities: +1.26%. Homeless: -6.14%.

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 2026 Graduates Overall: 98% Hispanic/Latino: 96% English Learner: 92% Economically Disadvantaged: 97% Students with Disabilities: 87% Homeless: 76%	Current Difference from Baseline: Overall: -0.1% Hispanic/Latino: -2.7% English Learner: -5.4% Economically Disadvantaged: +0.8% Students with Disabilities: -5.5% Homeless: +7.2%
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 2026 Graduates/UC/CSU Overall: 60% Hispanic/Latino: 43% English Learner: 32% Economically Disadvantaged: 52% Students with Disabilities: 24% Homeless: 11%	Current Difference from Baseline: Overall: -1% Hispanic/Latino: -1.3% English Learner: -1.7% Economically Disadvantaged: +1.1% Students with Disabilities: -3.6% Homeless: +6.9%
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%	Spring 2025 AP course enrollment Overall: 32.01% Hispanic/Latino: 20.9% English Learner: 1.74%		Spring 2027 AP course enrollment Overall: 25% Hispanic/Latino: 30% English Learner: 10%	Current Difference from Baseline: Overall: +12.71%. Hispanic/Latino: +1.5%. English Learner: -0.06%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Economically Disadvantaged: 17.4% Students with Disabilities: 2.7%	LTEL: 2.7% Economically Disadvantaged: 19.11% Students with Disabilities: 2.22%		LTEL: 5% Economically Disadvantaged: 25% Students with Disabilities: 10%	LTEL: +2.2%. Economically Disadvantaged: +1.71%. Students with Disabilities: +0.48%.
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 2026 AP exam scores Overall: 90% Hispanic/Latino: 90% English Learner: 95% LTEL: 60% Economically Disadvantaged: 90% Students with Disabilities: 75%	Current Difference from Baseline: Overall: -0.8%. Hispanic/Latino: -8.5%. English Learner: -16.8%. LTEL: +60%. Economically Disadvantaged: -15.6%. Students with Disabilities: -13.1%.
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%		2026 CA School Dashboard Overall: 75% Hispanic/Latino: 61% English Learner: 53% Economically Disadvantaged: 68% Students with Disabilities: 45% Homeless: 24%	Current Difference from Baseline: Overall: +2.4%. Hispanic/Latino: +1.4%. English Learner: -0.3%. Economically Disadvantaged: +4.8%. Students with Disabilities: -3%. Homeless: +13%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%		2026 CA School Dashboard 90%	Current Difference from Baseline: -0.5%.
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%		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%		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 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)	Current Difference from Baseline: Priority 2 Self-Assessment Tool ELA: No Change Math: Increased from (3, Initial Implementation) to (4, Full Implementation) History/Social Studies: No Change ELD: No Change NGSS: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					NGSS: 5 (Full Implementation And Sustainability)	
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 Economically Disadvantaged: 24.8% Hispanic/Latino: 24.3%	Spring 2025 English Learners: 31.5% Foster youth: 100% Homeless: 40.7% Economically Disadvantaged: 44.9% Hispanic/Latino: 35.2%		Spring 2027 English Learners: 60% Foster youth: 60% Homeless: 60% Economically Disadvantaged: 60% Hispanic/Latino: 60%	Current Difference from Baseline: English Learners: +10.2%. Foster youth: +71.4%. Homeless: +12.1%. Economically Disadvantaged: +20.1%. Hispanic/Latino: +10.9%.
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 2027 English Learners: 75% Foster youth: 75% Homeless: 75% Economically Disadvantaged: 75% Hispanic/Latino: 75%	Current Difference from Baseline: English Learners: +13.9% Foster youth: -7.1% Homeless: +2.2% Economically Disadvantaged: +30.6% Hispanic/Latino: +11.0%
1.15	Percent of students receiving 1:1 literacy intervention (Reading Recovery) meeting & exceeding the Reading	Spring 2024 Overall: TBD English Learners: TBD Foster youth: TBD Homeless: TBD	Spring 2025 Overall: 94%		Spring 2027 Overall: 100% English Learners: 100% Foster youth: 100%	Current Difference from Baseline: Overall: -4%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Recovery National growth average (Action 1.3)	Economically Disadvantaged: TBD Hispanic/Latino: TBD Baseline will be set during the 2024-25 school year. REVISED BASELINE Spring 2024 Overall: 98%			Homeless: 100% Economically Disadvantaged: 100% Hispanic/Latino: 100% REVISED TARGET Overall: 100%	
1.16	Percent of students receiving small group literacy intervention (Rise) who are meeting & exceeding their iReady "Stretch Growth" targets. (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) 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%	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%		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%	Current Difference from Baseline: Spring 2025 (Overall) 100% or More: -0.7%. 75% to 99%: -6.0%. 50% to 74%: +3.3%. 25% to 49%: +2.6%. Less than 25%: +0.7%. Spring 2025 (English Learner) 100% or More: +5.1%. 75% to 99%: -3.3%. 50% to 74%: +5.3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		75% to 99%: 23.8% 50% to 74%: 23.0% 25% to 49%: 17.2% Less than 25%: 17.2% Spring 2024 (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%: 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% 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%		Spring 2027 (English Learner) 100% or More: 24% 75% to 99%: 21% 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%	25% to 49%: +1.6%. Less than 25%: -8.7%. Spring 2025 (Economically Disadvantaged) 100% or More: +5.4%. 75% to 99%: +1.5%. 50% to 74%: -6.3%. 25% to 49%: -1.0%. Less than 25%: +0.4%. Spring 2025 (Hispanic/Latino) 100% or More: -6.9%. 75% to 99%: -0.5%. 50% to 74%: -2.5%. 25% to 49%: +10.9%. Less than 25%: -1.1%.
1.17	Percent of Summer school students (Grades K - 7) showing improvement in iReady Reading	Fall 2023 Overall: 61.6% 1st Grade: 71.6% 2nd Grade: 57.0% 3rd Grade: 54.2%	Fall 2024 Overall: 66% 1st Grade: 77% 2nd Grade: 77% 3rd Grade: 57%		Fall 2026 Overall: 75% 1st Grade: 90% 2nd Grade: 70% 3rd Grade: 70%	Current Difference from Baseline: Overall: +4.4% 1st Grade: +5.4% 2nd Grade: +20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Action 1.4)	4th Grade: 67.6% 5th Grade: 59.2% 6th Grade 52.5% 7th Grade: 52.7% Hispanic/Latino Overall: 60.2% 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%	4th Grade: 68% 5th Grade: 55% 6th Grade 61% 7th Grade: 59% Hispanic/Latino Overall: 62% 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%		4th Grade: 80% 5th Grade: 80% 6th Grade 80% 7th Grade: 80% Hispanic/Latino Overall: 90% 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%	3rd Grade: +2.8% 4th Grade: +0.4% 5th Grade: -4.2% 6th Grade +8.5% 7th Grade: +6.3% Hispanic/Latino Overall: +1.8% 1st Grade: +6.9% 2nd Grade: +5% 3rd Grade: -8.8% 4th Grade: -7.3% 5th Grade: -3.8% 6th Grade: -3.3% 7th Grade: +16.1% English Learner: Overall: +0.7% 1st Grade: +9.9% 2nd Grade: -8.8% 3rd Grade: +2.0% 4th Grade: +5.8% 5th Grade: -9.1% 6th Grade: -7.7% 7th Grade: +13.8% SED Overall: +18%
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%	Fall 2024 Overall: 63% 1st Grade: 75% 2nd Grade: 63% 3rd Grade: 69% 4th Grade: 62% 5th Grade: 50% 6th Grade 57%		Fall 2026 Overall: 75% 1st Grade: 75% 2nd Grade: 75% 3rd Grade: 80% 4th Grade: 75% 5th Grade: 75% 6th Grade: 75%	Current Difference from Baseline: Overall: +9.8% 1st Grade: +23.7% 2nd Grade: +6.4% 3rd Grade: +8.4% 4th Grade: +10.2% 5th Grade: +5.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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%	7th Grade: 58% Hispanic/Latino Overall: 59% 1st Grade: 76% 2nd Grade: 59% 3rd Grade: 57% 4th Grade: 63% 5th Grade: 45% 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%		7th Grade: 75% Hispanic/Latino Overall: 70% 1st Grade: 70% 2nd Grade: 70% 3rd Grade: 70% 4th Grade: 70% 5th Grade: 70% 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%	6th Grade +5.3% 7th Grade: +6.1% Hispanic/Latino Overall: +10.3% 1st Grade: +24.1% 2nd Grade: +2.6% 3rd Grade: +6.5% 4th Grade: +13.8% 5th Grade: -0.5% 6th Grade: +16.8% 7th Grade: +5.6% English Learner: Overall: +11.4% 1st Grade: +25.8% 2nd Grade: +4.1% 3rd Grade: +21.5% 4th Grade: -12.5% 5th Grade: +5.5% 6th Grade: +23.7% 7th Grade: +20.2% SED Overall: +13%
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%	Spring 2025 CTE Pathway enrollment Overall: 27.1% Hispanic/Latino: 30.5% English Learner: 20.8% LTEL: 21.2%		Spring 2027 CTE Pathway enrollment Overall: 60% Hispanic/Latino: 60% English Learner: 15% LTEL: 40%	Current Difference from Baseline: Overall: +1.7% Hispanic/Latino: +2.3% English Learner: +17.3% LTEL: -0.1% Economically Disadvantaged: +2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Economically Disadvantaged: 28.6% Students with Disabilities: 29.5%		Economically Disadvantaged: 40% Students with Disabilities: 55%	Students with Disabilities: -1.8%
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 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: +1.3% Hispanic/Latino: -0.8% English Learner: -8.0% LTEL: +5.7% Economically Disadvantaged: +2.7% Students with Disabilities: -5.0% Homeless: -6.5%
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%		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%	Current Difference from Baseline: Overall: +0.6% Hispanic/Latino: +0.1% English Learner: -1.3% Economically Disadvantaged: +1.8% Students with Disabilities: -1.8% Homeless: +4.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless: 4.3%		Homeless: 10%	
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) Data Literacy Module/Resource Views = 2,776		Spring 2027 (April 30) Data Literacy Module Views = 5,000	Current Difference from Baseline: -1,109
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 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: +21%.
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 2026 ELPAC (Local Calculation) Overall (English Learner) : 70% LTEL: 75%	Current Difference from Baseline: Overall (English Learner) : -0.8% LTEL: -3.0%
1.25	Percent of English Learner students “Reclassified as English	Spring 2023 Overall (English Learner) : 22.6% LTEL: 33.3%	Spring 2024 Overall (English Learner) : 17.3% LTEL: 27.5%		Spring 2026 Overall (English Learner) : 40% LTEL: 55%	Current Difference from Baseline: Overall (English Learner) : -5.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Language Proficient" (RFEP). (Action 1.7)					LTEL: -5.8%
1.26	Percent of Unduplicated students meeting their growth target between iReady Diagnostic 1 & Diagnostic 3 in Reading (Action 1.8)	Spring 2024 Overall: 58% English Learner: 58% LTEL: 60% 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%	Spring 2025 Overall: 56% English Learner: 54% LTEL: 55% Economically Disadvantaged: 52% Students with Disabilities: 49%		Spring 2027 Overall: 80% English Learner: 80% LTEL: 75% Economically Disadvantaged: 80% Students with Disabilities: 75%	Current Difference from Baseline: Overall: +2% English Learner: +3% LTEL: +13 Economically Disadvantaged: +9% Students with Disabilities: -4%
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%	Spring 2025 Overall: 46% English Learner: 42% LTEL: 45% Economically Disadvantaged: 39% 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: +0% English Learner: +0% LTEL: +6% Economically Disadvantaged: +1% Students with Disabilities: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner : 42% LTEL: 39% Economically Disadvantaged:38% 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.	Spring 2025 DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)		Spring 2027 Overall: 90% English Learner: 90% LTEL: 90% Economically Disadvantaged: 90% Students with Disabilities: 90% DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	Current Difference from Baseline: N/A
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.	Spring 2025 DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)		Spring 2027 Overall: 60% English Learner: 60% LTEL: 40% Economically Disadvantaged: 60% Students with Disabilities: 60%	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
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%	Spring 2025 DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)		Spring 2027 Overall: 55% English Learner: 55% English Learner < 7 years: 70% Students with Disabilities: 60%	Current Difference from Baseline: N/A
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 2027 Overall: 55% English Learner: 55% English Learner < 7 years: 70% Students with Disabilities: 60%	Current Difference from Baseline: N/A
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 2026 All: 75% Hispanic: 65% English Learners: 25% Students with Disabilities: 35%	Current Difference from Baseline: All: -12.04% Hispanic: +0.75% English Learners: -3.76% Students with Disabilities: -2.07%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 2026 All: 55% Hispanic: 30% English Learners: 20% Students with Disabilities: 20%	Current Difference from Baseline: All: -12.5% Hispanic: +1.07% English Learners: -2.16% Students with Disabilities: -4.44%
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) 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)	NEW METRIC ADDED MAY 2025		Fall 2026 (DRS) Sense of Belonging 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	Current Difference from Baseline: N/A (New Metric)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)			HIGH SCHOOL (Grades 9-12) Overall: 75 English Learner: 75 LTEL: 75 Students with Disabilities: 75 Economically Disadvantaged: 75	
1.35	(NEW 2024-25) Culturally Responsive Environments average score on the Developmental Relationships Survey (DRS) 0-100 point scale. (Action 1.9)	Fall 2024 (DRS) 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)	NEW METRIC ADDED MAY 2025		Fall 2026 (DRS) 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	Current Difference from Baseline: N/A (New Metric)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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) Economically Disadvantaged: 62 (N=571)			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	
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)	NEW METRIC ADDED MAY 2025		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%	Current Difference from Baseline: N/A (New Metric)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities (Staff): 0.0% (n= 0) Economically Disadvantaged (Peers): 1.1% (n=2) 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)			Students with Disabilities (Peers): 0.7% Students with Disabilities (Staff): 0% Economically Disadvantaged (Peers): 0.5% 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%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HIGH SCHOOL (Grades 9-12) Overall (Peers): 16% (n=294) Overall (Staff): 5% (n=93) 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)			HIGH SCHOOL (Grades 9-12) Overall (Peers):11% Overall (Staff): 0% English Learner (Peers): 15% 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%	

