



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sylvan Union School District

CDS Code: 50712900000000

School Year: 2024-25

LEA contact information:

Diolinda Peterson

Superintendent

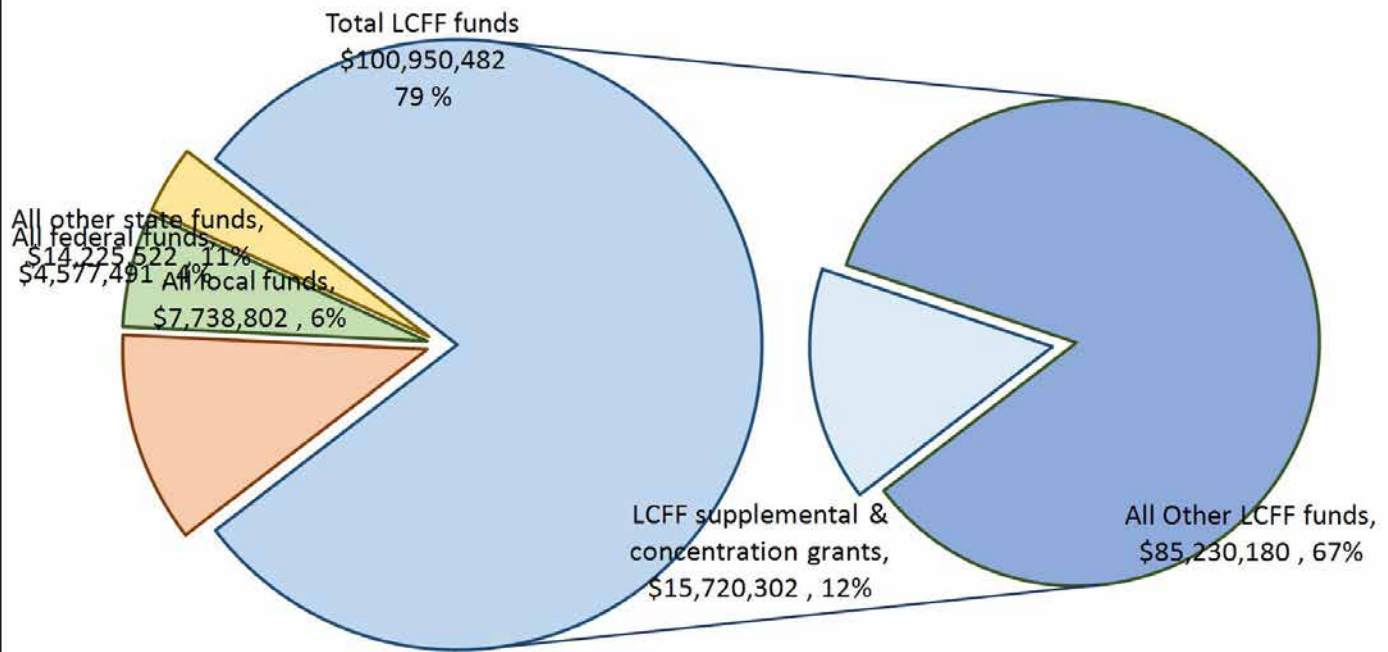
dpeterson@sylvan.k12.ca.us

209-574-5000

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 2024-25 School Year

Projected Revenue by Fund Source

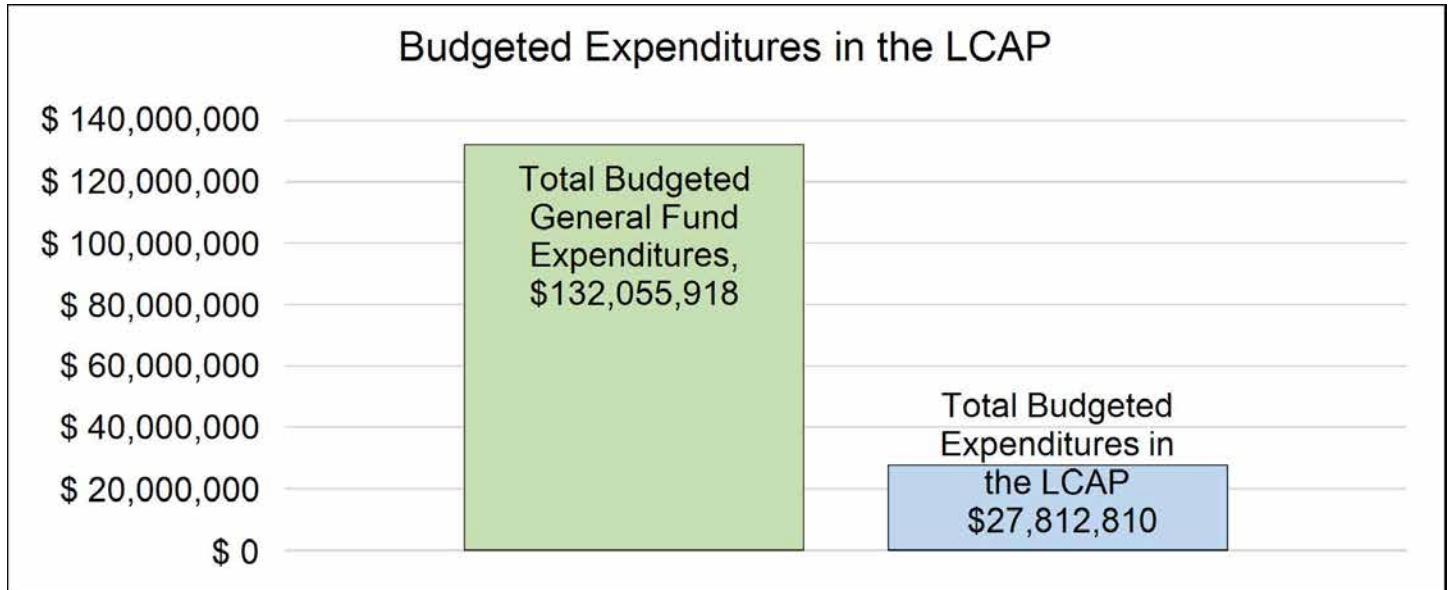


This chart shows the total general purpose revenue Sylvan Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sylvan Union School District is \$127,492,297, of which \$100,950,482 is Local Control Funding Formula (LCFF), \$14,225,522 is other state funds, \$7,738,802 is local funds, and \$4,577,491 is federal funds. Of the \$100,950,482 in LCFF Funds, \$15,720,302 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 Sylvan Union School District plans to spend for 2024-25. 