Goal Analysis [2024-25]

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

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

ACTION 1.1
All three district days of learning this year have included a large focus on data literacy. Teachers engaged in conversations around data from CAASPP and iReady. By supporting teachers' skills of reading and understanding the data, they are better able to focus on targeted groups (EL, Latinx, low income, etc). In addition, during the professional learning days, teachers were provided with multiple scaffolded lessons,

graphic organizers, and more that they can use with their students. These types of supports help all students, but most especially the targeted groups.
The elementary literacy workgroup continued to meet and think about our literacy assessment system including choosing a new reading difficulties screener.
TOSAs supported secondary ELA departments in administering district common assessments and during the days of learning, departments met to analyze student data from the assessments, and used the data to find areas of strength and growth for their students, and to determine instructional strategies to facilitate student growth.
All Math 6, Math 7, Algebra 1 with Math 8, H. Algebra 2 with Precalculus/Trig, and Geometry Teachers have had multiple pull-out days to ensure alignment of instructional practices, essential standards, and support with implementation of supplemental instructional materials. Teachers in these cohorts have received professional learning specific to the implementation of Math Language Routines which, when implemented correctly, support all students with deeper learning. The majority of Math 6, Math 7, and Geometry Teachers have completed at least one instructional coaching cycle with many having at least 3 cycles completed. To further support student achievement, we've offered professional learning and coaching on culturally-relevant teaching, which research shows can significantly improve academic performance and literacy outcomes, especially for traditionally underserved students. This initiative has engaged teachers from ELA, HSS, ELD, math, science, and world languages, cultivating literacy development across content areas.

ACTION 1.2
There was a difference between the planning and actual implementation of the action. We did not solicit proposals from K-8 teachers broadly due to central office bandwidth challenges. We worked with our math Teacher on Special Assignment to spin up one in person, high impact tutoring pilot at one middle school, which may be expanded for all middle schools in the fall for unduplicated students who are below grade level in math. Teachers will be invited in the fall to submit proposals for tutoring and intervention support programs. The district is also pursuing potential partnerships with third party tutoring providers.

ACTION 1.3
The team 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 level (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. In the first semester of this year, literacy teams provided Tier 2 and 3 supports at 14 elementary sites to the lowest performing students.

ACTION 1.4
513 Elementary students were served during the 2024 programming. The focus was on literacy and math support and intervention. Physical education and art were also included in the program.
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. Specialized programming for K-12 Multilingual newcomers was provided in order for students to continue their English language acquisition.

Plans for 2025 summer programs are underway.

ACTION 1.5
CTE staff made available CTE course information and provided training to counselors for recruitment, with a focus on hispanic/latino students and English learner students, to increase their numbers. CTE received professional learning on literacy strategies in their pathways at the August, October, January and March professional learning days. Families were invited to CTE Open House and Spring Events to learn about and see CTE pathways. The CTE Teachers on Special Assignment coaches CTE teachers in applying integrated English language development and culturally responsive instructional strategies in their classrooms. CTE TOSAs also helped CTE teachers to redesign their curriculum maps to better reflect these new instructional practices. CTE staff also expanded work based learning opportunities to increased student interest, enrollment, and persistence in pathways.

ACTION 1.6
Principal networking meetings include data based presentations by the hosting principals. School leadership teams have received tools and networked learning opportunities in monthly during which they shared data on progress toward their Problem of Practice SMARTIE goals. School sites continued to monitor their literacy-based goals through data dives.

ACTION 1.7
All PK and TK teachers in the district have participated thus far in four rounds of cross-site collaboration sessions led by our instructional coach to share best practices and refine their SEAL units. TK teachers engage in monthly collaboration. Every PK and TK teacher has gone through SEAL training during the four district professional development days.

ACTION 1.8 and ACTION 1.9
Schools approve expenditures through their School Site Councils and SPSAs, in alignment with the three LCAP goals. Expenditures are reviewed by DAA and EdServices staff for compliance and presence in the SPSAs. Expenditure rates are generally on track and schools are planning for next year based on their budget expenditures and needs during 2024-2025.

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 1.1, 1.8, 1.9 - Increase in Estimated Actual due to both 2023-24 and 2024-25 negotiated salary increases were not available last May when the LCAP is being prepared.
Action 1.2 - We continue to try to find the best structure and partnership for high impact tutoring. Currently we have Paper.co in place as an online tutoring opportunity. There is a need for in-person, high impact tutoring. After researching multiple vendors for afterschool in-person tutoring, we recently settled on one and began a cost-free pilot. We are spending the remainder of the year in that cost-free pilot, however, there are indications that it will not work with this vendor so we will need to re-engage in the process of finding the right partnership. Because this Spring was a cost-free pilot, we did not expend the funds. We will spend the allocation going forward.
Action 1.3, 1.4, 1.5, 1.6, 1.7 - 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 1.1
Overall, Santa Clara USD experienced a reduction in the percent of students Meeting and Exceeding ELA standards on the Smarter Balanced assessment (-0.78) (Metric 1.1). Among target student groups, Economically disadvantaged students experienced the largest decrease (-3.98%), while our Homeless youth experienced the greatest gains (+10.58%). 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. Student outcomes on the Smarter Balanced Math assessment (Metric 1.2) increased slightly (+0.38%), while larger gains were seen among our Hispanic/Latino students (+1.25%) and our Homeless youth (+10.58%). CAST performance districtwide (Metric 1.3) experienced a slight increase (+0.1), while our Hispanic/Latino students (+2.06) and Students with Disabilities (+1.26) also experienced increases. Homeless youth declined by 6.14 percentage points. 4-Year Cohort Graduation rates in SCUSD (Metric 1.4) declined slightly between 2023 and 2024 (-0.2%). However this result is categorized as “Maintained” on the CA School Dashboard. AP course enrollment (Metric 1.6) has increased greatly between 2024 and 2025 (12.71%). This result is bolstered by increased enrollment among some of our historically underrepresented student groups: Hispanic/Latino (+1.5%), Long-Term English Learners (+2.2%), and Economically disadvantaged (+4.7%). 100% of Long-Term English Learners enrolled in AP classes passed the exam with a 3 or higher (N=2), while all other target student groups experienced reductions in AP exam pass rates between 2023 and 2024. 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 2.3 percentage points. Notably, three historically underserved student groups experienced increases: Hispanic/Latino (+1%), Economically Disadvantaged (+4.6%), and Homeless Youth (9.9%), while Students with Disabilities declined by 3.6 percentage points. 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. Identified areas of growth include best practices for meeting the needs of students with disabilities which is also taking place in our differentiated assistance work. We intend to continue and intensify these actions over the next to year to build upon the progress achieved this year.

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) has increased by 10 percentage points or more across all four student groups. Among student groups with the greatest academic needs, participation with afterschool programming (Metric 1.14) has increased significantly. Notably among our Economically Disadvantaged students (+30.6%), Hispanic/Latino students (+21%), and English Learners (+13.9%). Due to this successful expansion of participations rate, we will continue to offer before and afterschool support programs and to prioritize our unduplicated student groups through parent communication and outreach making sure that the opportunity is there for all who need it.

ACTION 1.3
Accurately assessing the effectiveness of our Literacy Intervention program is a priority for the district. As such, we carefully consider the potential growth our students identified for targeted interventions make throughout the course of an entire year. At the beginning of this school year we were able to calculate our baseline and were pleased to see 98% of Full Program students meeting/exceeding the Reading Recovery National growth average (Metric 1.15). Year 1 outcomes revealed that this percentage dropped to 94%. Although this is a reduction from the previous year, we are pleased to see that more than 90% of the students served by our intensive Tier 3 interventions are exceeding

the national growth average. Additionally, 43% of students receiving small group literacy intervention (Rise) met/exceeded 75-100% of their iReady "Stretch Growth" targets (Metric 1.16). Overall, this percentage dropped by 6.6 percentage points between 2023-24 and 2024-25, however there was exciting change among our English Learner students making 75-100% of their stretch growth target (+1.7%), with 5.1% more students meeting 100% of their stretch growth target. Among our Economically Disadvantaged students, there was a 6.9 percentage point increase in the percent of students making 75-100% of their stretch growth target, with 5.4% more students making 100% of their stretch growth Target. Each year our literacy intervention program is evaluated in an effort to continually improve the services we provide to our most struggling readers. Year 1 Outcome data shows Our Literacy Intervention program just received a Hoffman Award for the work we are doing for students. Given the demonstrated positive impact of this action, we plan to continue implementation for the next two year of this LCAP. However, we review the program annually in an effort of continuous improvement and an area of growth is to build capacity in classroom teachers to support students as they transition out of the program.