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: Sylvan Union School District plans to spend \$132,055,918 for the 2024-25 school year. Of that amount, \$27,812,810 is tied to actions/services in the LCAP and \$104,243,108 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

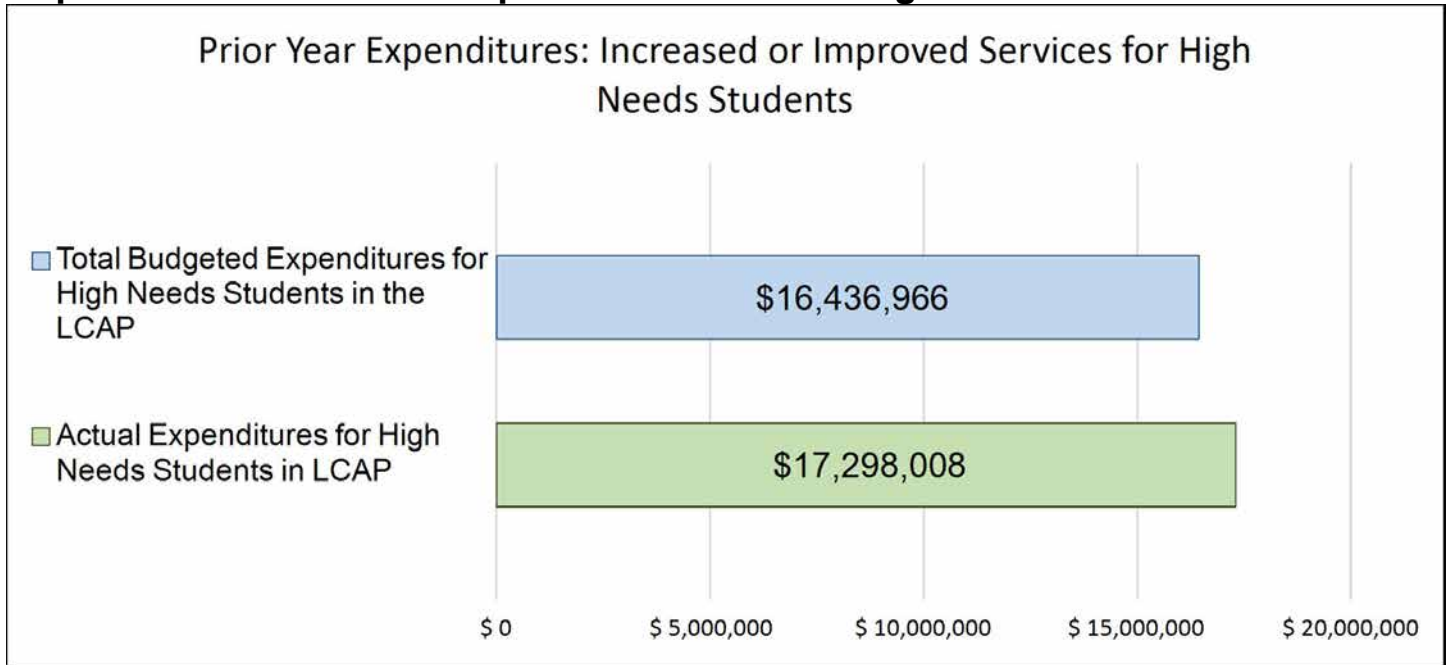
The District dedicates the majority of its General Fund Budget to educational services for its students. As a service related organization, salaries and benefits comprise 81% of Total General Fund expenditures (restricted and unrestricted). Seven (7) percent of total expenditures go to administration. The remainder goes to support the day-to-day operations of educating district students.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Sylvan Union School District is projecting it will receive \$15,720,302 based on the enrollment of foster youth, English learner, and low-income students. Sylvan Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sylvan Union School District plans to spend \$17,812,941 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 2023-24



This chart compares what Sylvan Union 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 Sylvan Union 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 2023-24, Sylvan Union School District's LCAP budgeted \$16,436,966 for planned actions to increase or improve services for high needs students. Sylvan Union School District actually spent \$17,298,008 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-------------------------------------|--|
| Sylvan Union School District | Diolinda Peterson Superintendent | dpeterson@sylvan.k12.ca.us 209-574-5000 |

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | Goal A: Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in twenty first century skills. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------------------------|--|--|--|---|---|
| 1. SBAC ELA/Literacy & Mathematics | <p>Spring 2019: SBAC: ELA/Literacy: All Students: 52.73% Standards Met or Exceeded English Learners: 13.49% Standards Met or Exceeded Low Income: 42.58% Standards Met or Exceeded</p> <p>Mathematics: All Students: 44.06% Standards Met or Exceeded English Learners: 13.12% Standards Met or Exceeded Low Income:</p> | <p>Spring 2022. Results will be available in the Fall 2022.</p> | <p>Spring 2022 Smarter Balanced Assessment Consortium (SBAC) ELA/Literacy SBAC: All Students: 47.06% Standards Met or Exceeded English Learners: 12.47% Standards Met or Exceeded Economic Disadvantaged: 35.24% Standards Met or Exceeded</p> <p>Mathematics SBAC: All Students: 47.06% Standards Met or Exceeded English Learners: 9.71% Standards Met or Exceeded</p> | <p>Spring 2023 SBAC: ELA/Literacy: All Students 41.23% Met or Exceeded Standards English Learners 9.87% Met or Exceeded Standards Low Income 33.49% Met or Exceeded Standards</p> <p>Mathematics All Students 35.27% Met or Exceeded Standards English Learners 8.74% Met or Exceeded Standards Low Income 27.57% Met or Exceeded Standards</p> | <p>SBAC: 2023-2024 ELA/Literacy: All Students: 100% Standards Met or Exceeded English Learners: 100% Standards Met or Exceeded Low Income: 100% Standards Met or Exceeded</p> <p>2023-2024 Mathematics: All Students: 100% Standards Met or Exceeded English Learners: 100% Standards Met or Exceeded Low Income:</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|--|---|---|
| | 32.81% Standards Met or Exceeded | | Economic Disadvantaged: 21.23% Standards Met or Exceeded | | 100% Standards Met or Exceeded |
| 2. Sylvan District ELA and Mathematics Benchmarks - Percentage of students performing at or above grade level | <p>2019-2020 1st and 2nd Trimester</p> <p>Average At or Above Grade Level:</p> <p>1st -Lang Arts, 47.68; Math 71.29</p> <p>2nd -Lang Arts 29.25; Math 69.61</p> <p>3rd -Lang Arts 23.08; Math 45.88</p> <p>4th -Lang Arts 27.24; Math 44.14</p> <p>5th -Lang Arts 17.57; Math 29.86</p> <p>6th -Lang Arts 36.32; Math 52.19</p> <p>7th -Lang Arts 17.97; Math 43.60</p> <p>8th -Lang Arts 43.65; Math 39.89</p> | <p>21-22 ELA and Math Benchmarks/Local Indicators and Interim Assessment Blocks (IAB)</p> <p>Average At or Above Grade Level:</p> <p>Early Reading</p> <p>1st - 42%</p> <p>Early Math</p> <p>1st - 67%</p> <p>aReading</p> <p>2nd - 52%</p> <p>3rd - 56%</p> <p>4th - 55%</p> <p>5th - 49%</p> <p>aMath</p> <p>2nd - 55%</p> <p>3rd - 58%</p> <p>4th - 49%</p> <p>5th - 47%</p> <p>IABs (Informational / Literary)</p> <p>6th - 83%, 83%</p> | <p>22-23 ELA and Math Benchmarks/Local Indicators and Interim Assessment Blocks (IABs)</p> <p>Average At or Above Grade Level:</p> <p>Early Reading</p> <p>1st - 40%</p> <p>Early Math</p> <p>1st - 64%</p> <p>aReading</p> <p>2nd -29%</p> <p>3rd - 52%</p> <p>4th - 52%</p> <p>5th - 48%</p> <p>aMath</p> <p>2nd - 51%</p> <p>3rd - 56%</p> <p>4th - 53%</p> <p>5th - 62%</p> <p>Near/Above Standard</p> | <p>2023-2024 Average or Above Grade Level</p> <p>English Language Arts</p> <p>1st Grade 37%</p> <p>2nd Grade - 5th grade out of 3,187 students assessed</p> <p>1,462 students are advanced or Low risk</p> <p>46% are at grade level</p> <p>2023-2024 Average or Above Grade Level</p> <p>Mathematics</p> <p>1st Grade 61%</p> <p>2nd Grade - 5th grade out of 3,175 students assessed</p> <p>1,583 students are advanced or Low risk</p> <p>50% are at grade level</p> <p>IABs ELA</p> <p>Near/Above Standard</p> <p>6th Grade</p> | <p>2023-2024 Trimester Average At or Above Grade Level:</p> <p>1st -Lang Arts, 100%; Math 100%</p> <p>2nd -Lang Arts 100%; Math 100%</p> <p>3rd -Lang Arts 100%; Math 100%</p> <p>4th -Lang Arts 100%; Math 100%</p> <p>5th -Lang Arts 100%; Math 100 %</p> <p>6th -Lang Arts 100%; Math 100%</p> <p>7th -Lang Arts 100%; Math 100%</p> <p>8th -Lang Arts 100%; Math 100%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|---|---|--|-----------------------------|