ACTION 1.4
Metrics 1.17 and 1.18 consider the percent of students attending summer school programming who showed improvements in iReady Reading and Math. The district saw an overall increase in iReady Reading scores (+4.4%.) and iReady Math (+9.8%.) scores. In regards to Reading, it should be noted that students in second grade (+20%.), Economically disadvantaged students (+18%.), students identifying as Hispanic/Latino in 7th grade (+16.1%.) and English Learner students in 1st grade all made large increases. Meanwhile, Math scores increased across all grade levels, especially among 1st grade students overall (+23.7%), 1st grade Hispanic/Latino students (+24.1%), and among English Learner students in 1st Grade (+26%.), 3rd Grade (+22%.), and 6th Grade (24%.). As indicated by the data, this action was highly effective and going forward we are continuing to focus on reading and math intervention in our summer programs at the elementary and middle school level.

ACTION 1.5
The percent of students overall who were enrolled in a CTE pathway in grades 9-12 (Metric 1.19) increased from 25.4% in spring 2024 to 27.1% in spring 2025. The overall increase was reflected in many target student groups, Hispanic/Latino (+2.3%), English Learner (+17.3%), and Economically Disadvantaged (+2.4%). Gains were also seen in relation to students completing a CTE Pathway in grades 9-12 (Metric 1.20) with an overall increase between spring 2023 and spring 2024 (1.3%) and among some of our target student groups, LTEL (+5.7%) and Economically Disadvantaged (+2.7%). Lastly, the percent of SCUSD Graduates completing both a CTE pathway and CSU/UC a-g requirements (Metric 1.21) has increased slightly between between spring 2023 and spring 2024 (0.6%) with improvements also occuring among target student groups, Hispanic/Latino (+0.1%), Economically Disadvantaged (+1.8%), Students with Disabilities (+1.8%) and Homeless (+4.3%). We will continue to strengthen our CTE pathway offerings since this is proven to be an effective practice based on the data.

ACTION 1.6
There were fewer stand alone data literacy modules released throughout this school year and as a result, there are 1,109 fewer views in the 2024-25 school year. However, it should be noted that there were changes made to how the data reports produced by the Data, Assessment and Accountability (DAA) Department were shared and accessed. Three of the primary data literacy resources (ELA and Math CAASPP performance, Getting to Know my Students, and customized Grade Level ELA and Math Target Reports, which included data disaggregated by student group, including unduplicated student groups) were utilized in districtwide and school site planning meetings, rather than being communicated directly with teachers, which resulted in fewer individual views. Additionally, the DAA Department shifted from standalone and static Google Looker studio reports to using reports within the district’s two new data platforms, Ellevation and Renaissance DnA. We are

currently unable to track access data in relation to the data reports that have been created in Ellevation and Renaissance DnA in support of common assessments, English Learner and Reclassified student outcomes, summer school programming and DRS survey results. These data literacy efforts are effective because they provide scaffolds for teachers to use to structure teacher data inquiry, with a focus on unduplicated and other marginalized students groups. These scaffolds help facilitate teacher engagement and persistence in data inquiry and data-informed instructional "next step" decisions.

ACTION 1.7
The percent of English Learner students making progress towards English Proficiency (Metric 1.24) increased slightly between spring 2023 and spring 2024 (+0.8). However, the percent of LTEL students making progress decreased (-3%.). 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 (-5.3) and LTEL students (-5.8) declining. We will need to re-examine our progress monitoring of English learners and continue to refine the process so that we can better course correct in order to have more English learners make progress toward English proficiency. We will also as a district learn from schools that have higher percentages of LTELs making progress toward English proficiency so as to emulate their successful practices in our elementary and secondary network meetings.

ACTION 1.8
In relation to the local academic progress of our unduplicated students (including students with an IEP), between spring 2024 and spring 2025 there was a 2 percentage point increase (54% to 56%) in the overall percent of unduplicated students meeting 100% of their typical growth between Reading Diagnostic 1 and Diagnostic 3. Some unduplicated student groups outperformed others, with English Learners (+3%), Economically Disadvantaged (+8%), and LTEL students (+21%.) all making improvements. In relation to iReady Math results, the district held constant at 46% of overall unduplicated students (including students with an IEP) meeting 100% of their typical growth between Math Diagnostic 1 and Diagnostic 3. However, slight gains were seen among Economically disadvantaged (+1%.), Students with Disabilities (1%.) and LTEL students (+6%.). We will continue to require our schools to set LCAP aligned goals in their Single Plans for Student Achievement, and to engage in regular academic progress monitoring using metrics associated with action 1.8. We will also continue to spotlight schools with unduplicated students making the most progress so as to learn from and emulate their successful practices in our elementary and secondary networking meetings.

ACTION 1.9
Baseline results from the DRS survey revealed that very few Elementary Students (Grades 4 & 5) experienced “any form of bias/discrimination when at School” among their peers and no elementary students experienced bias/discrimination from staff. This result differed in Middle and High school, with 33% of surveyed 7th grade students experiencing bias/discrimination from their peers and 7% from staff. English Learner students and Students with Disabilities reported slightly higher rates of bias/discrimination among peers (34%), while students with disabilities reported the largest percentage of bias/discrimination among staff (21%). Among surveyed High School Students, English Learner students and LTEL students reported the greatest percentage of peer bias/discrimination at 22% and 21%, respectively. Meanwhile, 13% of surveyed LTEL students reported experiencing bias/discrimination from school staff. The secondary data highlights the importance of our requirement that schools set LCAP aligned goals in their Single Plans for Student Achievement, and to engage in regular social emotional and behavioral progress monitoring using metrics associated with action 1.9. We will also continue to spotlight schools showing positive trends in their DRS survey data to learn from and emulate their successful practices in our elementary and secondary networking meetings.

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 2025-2026 school year.
There was a modest revision to action 1.2 to clarify that the district will be pursuing centralized contracts with tutoring providers, both during and after school, due to the lack and unevenness of teacher initiated proposals.

Metric 1.13 Baseline was updated from TBD

Metric 1.14 Baseline was updated from TBD

Metric 1.15 The Baseline has been updated from TBD and changed to reflect results "Overall" and not disaggregated by student group, as available data is not disaggregated at this level. The three year target results have also been revised to reflect this change.

Metric 1.16 The Baseline has been updated from TBD and now reflects the district's desire to look at the percentage of "full program" students (90-100% attendance) who are meeting & exceeding various percentages of their "Stretch Growth" targets. We feel that looking at this data on a scale better represents the progress we desire to see of students identified for targeted literacy support after early assessments reveal a need for academic interventions. The three year target results have also been revised to reflect this change.

Metric 1.21 was updated to reflect that the percent of students completing a CTE pathway in grades 9-12 is among graduates, not students overall. Metric1.30 and Metric 1.31 have new baseline calcultions. The previous baselines were calculated using the overall student population as the denominator insted of the overall "Unduplicated" student population.

Metric 1.22 was revised to reflect "Data Literacy Resource" views instead of "Data Literacy Modules" as the district decided to focus on building literacy within the district's newly adopted data systems (Renaissance DnA and Ellevation), rather than literacy in relation to standalone Google Lookerstudio modules. This decision was made after receiving much feedback from staff that the exorbitant amount of time needed to load the Lookerstudio reports and the lack of dynamic data that reflects changes in class rosters, impaired the sites ability to fully engage staff with the tools.

The metrics associated with Action 1.8 (Metric 1.30 and Metric 1.31) in last year’s LCAP remain the same, but were moved up and re-ordered to Metrics 1.26 and 1.27.

In last year’s LCAP, Metrics 1.26 – 1.29 were intended to be associated with Action 1.9, not Action 1.8, as was previously stated in the Measuring and Reporting Results section of last year's LCAP.

This year, the Metrics used to measure Action 1.9 (Metrics 1.28, 1.29, 1.30 and 1.31) were discontinued. Metrics 2.24, 2.25, and 2.26 are also no longer being used to measure this action. Instead, Metrics 1.34,1.35, and 1.36 will now be used to measure Action 1.9.

Metric 1.26 and Metric 1.27 have revised baselines due to a change in the calculation methodology. Previously, the metric was calculated using the percent of students increasing their iReady performance level between the first and last diagnostic, instead of the percentage of students meeting 100% of their typical growth target between the first and last diagnostic, which was the intention of the metric.

Metrics 1.28 – 1.31 are being discontinued due to feedback from our Educational Partners. DAC committee members felt that The survey questions were too broad, and that there is a need for more targeted questions around behavior, support, and school climate. Furthermore, members of the Superintendent's Student Council felt that the questions were too broad or negative, which might skew responses and asked that district leadership ensure that the language in our surveys is student-friendly and clear, particularly when assessing behavior and support. CHKS Survey questions associated with these metrics have been replaced with questions within the Developmental Relationships Survey. Metrics 1.34,1.35, and 1.36 reflect these Action 1.9 updates and set a new baseline with new "Target for Year 3 Outcomes" and "Metric(s) to Monitor Effectiveness".

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	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	CAASPP and iReady data for the past two years have consistently shown a gap in proficiency levels between our overall student proficiency and that of our English learners, Hispanic/Latino students, foster and homeless youth, Socioeconomically Disadvantaged, and Students with Disabilities. When looking at 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	$692,360.00	Yes

Action #	Title	Description	Total Funds	Contributing
	students with disabilities.	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 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 will be supported through the actions and metrics outlined within LCAP Goal #4, Equity Multiplier.		

Action #	Title	Description	Total Funds	Contributing
		The district will provide targeted supports to the schools in the area of ELA and Math performance by providing professional learning that will prioritize engagement and instructional strategies that supports success for English learners and low income students whose assessment results are typically significantly lower than overall district assessment results. For example, the district professional learning days will be focused on improving teacher practice in the areas of early literacy, literacy in every content area, and mathematics and will include tier 1 and tier 2 classroom supports and interventions. Specific attention will be paid to addressing the needs of low income students, English learners, students with disabilities, homeless students, and Hispanic/Latino students. The district will provide academic counseling support amongst other supports that focuses on the needs of homeless youth and students with disabilities, to address these two groups' current red or very low graduation rate status on the CA Dashboard. 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 and afternoons with a focus on the areas above and with specific attention to the student groups listed above. 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.		
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 or math, and 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	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school day by classroom teachers and paraeducators. This will supplement the core instruction and provide Tier 2 supports in literacy 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.		
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. 16 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 3 or more 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 1.16 under the Goal 1 "Measuring and Reporting Results" section.	$3,557,708.00	Yes
1.4	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. · EL Level 1 Summer Program (K-12): Opportunities for Newcomer and Lvl 1 EL students will include SEL and project based learning.	$1,128,651.00	Yes

Action #	Title	Description	Total Funds	Contributing
		· 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. · Literacy and Math Intervention (K-5): Small group instruction in math, reading and writing, SEL lessons. · Literacy/Math/SEL (6-8): Social Justice and Self-Empowerment through Reading, Writing, and Multimedia. Through integrated subject classes, elective and academic, students continue to build their mathematics and literacy skills. Electives include topics such as multimedia, culinary arts, and robotics. · 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. When looking at schools and student group results across the College and Career Indicator on the CA School Dashboard, two of SCUSD's three alternative high schools have "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) and LCAP Goal #4, Equity Multiplier (New Valley High). 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 focus. Working through a larger consortium and related partnerships, we will continue to explore new and expand existing CTE pathways.	$1,053,017.00	No

Action #	Title	Description	Total Funds	Contributing
		The metrics associated with this action can be found within the Plan Summary: Comprehensive Support and Improvement, LCAP Goal #4, Equity Multiplier actions 4.3 and 4.4, 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 occur in grade level and department collaboration (PLCs), on school leadership teams, 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.	$372,387.00	Yes
1.7	Provide supplementary targeted services to English learner students and their families to support growth in English	When looking at schools across the English Learner Progress Indicator on the CA School Dashboard, 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 will support English learner progress within these school sites by providing the actions listed below.	$2,320,098.00	Yes

Action #	Title	Description	Total Funds	Contributing
	language proficiency and academic achievement.	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.		
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 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	$2,288,844.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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-$95,319 Bowers -$62,319 Bracher -$54,448 Braly -$72,899 Briarwood -$59,646 Haman -$49,895 Hughes -$59,578 Laurelwood -$76,293 Mayne -$65,799		

Action #	Title	Description	Total Funds	Contributing
		Millikin -$50,845 Montague -$55,231 Central Park -$58,707 Pomeroy -$74,641 Ponderosa -$83,300 Washington Open -$36,812 Scott Lane -$107,784 Sutter -$33,927 Westwood -$71,667 Don Callejon-$78,318 Cabrillo -$107,876 Peterson-$91,703 Buchser-$110,253 Huerta-$101,400 MECHS-$22,797 MacDonald -$137,654 Santa Clara High-$200,172 Wilcox-$206,629 New Valley -$34,830 Community Day-$3,105 Wilson-$24,995 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	$1,127,342.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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-$46,948 Bowers -$30,695 Bracher -$26,818 Braly -$35,906 Briarwood -$29,378 Haman -$24,575 Hughes -$29,345 Laurelwood -$37,577 Mayne -$32,408 Millikin -$25,043 Montague -$27,204 Central Park -$28,915 Pomeroy -$36,764 Ponderosa -$41,029 Washington Open -$18,132 Scott Lane -$53,088 Sutter -$16,711 Westwood -$35,299 Don Callejon-$38,575 Cabrillo -$53,133 Peterson-$45,167 Buchser-$54,303 Huerta-$49,944 MECHS-$11,229 MacDonald -$67,799		

Action #	Title	Description	Total Funds	Contributing
		Santa Clara High-$98,592 Wilcox-$101,772 New Valley -$17,155 Community Day-$1,529 Wilson-$12,311 The metrics associated with this area in this action are: 1.34, 1.35, 1.36 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 2027 80% REVISED TARGET Spring 2027 79% (15/19 Elementary Schools)	Current Difference from Baseline: + 2 Elementary Schools (+11%.)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Percent of Secondary schools “meeting fidelity” as measured by the PBIS Tiered Fidelity Inventory. (Action 2.1)	Spring 2024 0% REVISED BASELINE Spring 2024 Percent of Secondary Schools: 1/ 12 (8%)	Spring 2025 2/12 Secondary Schools (16%)		Spring 2027 80% REVISED TARGET Spring 2027 9/12 Secondary Schools (75%)	Current Difference from Baseline: + 1 Secondary School (+8%.)
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 2027 80% REVISED TARGET Spring 2027 15/19 Elementary Schools (79%)	Current Difference from Baseline: + 1 Elementary School (+5%.)
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 2027 80% REVISED TARGET Spring 2027 9/12 Secondary Schools (75%)	Current Difference from Baseline: + 3 Secondary Schools (+25%.)
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)		Spring 2027 18 schools DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	Current Difference from Baseline: N/A DISCONTINUED METRIC

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Number of secondary schools systematically (80% of qualifying events) implementing restorative practices (Action 2.1)	Spring 2024 0 REVISED BASELINE Spring 2024 8/12 Secondary Schools (67%)	Spring 2025 8/12 Secondary Schools (67%)		Spring 2027 12 schools REVISED TARGET Spring 2027 10/12 Secondary Schools (83%)	Current Difference from Baseline: + 0 Secondary Schools (+0%.)
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%	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 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: -0.8 % Black/African American: 1.7% White: -0.4 % English Learner: -0.8 % LTEL: +0.9% Pacific Islander: -5.7 % Economically Disadvantaged: -0.4 % Students with Disabilities: -0.7% Homeless: 0.4 % Foster Youth: -11.4%
2.8	Percent of students being expelled (Action 2.1)	Spring 2023 0.01%	Spring 2024 0.00%		Spring 2026 0%	Current Difference from Baseline: -0.01

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Percent of students dropping-out of middle school (Action 2.1)	Spring 2023 0.06%	Spring 2024 0%		Spring 2026 0%	Current Difference from Baseline: -0.06
2.10	Percent of students dropping-out of high school (Action 2.1)	Spring 2023 0.22%	Spring 2024 1.2%		Spring 2026 0%	Current Difference from Baseline: +0.98
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 2027 100%	Current Difference from Baseline: N/A
2.12	Percent of secondary school staff trained in Substance Abuse prevention. (Action 2.2)	Spring 2025 36%	N/A BASELINE SET MAY 2025		Spring 2027 100%	Current Difference from Baseline: N/A
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 2027 100% of PK-12 staff trained on equity, diversity and anti bias to date.	Current Difference from Baseline: N/A
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 2027 100%	Current Difference from Baseline: N/A
2.15	Number of site MTSS teams receiving	Spring 2025 100%	N/A BASELINE SET MAY 2025		Spring 2027 30 site teams	Current Difference from Baseline: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	coaching in SEL AND MTSS. (Action 2.2) REVISED METRIC Percent of site MTSS teams receiving coaching in SEL AND MTSS. (Action 2.2)				REVISED TARGET 100%	
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 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 2027 Counselor classroom presentations: Maintain Baseline (883) Wellness Coordinator classroom presentations: REVISED TARGET Spring 2027 Counselor & Wellness	Current Difference from Baseline: +445 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 2027 Counselor group sessions: 58 Wellness Coordinator group sessions: 46	Current Difference from Baseline: Counselor group sessions: +39 Wellness Coordinator group sessions: +1,111
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 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: -3.8%. American Indian: -2.3%. Hispanic/Latino: -5.4%. Asian: -2.1%. Filipino: -1.5%. Two or More Races: -6.5%. White: -3.9%. English Learner: -0.3%. Economically Disadvantaged: -0.5%. Students with Disabilities: -6.2%. Homeless: +7.2%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.20	Percent of students At-Risk for Chronic Absenteeism receiving a Home Visit and Being placed on an Attendance Plan (Action 2.4)	Spring 2024 TBD Baseline will be set during the 2024-25 school year	Spring 2025 DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)		Spring 2027: 100% Spring 2025 DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	Current Difference from Baseline: 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: N/A		Spring 2026: Overall: 100% Hispanic/Latino: 100% English Learner: 100% Economically Disadvantaged: 100% Students with Disabilities: 100% Homeless: 100%	Current Difference from Baseline: Overall: +0.7%. Hispanic/Latino: +0.9%. English Learner: +1.8%. Economically Disadvantaged: -0.9%. Students with Disabilities: +1%. Homeless: N/A
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-	Spring 2024 0% REVISED BASELINE Spring 2025	N/A BASELINE SET MAY 2025		Spring 2027 80%	Current Difference from Baseline: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	teaching model after attending professional learning sessions. (Action 2.5)	63%				
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)	Fall 2023 7th Grade: 62%, 9th Grade: 66%, 11th Grade: 69% Secondary Average: 63.7% Spring 2025 DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)		Fall 2026 7th Grade: 80%, 9th Grade: 80%, 11th Grade: 80% Secondary Average: 80% DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	Current Difference from Baseline: N/A
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)	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)		Fall 2026 5th Grade: 100% DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	Current Difference from Baseline: N/A
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	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)		Spring 2027 10% reduction from the baseline DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)	Current Difference from Baseline: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DESCRIPTION OF CHANGES BELOW)				
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) 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)	N/A BASELINE SET MAY 2025		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 English Learner: 75 Students with Disabilities: 75 Economically Disadvantaged: 75 MIDDLE SCHOOL (Grade 7) Overall: 75 American Indian or Alaska Native: 75 Asian: 75	Current Difference from Baseline: N/A

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 58 (N= 218) Economically Disadvantaged: 61 (N=571)			Economically Disadvantaged: 75	

Goal Analysis [2024-25]

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

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

ACTION 2.1 The district has continued to invest in MTSS-Behavior coaches (2) and partnerships with site MTSS teams. A Tiered Fidelity Inventory to assess the degree of MTSS system implementation, and to identify and provide support and remove systemic barriers is used to measure site progress. MTSS has been the focus of DLT and CAIO meetings to help build awareness and knowledge of MTSS across the system. This year we have implemented Restorative Practices for secondary school, with 201 staff trained in the 23-24 school year. Secondary sites hold regular meetings to support site capacity building and implementation of practices. As a result of progress in PBIS implementation to "near" and "at" fidelity in a growing number of district schools, district leadership has made a commitment with labor partners United Teachers of Santa Clara and California Service Employees Association local 350 to jointly sponsor a MTSS workgroup and leadership team in the 2025-2026 to lead and coordinate all efforts around the systemwide implementation of PBIS and Restorative Practices, and the expansion into academic MTSS.

ACTION 2.2 This year professional learning has been an area of focus. We have offered staff Narcan training at Don Callejon MS, Buchser MS, Cabrillo MS, Huerta MS, Wilcox HS and Santa Clara HS. We also have offered ongoing parent and community training on mental health and bullying prevention Additionally, 100% of all staff receive child abuse prevention education as part of their yearly mandated training. Wellness staff were trained on trauma informed care/equity on January 6, 2025 and on LGBTQ in February 2025. All middle school teachers were engaged in professional learning on our Equitable Practices and Inclusive Curriculum (EPIC) Toolkit and plans to bring the EPIC toolkit to all high school and elementary schools will happen next. Three sessions for classified and 3 sessions for certificated were fully attended with waitlists for each. The topics included othering and belonging, Having Difficult Conversations: Examining our own Comfortability in Addressing Race and Racism and Supporting Multilingual Learners. Actual expenditures were lower than budgeted amounts because the funding source is active through the 2025-2026 school year and we will continue to provide services through that time. The unused amount will be carried over for the 2025-2026 school year to continue to provide professional development in the areas of equity, safe and inclusive schools, and mental health awareness. The material difference did not impact the implementation since the EEBG funding was utilized and will continue to be utilized in the 2025-26 school year.

ACTION 2.3 Wellness supports continue to be offered at all sites, available to all students, with a focus on increasing access for marginalized groups. This year we added an online, 24/7, mental health platform that students can self refer for mental health support, groups, coaching

and resources. We have also increased partnerships with site clubs focused on mental health, the city library, and student groups. We are also piloting a Calming Space at one of our Middle Schools. In response to CA's new billing model, where the district is in cohort 4, we are in the process of developing infrastructures to support medical billing for services provided which has the potential to expand offerings.

ACTION 2.4 SCUSD continues to focus on attendance and student engagement. The district social work intern program has a primary focus to improve student engagement and attendance, through outreach, family contacts, home visits, small group instruction, case management and counseling support. The family engagement liaison and our attendance liaison have direct contact with McKinney Vento and other marginalized groups to promote and sustain positive attendance and engagement with students and families through regular contact, home visits, school visits and other outreach. 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 from year two of shared learning, development, and research; building data sharing systems. Building on year two studies, this year 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. The material difference did not impact the implementation.