| | | 7th - 78%, 78% 8th - 82%, 76% IABs Mathematics 6th - 72%, 82% 7th - 82% 8th - 59%, 64% | IABs (Informational / Literary) 6th - 81%, 79% 7th - 75%, 75% 8th - 76%, 78% Near/Above Standard IABs Mathematics 6th - 67% Expression & Equations, 80% Geometry, 60% Ratios and Proportional Relationships, 77% The Number System 7th - 71% Equivalent Expressions, 78% Rations & Proportional Relationships, 61% The Number System 8th - 72% Analyze & Solve Linear Equations, 80% Proportional Relationships, :Lines and Linear Equations, 80% The Number System | 98% Informational Texts 76% Literary Texts 71% Research 59% Revision IABs ELA Near/Above Standard 7th Grade 75% Informational Texts 72% Literary Texts 72% Research 59% Revision IABs ELA Near/Above Standard 8th Grade 71%Edit/Revise 79% Informational Texts 75% Literary Texts 63% Research IABs Mathematics Near/Above Standard 6th Grade 75% Expression & Equations 76% Geometry 73% Ratios and Proportional Relationships | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------------------|--|---|---|---|--|
| | | | | 86% The Number System IABs Mathematics Near/Above Standard 7th Grade 61% Equivalent Expressions 75% Expressions and Equations 82% Ratios and Proportional Relationships 71% The Number System IABs Mathematics Near/Above Standard 8th Grade 69% Analyze & Solve Linear Equations 65% Expressions Equations II 78% The Number System | |
| 3. English Language Development Test | Spring 2019 (Percentage of students at Level 4): ELPAC: All Students: 17.95% Proficient | Spring 2021 (Percentage of students at Level 4) ELPAC: All Students: 16.86% Proficient | Spring 2022 (Percentage of students at Level 4, Well Developed) English Language Proficiency | Spring 2023 (Percentage of students at Level 4 Well Developed) English Proficiency Assessment for California (ELPAC) | All grade levels increase at least 20 scale score points which would result in a growth with the same ELD Proficiency Level or a move to the |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|--|--|--|--|
| | Kindergarten: 11.86% Proficient First Grade: 16.07% Proficient Second Grade: 24.75% Proficient Third Grade: 15.19% Proficient Fourth Grade: 20.98% Proficient Fifth Grade: 25.86% Proficient Sixth Grade: 13.19% Proficient Seventh Grade: 15.00% Proficient Eighth Grade: 14.93% Proficient | Kindergarten: 13.66% Proficient First Grade: 6.40% Proficient Second Grade: 10.60% Proficient Third Grade: 12.12% Proficient Fourth Grade: 14.65% Proficient Fifth Grade: 17.42% Proficient Sixth Grade: 27.43% Proficient Seventh Grade: 35.56% Proficient Eighth Grade: 27.91% Proficient | Assessment for California (ELPAC) ELPAC: All Students 15.57% Well Developed Kindergarten: 15.16% Well Developed First Grade: 7.53% Well Developed Second Grade: 12.14% Well Developed Third Grade: 11.65% Well Developed Fourth Grade: 18.15% Well Developed Fifth Grade: 21.35% Well Developed Sixth Grade: 18.46% Well Developed | ELPAC: All students 17.53% Well Developed Kindergarten 20.74% Well Developed First Grade 6.54% Well Developed Second Grade 13.29% Well Developed Third Grade 12.14% Well Developed Fourth Grade 16.30% Well Developed Fifth Grade 24.32 Well Developed Sixth Grade 13.97% Well Developed Seventh Grade 25.83% Well Developed Eighth Grade 24.00% Well Developed | next level Summative ELPAC/Alt Summative ELPAC descriptor. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|--|--|-----------------------------|
| | | | <p>Seventh Grade: 23.16% Well Developed</p> <p>Eight Grade: 23.29% Well Developed</p> <p>Well Developed is the performance level used on the Summative ELPAC. It is the description used for Level 4 on the ELPAC.</p> | | |
| 4. English Learner Reclassification Rate | 2019-2020 116 students | 2021-2022 163 students | 2022-2023 210 students | 2023-2024 112 students | Increase by 2% |