ACTION 2.6 This year the district administered the Developmental Relationship Survey to better understand staff and student perceptions of connections. The survey results are still being analyzed so that they may be shared with sites and our community. We also launched SCUSD CARES which is focused on increasing parent education opportunities regarding bullying, mental health and wellness, and related topics. We have also deepened partnerships with the Santa Clara Library and Project Cornerstone to elicit student voice and upstander behavior. A continuum of behavioral response professional development is in place starting with de-escalation training including but not limited to para educators and mod/severe staff as well as intensive Safety Care training. The District has completed software integration and will go live at the beginning of the 2025-2026 school year with both the Visitor Management and Emergency Management Systems from Raptor Technologies (Raptor). Once completed, the District will begin the process of subsequent implementation of additional Raptor platforms. This year, the District added additional campus supervisors at secondary schools. In addition, training was provided to all campus supervisors. The District is exploring additional safety and security measures for district-wide implementation.

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

Action 2.1, 2.3, 2.4 - The differences between budgeted and estimated actual expenditures were immaterial.

Action 2.2 - Actual expenditures were lower than budgeted amounts because the funding source (is active through the 2025-2026 school year and we will continue to provide services through that time. The unused amount will be carried over for the 2025-2026 school year to continue to provide professional development in the areas of equity, safe and inclusive schools, and mental health awareness. The material difference did not impact the implementation since the EEBG funding was utilized and will continue to be utilized in the 2025-26 school year.

Action 2.5 -Actual expenditures were lower than budgeted amounts and the work was complete using other funding sources. The unused amount will be used to cover the increased employee costs due to raises from other areas of the plan. The material difference did not impact the implementation since the EEBG funding was utilized and will continue to be utilized in the 2025-26 school year.

Action 2.6 - Increase in Estimated Actual due to both 2023-24 and 2024-25 negotiated salary increases were not available last May when the LCAP is being prepared.

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

ACTION 2.1
Improvements were seen among the percent of Elementary schools “meeting fidelity” as measured by the PBIS Tiered Fidelity Inventory increased by 2 Elementary Schools (+11%.), the percent of Secondary schools “meeting fidelity” as measured by the PBIS Tiered Fidelity Inventory increased by 1 Secondary School (+8%.). Additional success was seen among elementary and secondary schools making progress towards fidelity with the addition of one more Elementary School (+5%.) and three more Secondary Schools (+25%.). Related to improvements regarding PBIS is our suspension rates. The district experienced promising reductions overall (-0.3%) and among some student groups, Hispanic/Latino (-0.8 %), White (-0.4 %), English Learner (-0.8 %), LTEL (-0.9%), 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, Black/African American (+1.7%), Homeless (+0.4 %).

ACTION 2.2
All Metrics under Action 2.2 (Metrics 2.11 - 2.15) have baselines that were set this school year. The district will report on the effectiveness of our trainings in relation to Mental Health Literacy, Substance Abuse prevention, equity, diversity and anti-bias training, child abuse prevention, and coaching in SEL AND MTSS next year.

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 445. Metric 2.18 also reveals that the number of group counseling sessions conducted by school counselors also increased by 39. We are pleased to see this increase in student interactions and believe that it will lead to a greater impact.

ACTION 2.4
The district continues to see improvements in relation to reducing chronic absenteeism and increasing attendance rates overall and among targeted student groups. Overall, the district saw a reduction in chronic absenteeism (Metric 2.19) (-3.8%). This reduction was experienced by all of the district’s student groups with the exception of our Homeless Youth, who increased (+7.2). Notable reductions were seen among Hispanic/Latino (-5.4%), English Learner -0.3%, Economically Disadvantaged (-0.5%), and Students with Disabilities (-6.2%). Relatedly, attendance rates (Metric 2.21) increased overall (+.07%) and among Targeted student groups, Hispanic/Latino (+0.9%), English Learner (+1.8%), Students with Disabilities (+1%). However, Economically Disadvantaged students declined (-0.9%).

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 is still under development and is anticipated to be utilized next school year (2025-26). Metric 2.23 used survey responses after professional learning sessions focused on the Co-teaching model. This metric has shown strong effectiveness, however 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. 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. Overall, 63% of participants reported increases in their knowledge at the end of the session, which is a strong result among knowledgeable and experienced staff.

ACTION 2.6
Metrics under Action 2.6 were revised following feedback from our educational partners, particularly our students. The previously used safety related questions were found to be too broad and lacked any mention of bullying in relation to school safety. As a result, the district has set a new baseline using the School Safety average score on the Developmental Relationships Survey (DRS) (Metric 2.27), which includes more target questions related to in-school safety and bullying. Baseline results reveal a discrepancy in school safety at the Middle School level (57) in comparison to Upper Elementary (62) and High School (63). Furthermore, there are notable differences in perceptions of safety between our overall results and those of targeted student groups across each school cluster. Upper Elementary: Hispanic/Latino (60), English Learner (59), Students with Disabilities (63), Economically Disadvantaged (61). Middle School: Hispanic/Latino (52), English Learner (52), LTEL (51), Students with Disabilities (50), Economically Disadvantaged (53). High School: Hispanic/Latino (61), English Learner (60), LTEL (57), Students with Disabilities (58), Economically Disadvantaged (61).

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 2 are continuing as described.

Metrics 2.1, 2.2, 2.3 and 2.4
The baseline for this metric has been updated to reflect PBIS Tiered Fidelity Inventory results from spring 2024. The baseline was incorrectly reported as 0% instead of TBD. Furthermore, the revised baseline, year 1 outcome, and target for year 3 outcome all reflect the inclusion of the count of schools in addition to the percent. Finally, the target percent for year 3 outcome has been revised to coincide with the desired number of schools.

Metric 2.5
This metric has been discontinued as more time is needed to institute the systematic use of SEL curricula within our elementary schools.

Metric 2.6
This metric has a revised baseline and target for year 3 outcome to better align efforts to track progress in this metric by the count and percent of secondary school sites systematically implementing restorative practices.

Metric 2.7

The Long-Term English Learner (LTEL) student group was retroactively added to the spring 2023 baseline results (LTEL: 8.3%).

Metrics 2.11, 2.12, 2.13, 2.14, 2.15 all have baselines that were set in Spring 2025. Year 1 outcomes will be reported in next year's LCAP.

Metric 2.15
This metric has been revised to reflect the percent, rather than a count of site MTSS teams receiving coaching in SEL AND MTSS. As our current baseline is 100%, the target 3 year outcome has been revised to reflect a desire to maintain at 100%.

Metric 2.16
Baseline and year 1 outcomes have been added.

Metric 2.17
The baseline and target for year 3 outcome have been updated for this metric to reflect the combining of classroom presentations conducted by school counselors and wellness coordinators. This is joint work that is better represented by a cumulative count rather than by reporting classroom presentations by individual positions/roles.

Metric 2.18
Baseline, year 1 outcomes and the difference from baseline have been added.

Metric 2.19
"(K-8)" was added to Metric 2.19 "Percent of chronically absent students" to clarify that this calculation, taken from the CA School Dashboard, does not include chronic absenteeism rates in grades 9-12.

Metric 2.20
This metric is being discontinued as the district does not currently have the capacity to conduct home visits for students "at-risk" for Chronic Absenteeism. Currently, attendance related home visits are conducted in connection with the district's SARB process.

Metric 2.22
A district walk-through tool that measures the percent of classrooms exhibiting at least one "Inclusive Practice" is still under development. Although the district anticipates utilizing the tool next school year (2025-26), we believe more time will be needed before it can be rolled-out district wide and have therefore discontinued this metric.

Metric 2.23
The baseline for this metric has been revised due to a change in the measurement tool used to collect responses regarding the Co-Teaching professional learning sessions. In the 2023-24 school year, the survey asked if participants "found the content of today's workgroup to be valuable". However, the 2024-25 tool measures the difference between participant's knowledge before and after the professional learning session, which is more aligned with the intent of the metric

Metric 2.24 and Metric 2.25

These metrics are being discontinued after feedback from our educational partners who felt that the previously used safety related questions were too broad and lacked any mention of bullying in relation to school safety. As a result, the district has included a new school safety metric (Metric 2.27).

Metric 2.26
This metric has been discontinued. At this time, the district is still working towards developing a centralized and standardized method of tracking Safety-Related Incidents (SRI). Although the district anticipates developing a tracking system in the 2025–2026 school year to ensure improved accuracy and consistency moving forward, the development of actions and strategies to address concerns within our baseline results will surpass the timeline of this current three year LCAP.

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	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.	When looking at results district wide across the CA School Dashboard Suspension Indicator, several student groups emerged as having "very high" rates of suspension. They include 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 student, low income students, and students with disabilities at Don Callejon. In order to address these high suspension rates, the district will continue to invest in MTSS-Behavior 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 uses a Tiered Fidelity Inventory 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	$451,952.00	Yes

Action #	Title	Description	Total Funds	Contributing
		materials include, but are not limited to Project Cornerstone, DESSA and Second Step. The metrics associated with this action are Metrics 2.1 through 2.10 under the Goal 2 "Measuring and Reporting Results" section.		
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.	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. The metrics associated with this action are Metrics 2.11 through 2.15 under the Goal 2 "Measuring and Reporting Results" section.	$1,125,000.00	No
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.	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 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.	$14,868,083.00	No

Action #	Title	Description	Total Funds	Contributing
		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.	When looking at results district wide across the CA School Dashboard Chronic Absenteeism Indicator, 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 decent 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, 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. Low income students at Kathryn Hughes Elementary and Laurelwood Elementary. The White student group at C.W. Haman Elementary, Kathryn Hughes Elementary, Montague Elementary	$295,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 Metrics 2.19 through 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.	As a result of the district's Differentiated Assistance work with the Santa Clara County Office of Education, SCUSD has decided to implement 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 our students with disabilities and 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. The metrics associated with this action are Metrics 2.22 and 2.23 under the Goal 2 "Measuring and Reporting Results" section.	$234,471.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	Currently our data shows that a lower percentage of our Hispanic/Latino students are reporting that they feel safe most 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 and safety care training for school site teams of administrators, campus supervisors, and specific certificated and classified staff. Other training includes, 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 2.27 under the Goal 2 "Measuring and Reporting Results" section.	$2,724,702.00	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	Spring 2024 Priority 3 Self-Assessment Tool 3 (Initial Implementation)	Spring 2025 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
	3 Local Indicator Self-Assessment Tool. (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 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		Spring 2027 80% REVISED TARGET 65% of Parents have dowloaded the ParentSquare App	Current Difference from Baseline: N/A Revised Baseline
3.4	Percent of respondents indicating “High” to “Very High” levels of agreement that they feel their culture is recognized by their	Spring 2024 38% of respondents (N= 179)	DISCONTINUED METRIC (SEE DESCRIPTION OF CHANGES BELOW)		Spring 2027 80% of respondents	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
	school site, measured by a locally curated SCUSD survey. (Action 3.2)					
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)	NEW METRIC ADDED MAY 2025		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%	Current Difference from Baseline: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Black or African American: 76%(N=17) Hispanic: 81% (N=304) Native Hawaiian or Other Pacific Islander: 71% (N=7) 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)			Hispanic: 90% Native Hawaiian or Other Pacific Islander: 90% 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		Spring 2027 (April) Unduplicated students = 3,960 Unduplicated families = 1,646	Current Difference from Baseline Unduplicated students = -2,151 Unduplicated families = +912