| 5. Access to technology | Marzano High Reliability Schools Survey Spring 2021- Teachers: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. 3.57 | Marzano High Reliability Schools Survey Spring 2022- Teachers: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. 3.41 | Marzano High Reliability Schools Survey Fall 2022 Teachers: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. 3.5 | Annual SUSD Staff Survey Spring 2024 The fiscal, operational and technological resources of the school are managed in a way that director supports teachers. 3.52 (5 point rubric) | Increase to 5.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|---|--|-----------------------------|
| 6. Use of instructional technology | Marzano High Reliability Schools Survey Spring 2021: Students: Teachers in my school use technology to help me learn. 4.25 | Marzano High Reliability Schools Survey Spring 2022: Students: Teachers in my school use technology to help me learn. 4.27 | Marzano High Reliability Schools Survey Fall 2022 Students: Teachers in my school use technology to help me learn. 5 | Annual SUSD Student Survey Spring 2024 Teachers in my school use technology to help me learn 3.75 (5 point rubric) | Increase to 5.0 |
| 7. Professional Learning Communities (PLC) Progress regarding implementation of standards including all students, included targeted student groups, as demonstrated increase in student achievement in Metric #1 above and for English language proficiency in Metric #3 above. | PLC Survey Spring 2021 - Learning as our fundamental purpose - Average score 3.09 Building a collaborative culture through high-performing teams - Average score 3.27 A focus on results - Average score 2.98 | The PLC survey was not administered in Spring 2022. | PLC Survey Spring 2022- Learning as our fundamental purpose - Average score 3.12 Building a collaborative culture through high-performing teams - Average score 3.21 A focus on results - Average score 3.08 | PLC Survey Fall 2023 (5 point rubric) Learning as our fundamental purpose- 3.01 (average) Building a collaborative culture through high-performing teams- 3.22 (average) A focus on results- 2.98 (average) | Increase to average 4.0 |
| 8. School Facilities Inspection Reports | Maintain 100% | Facilities Inspection Reports will be updated in Summer 2022. | FIT Report completed July 2022 and submitted in SARCs. FIT Report will be completed by June 2023. | FIT Report completed July 2023 and submitted in SARCs. | Maintain 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|--|--|--|
| 9. High Quality Teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching | CALPADS Report 2020-2021 100% | CALPADS Report 2021-2022 100% | CALPADS Report 2022-2023 99% | CALPADS Report (4.3 Staff Teaching Assignments) 2023-2024 99.8% | Maintain 100% |
| 10. Access to Standards Aligned Core Materials | Board of Trustees Resolution Sufficient Textbooks - 100% in 2020-2021 | Sufficient Textbooks for all students. | Board of Trustees Resolution Sufficient Textbooks - 100% in August of 2022-2023 | Board of Trustees Resolution of Sufficient Textbooks/Instructional Materials August, 29, 2023 | Maintain 100% |
| 11. California Assessment Science Test (CAST) | Spring 2019: CAST: All Students: 32.17% Standards Met or Exceeded English Learners: 2.92% Standards Met or Exceeded Low Income: 22.71% Standards Met or Exceeded | CAST: Assessment results will be available in August 2022. | California Science Test (CAST) 2022 All Students: 29.45% Standards Met or Exceeded English Learners: 2.63% Standards Met or Exceeded Economically Disadvantaged: 18.50% Standards Met or Exceeded | Spring 2023 CAST All Students 26.22% Met or Exceeded Standards English Learners 2.13% Met or Exceeded Standards Low Income 16.82% Met or Exceeded Standards | Spring 2024: CAST: All Students: 100% Standards Met or Exceeded English Learners: 100% Standards Met or Exceeded Low Income: 100% Standards Met or Exceeded |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|--|---|---|
| 12. Middle School Drop Out Rate | DataQuest - 2015-2016 0% | CA Dashboard - Data will be released in Fall 2022. | DataQuest - 2016-2017 0% CALPADS report 8.1b = 0% | DataQuest - 2016-2017:m 0% CALPADS report 8.1b: 0% | Maintain 0% |