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		Spring 2027 10% increase from the baseline REVISED TARGET 41 Family Events	Current Difference from Baseline +18 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 2027 90% of families	Current Difference from Baseline +6.3% 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 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 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 2027 10% increase from the baseline (1,597) REVISED TARGET Spring 2027 25% increase from the baseline (1,440)	Current Difference from Baseline: +170
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 2027 10% increase from the baseline (2,992) REVISED TARGET Spring 2027 10% increase from the baseline (2,999)	Current Difference from Baseline: -17

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.13	Number of Post-secondary partners (Action 3.6)	Spring 2024 TBD 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	Spring 2025 5 IHEs - Mission College, Evergreen, San Jose City College, DeAnza, Ohlone College		Spring 2027 5% increase from the baseline REVISED TARGET 6 IHEs	Current Difference from Baseline: Overall: No Change
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%		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%	Current Difference from Baseline: Overall: +2.4%. English Learners: +5.3%. Economically Disadvantaged: +30.2%. Students with Disabilities: +9.8%. Homeless: +19.3%. African American: +5.8%. American Indian: NA Asian: +0.6%. Filipino: +35.7%. Hispanic/Latino: -1.6%. Pacific Islander: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2 or more races: 69.5%		2 or more races: 48.9%	White: +7.6%. 2 or more races: +20.6%.
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%		2026-2027 cycle (Through Dec 2026) Overall: 95%	Current Difference from Baseline: Overall: -14.8%

Goal Analysis [2024-25]

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

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

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. The district is planning for a survey of families, staff, and community members to gauge their updated perceptions of the district and their communication preferences; the goal is to complete this updated audit in the 2025-2026 school year.

ACTION 3.2:The CA Healthy Kids Survey and LCAP Annual Update input survey data both revealed that high percentages of students and their families felt that their cultures were not sufficiently visible on walls of their school and classrooms. There was also strong demand for an increase in intercultural and multicultural events at school. While several schools in the district have done exemplary work highlighting and celebrating diversity and the cultures of their students and others, the district has not made much systemic work in the 2024-2025 school year. This was primarily due to bandwidth challenges in the District Office. Some personnel shifts for the 2025-2026 have create greater opportunity to advance this LCAP action. Next year, 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 community. 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. We will involve staff, parents, and students from schools that have shown leadership in this area to help create districtwide expectations.

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), Santa Clara Federation of Teachers (SCFT), and Santa Clara Unified Management Association (SCUMA) during the 2024-2025 school year. 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. Per SCUSD's LCAP Goal 1, the closing of the equity gap with Latino/a students a top priority for the partnership. In both 2023-2024 and 2024-2025, the district created the Advancing Latino Student Achievement (ALAS) project, which focused on centering the voices of Latino/a students, 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. We began a second round of student focus groups this past school year, but paused due to concerns expressed by families about potential exposure and targeting of students who participated, given the current political climate at the federal level. With the arrival of our new superintendent, we will take a fresh look at how to elevate the voices of latino/a students, family members, and staff, through focus groups, listening sessions, surveys, and other avenues, to inform goals, plans and investments in the years to come.

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, 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 four times each year to review student data, monitor, 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. The district is planning to hold an engagement at the beginning of the year for families at which they can learn information about the various district and sites committees they can join, along with the purpose and benefits of joining each type.

ACTIONS 3.3, 3.5, 3.6: We have continued to expanded on parent and family engagement offerings this year through our FRC and student services department. This focus had led to an increase across multiple metrics. For example, we nearly doubled our parent and family engagement events from 2023-24 (23 events) to 41 events for the entirety of this year. The percent of families agreeing or strongly agreeing that they were satisfied with the event sponsored by the district also increased. We also saw an increase in the unduplicated count of families having a contact with our FRC. These increases may be due to expanding offerings, locations across the district and topics. For example, this year we had more events on our Agnew campus which may have created more access for families in the northern part of our district. We saw a decrease in student contacts as some of our programming, for after school and summer, was shifted to ELOP.

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. In addition, an hourly Vietnamese interpreter/translator was also hired to support the ongoing communication with Vietnamese-speaking families. 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.

ACTIONS 3.1, 3.2, 3.3, 3.4, 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 18 events this year to 41 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 3.7) has increased by 6.3% to 91.4%. 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. The district is planning for a survey of families, staff, and community members to gauge their updated perceptions of the district and their communication preferences; the goal is to complete this updated audit in the 2025-2026 school year. This will help with evaluating effectiveness of Goal 3 actions in the 2025-2026 school year.

ACTION 3.2: Due to district office staff bandwidth issues, we were not able to make much progress in 2024-2025 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 3.6) which establishes the 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). Baseline results reveal that Overall: 83% of students are responding "completely true" or "mostly true". This result aligns with Middle and High School. Elementary is higher at 86%.

ACTION 3.3: The actions related to Action 3.3 indicate a positive trend. The Family Resource Center was able to provide more events, serving more students, families, staff and community, with an increased positive impact based on outcome data. Offerings varied from in person sessions to hybrid and virtual as well as English and Spanish languages. A number of sessions offered to staff increased district capacity to meet the needs of underserved populations, such as newcomers, English language learners, immigrant families, etc. 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. Metric 3.8 reveals that has been a 6.3 percentage point increase in the percent of families responding that Family Resource Center sponsored events have a positive impact, bring the total percentage to 91.4%.

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 170 since the baseline year in 203-2024 (Metric 3.11), while the number of language line requests went down by 17 (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 equitable 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 innovate 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.

While there are changes to metrics, including updates and revisions, all actions in Goal 3 are continuing as described.

For Action 3.2, we have identified a central office staff member who will have clear responsibility for coordinating implementation. Consequently, we are anticipating more progress in 2025-2026.

Metric 3.3
This metric has been revised due to a discrepancy in how this data is collected within the ParentSquare system. The metric is changing from the percent of families “that have created accounts in ParentSquare” to “Percent of families who have downloaded the ParentSquare App”. Because of this change, there was a new baseline that was calculated along with a revised target for year 3 outcome.

Metric 3.4
The source of the original baseline for Metric 3.4 (Action 3.2) was a local LCAP survey that was distributed by the District Office. However, feedback from our educational partners, specifically our DAC student attendees, expressed a desire to capture feelings of cultural representation beyond “posters and images”. Therefore, this metric was discontinued.

Metric Numbering 3.5 - 3.15

The metric numbering starting at Metric 3.5 have all been shifted down due to the addition of Metric 3.5, which was placed after the discontinued Metric 3.4 instead of at the end of the metric list.

Metric 3.5
It was decided that questions from the DRS survey would better capture the degree to which students feel that their culture is recognized by their school. The use of the DRS survey increased the number of student responses from 179 to 3,351, thus providing a more representative sample of our student population than the local LCAP survey used under Metric 3.4.

Metric 3.7
The baseline for this metric was updated. We have already surpassed our target for year 3 outcome for the number of events where families receive services and supports. Therefore, we have revised our year 3 outcome to remain at our current Year 1 level (41).

Metric 3.8
The baseline for this metric was updated. Although the district surpassed our 90% Target (91.4%), we feel that 90% of attendees indicating that our family events have a positive impact is a good Target to maintain.

Metric 3.9
The baseline for this metric was updated. We have already surpassed our target for year 3 outcome for the average percent of district advisory committee meetings with union representation. Therefore, we have revised our year 3 outcome to remain at 100%.

Metric 3.10
The baseline for this metric was updated. We have already surpassed our target for year 3 outcome for the average percent of district advisory committee meetings with representation from parents of students with disabilities. Therefore, we have revised our year 3 outcome to remain at 100%.

Metric 3.11
The baseline for our Interpretation episodes has been recalculated. The previous calculation utilized a count of interpretation episodes between August 2023 and June 2024. It also included interpretation requests that were ultimately referred to an outside agency due to unique language needs. This new baseline only includes interpretation episodes that are completed by our district translators and will utilize a May 1, 2023 through April 30, 2024 timeframe. The reason for this change is to capture interpretation requests that occur during the summer months, yet provides the available data when the LCAP is being revised each April. The target for year 3 outcome has also been updated to reflect a 25% increase from the baseline instead of a 10% increase, as the district has already reached the 10% increase to the baseline after year one.

Metric 3.12
The baseline for our Language Line requests has been recalculated. The previous calculation utilized a count of requests between August 2023 and June 2024. This new baseline will utilize a May 1, 2023 through April 30, 2024 timeframe. The reason for this change is to capture language line requests that occur during the summer months, yet provides the available data when the LCAP is being revised each April.

Metric 3.13

The baseline for this metric was updated. The year 3 outcome for this metric has been revised to reflect the desired number of Post-secondary partners, rather than a percent increase in partners from the baseline.

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. For example, a new tool will be built out that gives parents access to testing information on our district website in order to provide families and students with information regarding available state testing accessibility supports. 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.	$5,000.00	No
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	The CA Healthy Kids Survey and our 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 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.	$51,595.00	No

Action #	Title	Description	Total Funds	Contributing
	cultural diversity on campuses.	The metric associated with this action is Metric 3.4 under the Goal 3 "Measuring and Reporting Results" section.		
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 3.5 through Metric 3.7 under the Goal 3 "Measuring and Reporting Results" section.	$391,333.00	Yes
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	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), Santa Clara Federation of Teachers (SCFT), and Santa Clara Unified 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. 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. The Labor Management partnership will take shared responsibility for the socialization and use of the framework to identify and navigate equity issues in our system. In	$36,000.00	No

Action #	Title	Description	Total Funds	Contributing
	to invest in eliciting student and family voice and leadership across a range of involvements in programs, events and committees.	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 2024-205. Another round of student focus groups as well as family member and staff member focus groups are planned for the 2025-26 school year. The learnings from the words of the participants will inform district planning and investment strategies in the years to come. 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 will meet 3 times per year beginning in October to review student data, monitor, 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. The district is planning to hold an engagement at the beginning of the year for families at which they can learn information about the various district and sites committees they can join, along with the purpose and benefits of joining each type. The metrics associated with this action are Metrics 3.8 and Metric 3.9 under the Goal 3 "Measuring and Reporting Results" section.		

Action #	Title	Description	Total Funds	Contributing
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. 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 3.10 and Metric 3.11 under the Goal 3 "Measuring and Reporting Results" section.	$226,698.00	Yes
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.	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 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 3.12 through 3.14 under the Goal 3 "Measuring and Reporting Results" section.	$300,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	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.