| 13. California School Dashboard - English Language Arts (ELA) Academic Indicator | <p>Fall 2019 Release Points from Level 3 (standard):</p> <p>All Students - Yellow, 1.2 above standard</p> <p>English Learners - Orange, 28.5 below standard</p> <p>Socioeconomically Disadvantaged - Yellow, 21.1 below standard</p> <p>Students with Disabilities - Orange, 72.2 below standard</p> <p>African American - Yellow, 41.1 below standard</p> <p>Filipino - Blue, 75.8 above standard</p> <p>Hispanic - Orange, 15.8 below standard</p> | CA Dashboard - Data will be released in Fall 2022. | <p>CA Dashboard-Spring 2022 ELA Status</p> <p>All Students: Low 14.7 points Below Standard</p> <p>English Learners: Low 50 Points Below Standard</p> <p>Socioeconomically Disadvantaged: Low 37.8 points Below Standard</p> <p>Students with Disabilities: Very Low 91.8 points Below Standard</p> <p>African American: Low 50.9 points Below Standard</p> <p>Filipino: Very High 55 points Above Standard</p> | <p>Fall 2023 All students- Orange 23.6 Below Standard</p> <p>English Learners- Orange 62.4 Below Standard</p> <p>Socioeconomically Disadvantaged- Orange 41.6 Below Standard</p> <p>Students with Disabilities- Red 99.7 Below Standard</p> <p>African American- Orange 66.7 Below Standard</p> <p>Asian- Yellow .8 Above Standard</p> <p>Hispanic- Orange 41.1 Below Standard</p> <p>White- Yellow</p> | Fall 2023 Release Point from Level 3: All students and all student groups to increase 10 points |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|--|--|---|
| | White - Green, 14.3 above standard | | <p>Hispanic: Low 34.7 points Below Standard</p> <p>White: Medium 2.2 points Above Standard</p> <p>Homeless: Low 59.9 points Below Standard</p> <p>Pacific Islander: Low 32.4 points below standard</p> <p>Two or More Races: Medium .2 points Above Standard</p> <p>Asian: High 23.5 points Above Standard</p> | <p>4.8 Below Standards</p> <p>Pacific Islander- Yellow 22.1 Below Standards</p> <p>Filipino- Blue 59.5 Above Standards</p> <p>Two or More Races- Orange 16.8 Below Standards</p> <p>Homeless- Orange 59.9 Below Standard</p> | |
| 14. California School Dashboard - Mathematics Academic Indicator | Fall 2019 Release Points from Level 3 (standard): All Students - Green, 18 below standard | CA Dashboard - Data will be released in Fall 2022 | CA Dashboard- Spring 2022 Mathematics Status All Students: Low | <p>Fall 2023 All students- Orange 23.6 Below Standard</p> <p>English Learners- Orange</p> | Fall 2023 Release Point from Level 3: All students and all student groups to move 10 points |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|----------------|--|--|-----------------------------|
| | <p>English Learners - Orange, 47.9 below standard</p> <p>Socioeconomically Disadvantaged - Yellow, 42.9 below standard</p> <p>Students with Disabilities - Yellow, 91.8 below standard</p> <p>African American - Orange, 71.1 below standard</p> <p>Filipino - Blue, 75 above standard</p> <p>Hispanic - Yellow, 38.2 below standard</p> <p>White - Green, 4.4 below standard</p> | | <p>43.2points Below Standard</p> <p>English Learners: Low 76.8 Points Below Standard</p> <p>Socioeconomically Disadvantaged: Low 67.4 points Below Standard</p> <p>Students with Disabilities: Very Low 114 points Below Standard</p> <p>African American: Low 87 points Below Standard</p> <p>Filipino: Very High 37.3 points Above Standard</p> <p>Hispanic: Low 66.6 points Below Standard</p> <p>White: Medium 22.3 points Below Standard</p> <p>Homeless: Low</p> | <p>81.9 Below Standard</p> <p>Socioeconomically Disadvantaged- Yellow 62.9 Below Standard</p> <p>Students with Disabilities- Red 120.4 Below Standard</p> <p>African American- Red 107.5 Below Standard</p> <p>Asian- Yellow 11 Below Standard</p> <p>Hispanic- Orange 64.5 Below Standard</p> <p>White- Yellow 21.8 Below Standards</p> <p>Pacific Islander- Orange 42.5 Below Standard</p> <p>Filipino- Blue 43.8 Above Standard</p> <p>Two or More Races- Orange 33.3 Below Standards</p> | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|---|---|-----------------------------|
| | | | 63.7 points Below Standard Pacific Islander: Low 34.7 points below standard Two or More Races: Low 29.1 points Above Standard Asian: Medium 1.7 points Below Standard | Homeless- Orange 86.4 Below Standard | |