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 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 = 0% Homeless Youth = 0% Economically Disadvantaged students = 0% Students with Disabilities = 0% Hispanic/Latino = 0%
4.2	Percent of New Valley students completing at least one semester of a college course at a partner/associated credit-granting institution, with a C- or better. (Action 4.1)	Spring 2023 English Learners = 0.0% Homeless Youth = 0.0% Economically Disadvantaged students = 1.2% Students with Disabilities = 0.0%	Spring 2024 English Learners = 0% Homeless Youth = 0% Economically Disadvantaged students = 1%		Spring 2026 English Learners = 10% Homeless Youth = 10% Economically Disadvantaged students = 11%	Current Difference from Baseline: English Learners = 0% Homeless Youth = 0% Economically Disadvantaged students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latino = 1.5%	Students with Disabilities = 0% Hispanic/Latino = 1%		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%	= -0.2% Students with Disabilities = 0% Hispanic/Latino = -0.5%
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%	Spring 2025 Overall: 30% English Learners = 22% Homeless Youth = 33% Economically Disadvantaged students = 27% Students with Disabilities = 36% Hispanic/Latino = 27%		Spring 2027 Overall = 70% English Learners = 60% Homeless Youth = 40% Economically Disadvantaged students = 60% Students with Disabilities = 50% Hispanic/Latino = 60% REVISED Spring 2027 Overall = 35%	Current Difference from Baseline: Overall = -22.3%. English Learners = -18.0%. Homeless Youth = +8.0%. Economically Disadvantaged students = -24.9%. Students with Disabilities =-3.1%. Hispanic/Latino = -21.6%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					English Learners = 25% Homeless Youth = 35% Economically Disadvantaged students = 30% Students with Disabilities = 40% Hispanic/Latino = 30%	
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%		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% Economically Disadvantaged students = 10% Students with Disabilities = 7%	Current Difference from Baseline: English Learners = +5%. Homeless Youth = +0% Economically Disadvant.aged students = +7.0%. Students with Disabilities = +5.0%. Hispanic/Latino = +1.0%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					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%		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% Economically Disadvantaged students = 7% Hispanic/Latino = 7%	Current Difference from Baseline: English Learners = 0% Economically Disadvantaged students = 0% Hispanic/Latino = 0%
4.6	Percent of student respondents "Agreeing" or "Strongly Agreeing"	Spring 2024 English Learners = TBD Homeless Youth = TBD	The creation and use of this tool was		Spring 2027 English Learners = 70%	Current Difference from Baseline: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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)	Economically Disadvantaged students = TBD Students with Disabilities = TBD Hispanic/Latino = TBD	delayed. Baseline to be calculated in the 2025-26 school year		Homeless Youth = 70% Economically Disadvantaged students = 70% Students with Disabilities = 70% Hispanic/Latino = 70%	
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 CAASPP Smarter Balanced Assessments. (Action 4.3)	2023 ELA & Math CAASPP 11th Grade Overall = 0% Students with Disabilities = 0%	2024 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%
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		2026 CA School Dashboard Overall = 19% English Learners = 20.6% Students with Disabilities = 25.1% Hispanic/Latino = 17.5% White = 11.6% REVISED TARGET	Current Difference from Baseline: Overall= -13.1%. English Learners = -13.1%. Students with Disabilities = -16.2%. Hispanic/Latino =-10.6%. White = N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Overall = 12.8% English Learners = 13.5% Students with Disabilities = 14.9% Hispanic/Latino = 12.9% White = N/A	
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". (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)		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
4.10	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)		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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)		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 [2024-25]

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

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

New Valley set ambitious goals for the 2024-25 school year with the receipt of unexpected Equity Multiplier funding. However, after reviewing the expected targets, it was decided that many of them were set too high and needed to be lowered to support a slower, more methodical march towards improvements. Action 4.1, 4.2, 4.3, 4.4, 4.5 - Implementation of this LCAP action was delayed due to the extended absence of key staff assigned to this goal. The TOSA position was added to increase the number of students dual-enrolled in college and CTE courses, complete FAFSA/CADAA applications, provide career assessments twice annually and, provide field study experiences to colleges and CTE organizations. However, the TOSA was out on a work-related injury for half of the school year. Although other staff stepped in to support efforts pertaining to college/career readiness (e.g. students completing CTE pathways and the number of students completing college courses), this work was heavily impacted by the absence of the position needed to appropriately coordinate these services. That being said, the Site Leadership Team is determined to continue 6-8 field study experiences annually to colleges/trades organizations and Additional staff developed systems related to increasing student scores on the CAASPP-ELA (e.g., implementing / analyzing CAASPP interim assessments 3x annually, and providing professional learning on related literacy activities). Additionally, staff focused on increasing the number of students that graduate with the State Seal of Biliteracy. (e.g., analyzing GPAs of nearly-eligible students; providing practice assessments; instituting a Spanish for Heritage Speakers class; and, providing coaching for the Spanish teacher). Although professional learning opportunities and supplemental curriculum resources under Actions 4.3 and 4.4 were not provided as planned to all staff, we purchased math workbooks that scaffold student development and conceptual understanding of basic skills and six staff members attended the CCEA+ conference, which focuses on teaching in continuation and community day schools. Attendees participated in a “model school

tour," and engaged in learning sessions around SEL and restorative practices. NVHS was unable to establish a mentor program, however the district provided a substance awareness counselor which has been very valuable to our program.

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 4.1, 4.2, 4.3, 4.4, 4.5 - Implementation of this LCAP action was delayed due to the extended absence of key staff assigned to this goal. The Teacher on Special Assignment (TOSA) role was added under Action 4.1 to coordinate all of the programmatic elements established in the subsequent Goal 4 actions (4.2 - 4.5). However, an unexpected work-related injury prevented the TOSA from fulfilling these duties for half of the school year. Equity Multiplier funds in support of Action 4.2 were meant to expand the number and variety of the field experiences offered to students. The TOSA explored additional opportunities during the first half of the school year but was unable to coordinate any of these field experiences in the 2024-25 school year. In relation to Action 4.4, planning related to Professional Learning opportunities focused on supporting youth in the areas of Social Emotional Learning, restorative practices, and de-escalation strategies beginning in the first half of the year. However, providers were not vetted and contacted before the TOSA went on medical leave. The delay in implementing Action 4.4 impacted Action 4.3, as the desired "supplemental curriculum resources" and educational support for "at-promise" students/students with disabilities were envisioned to align with the professional learning opportunities. Action 4.5 is being discontinued, as it was determined that the establishment of a mentoring program at New Valley requires more planning and potential resources than initially conceptualized. Therefore, this Action will be explored at a later date. The District has worked with site administration to revise actions in the 2025-26 LCAP that will ensure progress on this Goal moving forward. Revisions to these actions are noted below, under the description of changes made to the planned metrics, target outcomes, and actions for the coming year.

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

ACTION 4.1
This action was not effective as the TOSA position was unable to execute all of the duties that would have supported this goal. It will be discontinued next year in favor of a revised action around culturally-relevant curriculum across content areas.

ACTION 4.2
The effectiveness of this action is unknown, as the student survey has not yet been produced. Action 4.2 will remain in place for next year.

ACTION 4.3
The effectiveness of this action cannot be determined, as it was not implemented. Action 4.3 will remain in place for next year.

ACTION 4.4
The effectiveness of this action cannot be determined, as it was not implemented. Action 4.4 will remain in place for next year.

ACTION 4.5
The effectiveness of this action cannot be determined, as it was not implemented. Action 4.5 was revised from a mentor program to provide greater informaion and resources in support of students earning the state seal of biliteracy.

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.

New Valley set ambitious goals for the 2024-25 school year with the receipt of unexpected Equity Multiplier funding. However, after reviewing the expected targets, it was decided that many of them were set too high and needed to be lowered to support a slower, more methodical march towards improvements. These reductions are noted across all Metrics. Furthermore, although there continues to be a desire to receive student feedback regarding their Field Studies trips, this measurement tool has yet to be developed. It will remain in the plan, as there will be a strong initiative to implement it in the 2025-26 school year. Action 4.1 was revised to shift away from a TOSA suport model and towards culurally relevant curriculum development from multiple staff members. Action 4.5 was revised from a mentor program to provide greater informaion and resources in support of students earning the state seal of biliteracy. As such, Metrics 4.9 - 4.11 were discontinued as they were associated with the Mentor program that has been indefinitely put on-hold. Lastly, Metric 4.8 was also removed, as Site Leadership felt that action/strategies to impact suspension rates are already present under Goal 3 of their SPSA. Additional changes include Metric 4.7 no longer including a specific focus on 11th grade students with an IEP. The population size is too small to generate this data. Relatedly, the number of student groups under each metric was also reduced, given the small numbers of students outside of the Hispanic/Latino and Economically disadvantaged student groups. The year 3 target for metric 4.8 has been revised, as our Year 1 results are lower than our target. We have set the new 3 year Target to maintain our lower suspension rates at New Valley.

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 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	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 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.	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
	technology skills across content areas.			
4.2	Provide field studies for students to visit local colleges and CTE programs.	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.	$15,000.00	No
4.3	Provide teachers with supplemental curriculum resources and educational supports for “at-promise” students and students with disabilities.	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.	$26,972.00	No
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.	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.	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
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.	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 increase the number of students earning the SSB. This system will include assessments, instructional support and purchase of curricular materials.	$5,978.00	No

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.	May 2025 Overall: 81%	N/A (Metric created in May 2025)		90% of student respondents selecting "Agree" or "Strongly Agree" that at least one of the listed proactive/strategies was helpful	Current Difference from Baseline: N/A (New Metric May 2025)
5.2	Percent of students receiving pull-out intervention in reading/writing and/or math achievement.	May 2025 Overall: 61.9%	N/A (Metric created in May 2025)		70% of students will receive pull-out intervention in reading/writing and/or math.	Current Difference from Baseline: N/A (New Metric May 2025)
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".	May 2025 Students with Disabilities: 66%	N/A (Metric created in May 2025)		May 2027 Students with Disabilities: 70%	Current Difference from Baseline: N/A (New Metric May 2025)
5.4	Percent of Students being Suspended	2024 CA School Dashboard Overall: 32.1% Hispanic/Latino: 32% Economically Disadvantaged: 25%	N/A (Metric created in May 2025)		2026 CA School Dashboard Overall: 25% Hispanic/Latino: 25% Economically Disadvantaged: 18%	Current Difference from Baseline: N/A (New Metric May 2025)

Goal Analysis [2024-25]

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

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

N/A (New LCAP Goal)

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

N/A (New LCAP Goal)

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

N/A (New LCAP Goal)

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

N/A (New LCAP Goal)

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	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.	$2,500.00	No
5.2	Provide students with interventions in reading/writing, and math in order to deter task avoidance and	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.	$10,035.00	No

Action #	Title	Description	Total Funds	Contributing
	an escalation in behavior .			
5.3	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.	$12,000.00	No
5.4	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.	$14,000.00	No
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.	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.	$12,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$13,286,944	$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
7.615%	0.000%	$0.00	7.615%

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:** 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	• 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	supporting students, especially our English learners, foster youth, and low income students.	• 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 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,	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	• Percent of students receiving 1:1 literacy intervention (Reading Recovery) meeting & exceeding the Reading

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
	more in depth support beyond what can be provided in the regular classroom in order to accelerate their progress toward meeting standard(s). **Scope:** LEA-wide	teams as they determine the needs of individual students and work collaboratively with classroom 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.	Recovery National growth average • Percent of students receiving small group literacy intervention (Rise) who are meeting & exceeding their iReady "Stretch Growth" targets
1.4	**Action:** 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 K - 7) showing improvement in iReady Reading • Percent of Summer school students (Grades K - 7) showing improvement in iReady Math
1.6	**Action:**	Data Technicians within the Data, Assessment and Accountability Department are highly trained	

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 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	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. **Need:**	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 in to classrooms and by	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
	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	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. 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	• 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
		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.	
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	DISCONTINUED METRICS (May 2025) • Percent of 5th Grade students responding on average, “Yes, Most of the time” and “Yes, All of the time” when asked questions related to the “Social Emotional Learning Supports” • Percent of 7th Grade students responding on average, “Pretty much true” and “Very much true” when asked

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
		that increase the opportunities for focus and positive self-concept that contribute to academic success.	questions related to the “Social Emotional Distress” • Percent of 9th Grade students responding on average, “Pretty much true” and “Very much true” when asked questions related to the “Social Emotional Distress” • Percent of 11th Grade students responding on average, “Pretty much true” and “Very much true” when asked questions related to the “Social Emotional Distress” NEW METRICS (May 2025) • Culturally Responsive Environments

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
			score on the Developmental Relationships Survey (DRS). • Sense of Belonging score on the Developmental Relationships Survey (DRS) • Percent of students responding to the Developmental Relationships Survey (DRS) that they have experienced bias or discrimination by a peer or staff member when at school.
2.1	**Action:** 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. **Need:** Unduplicated students have disproportionately been identified as at risk through higher levels	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 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.	• Percent of Elementary schools “meeting fidelity” as measured by the PBIS Tiered Fidelity Inventory • Percent of Secondary schools “meeting

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	of absenteeism, referrals out of the classroom, and suspensions. **Scope:** LEA-wide		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 elementary schools systematically (80% of classrooms) utilizing SEL curricula • Number of secondary schools systematically

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
			(80% of qualifying events) 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
2.4	**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.	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	• Percent of chronically absent students • Percent of students At-Risk for Chronic Absenteeism receiving a Home Visit/Being placed on an Attendance Plan • 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
	Scope: LEA-wide	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. 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	

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
		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 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.	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 sties, it is an LEA-wide action.	• Percent of classrooms demonstrating at least one "Inclusive Practice" during classroom observations using a district walk-through tool. • Percent of survey respondents indicating that they have a better

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		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 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	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. Two bilingual community liaisons engage and support students and families who speak Vietnamese or Spanish. These staff 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.	• 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 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. **Scope:** Limited to Unduplicated Student Group(s)	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 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.	• 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 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.	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	• Number of interpretation episodes

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

2025-26 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	$174,493,513	13,286,944	7.615%	0.000%	7.615%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$26,736,846.00	$3,126,878.00	$3,540,420.00	$194,682.00	$33,598,826.00	$29,164,893.00	$4,433,933.00

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	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	$511,233.00	$181,127.00	$692,360.00				$692,360.00	
1	1.2	Provide before and after school support for	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$179,330.00	$20,670.00	$200,000.00				$200,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		students with the highest need as a Tier 2 support.	Low Income			Low Income										
1	1.3	Provide small group in-class Tier 1, Tier 2 and Tier 3 early literacy support to students with highest need	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,542,568.00	$15,140.00	$3,557,708.00				$3,557,708.00	
1	1.4	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	$1,128,651.00	$0.00	$1,128,651.00				$1,128,651.00	
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: New Valley Continuation High, Wilson Alternative	Ongoing	$242,294.00	$810,723.00	$172,942.00	$685,393.00		$194,682.00	$1,053,017.00	
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	$372,387.00	$0.00	$372,387.00				$372,387.00	
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	Specific Schools: Abram Agnew Elementary, Briarwood Elementary	Ongoing	$2,320,098.00	$0.00	$2,320,098.00				$2,320,098.00	
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	$1,495,467.00	$793,377.00	$2,288,844.00				$2,288,844.00	
1	1.9	Provide supplemental site level support to better address unduplicated student wellness, behavioral,	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$736,574.00	$390,768.00	$1,127,342.00				$1,127,342.00	

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
		and mental health needs.														
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.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$440,952.00	$11,000.00	$451,952.00				$451,952.00	
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.	All Students with Disabilities	No			All Schools	Ongoing	$328,778.00	$796,222.00		$1,125,000.00			$1,125,000.00	
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	$14,704,703.00	$163,380.00	$13,189,365.00	$1,168,000.00	$510,718.00		$14,868,083.00	
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	Ongoing	$266,661.00	$28,439.00	$295,100.00				$295,100.00	

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
							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.									
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	$187,497.00	$46,974.00	$234,471.00				$234,471.00	
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.	All	No			All Schools	Ongoing	$2,027,008.00	$697,694.00			$2,724,702.00		$2,724,702.00	

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	3.1	Increase meaningful engagement through educational opportunities for parents and families, district events, and volunteerism.	All	No			All Schools	Ongoing	$0.00	$5,000.00			$5,000.00		$5,000.00	
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.	All	No			All Schools	Ongoing	$31,595.00	$20,000.00	$51,595.00				$51,595.00	
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	$391,333.00	$0.00	$391,333.00				$391,333.00	
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 programs, events and committees.	All	No			All Schools	Ongoing	$0.00	$36,000.00	$36,000.00				$36,000.00	
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(	English Learners	All Schools	Ongoing	$196,698.00	$30,000.00	$226,698.00				$226,698.00	

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
					s)											
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.	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	$30,000.00	$0.00		$30,000.00			$30,000.00	
4	**4.2**	Provide field studies for students to visit local colleges and CTE programs.	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	$15,000.00		$15,000.00			$15,000.00	
4	**4.3**	Provide teachers with supplemental curriculum resources and educational supports for “at-promise” students and students with disabilities.	All Students with Disabilities	No			Specific Schools: New Valley Continuation High 10-12	August 2024 - May 2025	$0.00	$26,972.00		$26,972.00			$26,972.00	
4	**4.4**	Provide teachers with Professional Learning opportunities focused on supporting youth in the	All Students with Disabilities English Learners,	No			Specific Schools: New Valley	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	

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
		areas of Social Emotional Learning, restorative practices, and de-escalation strategies.	Students with Disabilities, Hispanic/Latino Students, and White students.				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.	All	No			Specific Schools: New Valley Continuation High 10-12	Ongoing	$0.00	$5,978.00		$5,978.00			$5,978.00	
5	**5.1**	Implement proactive strategies for decreasing suspension rates.	All Students with Disabilities Hispanic/Latino, Economically Disadvantaged	No			Specific Schools: Santa Clara Community Day	Ongoing	$2,500.00	$0.00		$2,500.00			$2,500.00	
5	**5.2**	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	$10,035.00	$0.00		$10,035.00			$10,035.00	
5	**5.3**	Provide Professional Development on restorative practice and engagement strategies.	All Students with Disabilities Hispanic/Latino, Economically Disadvantaged	No			Specific Schools: Santa Clara Community Day	Ongoing	$0.00	$12,000.00		$12,000.00			$12,000.00	
5	**5.4**	Provide students with informational sessions focused on "healthy life choices" and chemical dependency.	All Students with Disabilities Hispanic/Latino, Economically Disadvantaged	No			Specific Schools: Santa Clara Community Day	Ongoing	$0.00	$14,000.00		$14,000.00			$14,000.00	
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.	All Students with Disabilities Hispanic/Latino, Economically Disadvantaged	No			Specific Schools: Santa Clara Community Day	Ongoing	$12,000.00	$0.00		$12,000.00			$12,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$174,493,513	13,286,944	7.615%	0.000%	7.615%	$13,286,944.00	0.000%	7.615 %	**Total:**	$13,286,944.00
								LEA-wide Total:	$10,740,148.00
								Limited Total:	$2,546,796.00
								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**	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	$692,360.00	

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	$200,000.00	
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	$3,557,708.00	
1	1.4	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	$1,128,651.00	
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	$372,387.00	
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	Specific Schools: Abram Agnew Elementary, Briarwood Elementary	$2,320,098.00	
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	$2,288,844.00	
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	$1,127,342.00	

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	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	$451,952.00	
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 Elementary, Sutter Elementary, Washington Open Elementary, Westwood Elementary, Juan Cabrillo Middle and Montague Elementary.	$295,100.00	
2	2.5	Invest in expansion of inclusive practices in order to improve access to rigorous, college/career	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$234,471.00	

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 (%)
		readiness courses especially for students with disabilities and unhoused youth, to address areas of 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	LEA-wide	English Learners Foster Youth Low Income	All Schools	$391,333.00	
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	$226,698.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$30,783,973.00	$31,574,074.00

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	$685,047.00	$831,493
1	**1.2**	Provide before and after school support for students with the highest need as a Tier 2 support.	Yes	$200,000.00	$0
1	**1.3**	Provide small group in-class Tier 1, Tier 2 and Tier 3 early literacy support to students with highest need	Yes	$3,604,773.00	$3,629,187
1	**1.4**	Provide K-12 summer program for students identified as in need of Tier 2 and 3 support.	Yes	$1,633,729.00	$1,633,729
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	$303,071.00	$274,946
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	$331,922.00	$362,145

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	$2,160,700.00	$2,193,208
1	1.8	Provide supplemental site level support for improved instruction and academic intervention according to unduplicated student needs.	Yes	$2,208,565.00	$2,491,956
1	1.9	Provide supplemental site level support to better address unduplicated student wellness, behavioral, and mental health needs.	Yes	$1,104,282.00	$1,245,978
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	$443,161.00	$466,747
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	$1,482,846.00	$630,741
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	$13,241,372.00	$14,322,396
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	$302,411

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	$231,168.00	$134,108
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	$1,613,136.00	$1,913,656
3	3.1	Increase meaningful engagement through educational opportunities for parents and families, district events, and volunteerism.	No	$5,000.00	$4,407
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	$49,250.00	$44,499
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	$378,564.00	$378,980
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	$45,000.00	$45,000

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	$206,240.00	$206,708
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	$301,710
4	**4.1**	Provide increased coordination and support for the college and career readiness program and services.	No	$202,920.00	$160,069
4	**4.2**	Provide field studies for students to visit local colleges and CTE programs.	No	$10,000.00	0
4	**4.3**	Provide teachers with supplemental curriculum resources and educational supports for “at-promise” students and students with disabilities.	No	$20,000.00	0
4	**4.4**	Provide teachers with Professional Learning opportunities focused on supporting youth in the areas of	No	$16,000.00	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)
		Social Emotional Learning, restorative practices, and de-escalation strategies.			
4	**4.5**	Establish and provide a mentoring program for targeted "at-promise" youth.	No	$12,127.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$13,451,563	$13,483,251.00	$13,876,650.00	($393,399.00)	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	$685,047.00	$831,493		
1	1.2	Provide before and after school support for students with the highest need as a Tier 2 support.	Yes	$200,000.00	$0		
1	1.3	Provide small group in-class Tier 1, Tier 2 and Tier 3 early literacy support to students with highest need	Yes	$3,604,773.00	$3,629,187		
1	1.4	Provide K-12 summer program for students identified as in need of Tier 2 and 3 support.	Yes	$1,633,729.00	$1,633,729		
1	1.6	Support school staff and school leadership teams to analyze student achievement and unduplicated student progress data to inform	Yes	$331,922.00	$362,145		

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	$2,160,700.00	$2,193,208		
1	1.8	Provide supplemental site level support for improved instruction and academic intervention according to unduplicated student needs.	Yes	$2,208,565.00	$2,491,956		
1	1.9	Provide supplemental site level support to better address unduplicated student wellness, behavioral, and mental health needs.	Yes	$1,104,282.00	$1,245,978		
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	$443,161.00	$466,747		
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	$302,411		
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	$231,168.00	$134,108		

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	$378,564.00	$378,980		
3	**3.5**	Provide interpretation and translation services to allow non-English speaking families to participate in school and district services and activities.	Yes	$206,240.00	$206,708		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$163,969,257	$13,451,563	0	8.204%	$13,876,650.00	0.000%	8.463%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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