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The Sylvan School District has placed a high priority on recruiting highly qualified personnel to create conducive learning environments within well-maintained classrooms, ensuring that all students have access to and benefit from the academic core. The strategies outlined in the Local Control and Accountability Plan (LCAP) were systematically implemented across all school sites within the Sylvan Union School District, each tailored to the specific goals outlined in their individual plans aligned with the LCAP. For instance, professional development sessions were conducted for all certificated and classified staff, focusing on areas such as English Language Development standards, Science of Reading and the work of the Professional Learning Communities (PLC), enabling them to effectively respond to diverse student populations. Furthermore, dedicated collaborative time for teachers facilitated the continued implementation of the work of PLC, supported by the Multi-Tiered Systems of Support (MTSS), which allowed educational partners to closely monitor student progress and address any learning deficits stemming from previous years. Despite encountering some challenges, these efforts resulted in incremental growth among student populations.

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.

Adjustments were made between budgeted expenditure and estimated actual expenditures to support action items. These adjustments were made to support the needs of the district, as follows:

- 1.1 This difference is for 1 day of staff development, incorporated into ongoing salaries and re-distributed to all funds.
- 1.3 This difference reflects the addition of library media assistant salaries, re-allocated as support services beyond the base program.
- 1.5 This difference is for the reduction of salaries from supplemental & concentration funding, re-allocated as the base program.
- 1.6 This difference is for the
- 1.7 This difference reflects the reduction of one-time purchases due to the expiration of funding.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The addition of classified and certificated staff across various areas such as transitional kindergarten (TK), full-day kindergarten, intervention, and newcomers directly supported the implementation of research-based academic strategies and support systems to ensure access to the academic core for all student demographics. Despite facing logistical challenges, the ongoing endeavor to develop master schedules integrating tiers of instruction and facilitating teacher collaboration has proven both demanding and productive for school and district administration. Professional learning initiatives have achieved considerable success, with the clear integration of new knowledge evident across all campuses. However, a sustained emphasis on delivering relevant and continual professional development to all educational partners is essential for sustained effectiveness.

As mentioned in Goal 1, Sylvan School District placed a priority on recruiting personnel to create conducive learning environments, ensuring that all students have access to and benefit from the academic core. Data analysis revealed that Goal 1 was effective, indicating successful implementation of the associated actions.

Actions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11 were effective

- Professional Learning Pathways empowered staff members to choose from a range of professional development opportunities, including ELD, technology, science of reading (LETRS & Getting Reading Right), and MTSS, fostering continuous growth and expertise in diverse areas.
- Through scheduled collaborative teacher teams (CTTs) on Wednesdays, staff members gained valuable time for collaboration, lesson development, data-driven decision-making, and professional growth. This initiative has contributed to enhanced teaching practices and improved student outcomes. Within these teams, discussions encompassed the utilization of technology, library access, and effective teaching strategies aimed at removing barriers for students.
- Prioritizing English Language standards and development in elementary and middle schools has directed staff towards improved implementation of ELD strategies, while also addressing wrap-around services for newcomers.

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

Educational partners stressed the significance of prioritizing Goal 2 by proposing its placement as the primary goal in the new LCAP, consequently shifting this goal to the second position. This update also includes a clearer definition for literacy as it relates to high school, college and career readiness and the new goal will reflect this change.

Following data analysis, it was decided to incorporate the following local metrics into the 2024 LCAP.

New Metrics:

- Long Term English Learners (LTELs)
- Professional Learning Pathway Survey
- SUSD Employment Retention Report
- Digital Citizenship Completion Rate
- District will be moving to a new local assessment platform for the 24/25 school year.

Current Actions:

- In reviewing the actions from the previous three year LCAP (21-24), it was determined that more detailed components are needed for each action item to ensure thorough implementation. To facilitate this, leveraging local metrics will be essential for monitoring action effectiveness.
- Additionally, the district is transitioning to a growth model, with static outcomes identified within the actions. The English Language Development goals were consolidated into a unified focus, accompanied by a series of bulleted actions to seamlessly connect them.
- Actions 9, 10, and 11 will be integrated to create a comprehensive professional development program aimed at improving teacher effectiveness and instructional practices, particularly for language development across all subjects. This program will encompass training in evidence-based teaching strategies, differentiated

instruction, language development data analysis, and fostering positive learning environments. Additionally, it will offer support for technology integration and cultural responsiveness to address diverse student needs, ultimately enhancing academic achievement.

New Action:

- The needs of our Long Term English Learners (LTELs), who are students that have been enrolled in a United States school for six years or more but have not been reclassified as fluent English proficient, were added to the English Learner action.
- Literacy in 21st century skills will be defined in the updated version of Goal 2 as “literacy to meet the demands of future college, work and career opportunities”.

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.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 2 | Goal B: Sylvan District will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community. |

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|-----------------------------|
| 1. KeepNTrack Volunteer Report | KeepNTrack Volunteer Report - 2019-2020 13,509 hours | Keep N Track Volunteer Report - 2021-2022 362 hours | In 2022-2023 the Raptor Volunteer report showed we trained 1,066 volunteers. | In 2023 -2024 Raptor Volunteer report 764 trained volunteers | Increase by 5% |
| 2. Attendance Rates | Student Information System Attendance Rate 2019-2020 95.94% | Aeries Student Information System Attendance Rate 2021-2022: Average Daily Attendance: 89.97% due to COVID impact. | Aeries Student Information System Attendance Rate 2022-2023: Average Daily Attendance: 92.5% | Aeries Student Information System Attendance Rate 2023-2024: Average Daily Attendance: 95% | Increase by 0.5% |
| 3. CA Dashboard Chronic Absenteeism Rates | Chronic Absenteeism Rates - 2019 California School Dashboard All Students - Yellow, 8.5% | Chronic Absenteeism Rates: California School Dashboard results will be available in Fall 2022. | Chronic Absenteeism Rates - 2022 California School Dashboard All Students - 32.5% Chronically absent | 2023 CA Dashboard - Chronic Absenteeism All Students - Yellow - 21.3% chronically absent | Decrease all groups by 1% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|----------------|--|---|-----------------------------|
| | <p>Students with Disabilities - Orange, 13.4%</p> <p>English Learners - Orange, 9.0%</p> <p>Socioeconomically Disadvantaged - Orange, 11.4%</p> <p>Homeless -Red, 44.6%</p> | | <p>African American - 43.9%</p> <p>Asian - 21.3%</p> <p>Foster Youth - 43.6%</p> <p>Hispanic - 37.1%</p> <p>Two or More Races - 30.6%</p> <p>Pacific Islander - 24.7%</p> <p>Students with Disabilities -42.9%</p> <p>English Learners - 32.5%</p> <p>Socioeconomically Disadvantaged - 39.3%</p> <p>Homeless - 61.8%</p> <p>White - 29%</p> <p>Filipino - 11.7%</p> | <p>Homeless - Orange - 47% chronically absent</p> <p>Pacific Islander - Orange - 23.7 chronically absent</p> <p>African American - Yellow - 33% chronically absent</p> <p>Asian - Yellow - 13.1% chronically absent</p> <p>English Learners - Yellow - 20.9% chronically absent</p> <p>Hispanic - Yellow - 24.9% chronically absent</p> <p>Two or More Races - Yellow - 19.6% chronically absent</p> <p>Socioeconomically Disadvantaged - Yellow -24.6% chronically absent</p> <p>Students with Disabilities - Yellow -</p> | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------------------------|---|--|---|--|-----------------------------|
| | | | | <p>29.6% chronically absent</p> <p>White - Yellow - 16.9% chronically absent</p> <p>Filipino - Green - 9% chronically absent</p> <p>Foster Youth - Green - 7.7% chronically absent</p> | |
| 4. CA Dashboard Suspension Rates | <p>Suspension Rates - 2019 California School Dashboard</p> <p>All Students - Yellow, 3.8%</p> <p>Students with Disabilities - Yellow, 5.1%</p> <p>English Learners - Green, 2.6%</p> <p>Socioeconomically Disadvantaged - Yellow, 4.6%</p> <p>Homeless - Orange, 6.2%</p> | Suspension Rate - 2022 California School Dashboard | <p>Suspension Rate - 2022 California School Dashboard</p> <p>All Students - 4.4% suspension Rate</p> <p>African American - 10.5% Very High</p> <p>Asian - 2.5% Medium</p> <p>Foster Youth - 9.1% Very High</p> <p>Hispanic - 4.2% High</p> <p>Two or More Races - 4.2% High</p> | <p>2023 CA Dashboard - Suspension Data</p> <p>All students - Orange - 4.5% suspended at least one day</p> <p>African American - Red - 12.7% suspended at least one day</p> <p>English Learners - Orange - 3.9% suspended at least one day</p> <p>Hispanic - Orange - 4.7% suspended at least one day</p> | Decrease all groups by 2% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|--|---|-----------------------------|
| | | | Pacific Islander - 6.7% Very High Students with Disabilities - 5.8% High English Learners - 3.8% High Socioeconomically Disadvantaged -5.1% High Homeless - 7.4% Very High Filipino - 1% White - 4.7% High | Homeless - Orange - 6.6% suspended at least one day Two or More Races - Orange - 4.2% suspended at least one day Socioeconomically Disadvantaged - Orange - 5.3% suspended at least one day Asian - Yellow - 2.4% suspended at least one day Students with Disabilities - Yellow 4.8% suspended at least one day White - Yellow - 4.4% suspended at least one day Foster Youth - Green - 2.9% suspended at least one day Pacific Islander - Green - 1% | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|---|---|
| | | | | suspended at least one day Filipino - Blue - .5% suspended at least one day | |
| 5. Expulsion rates | Expulsion rate for 2019-2020: 0.05% | Expulsion rate for 2021-2022: 0.00% | Expulsion Rate for 2022-2023: 0.00% | 2023-2024 Expulsion Rate 0% | Decrease by 0.5% |
| 6. DataQuest Middle School Dropout Data | Middle School Dropout Rates Maintain 0% Dropout Rate | Middle School Dropout Rate Maintain 0% Dropout Rate | Middle School Dropout Rate Maintain 0% Dropout Rate | Middle School Dropout Rate Maintain 0% Dropout Rate | Maintain 0% Dropout Rate |
| 7. Sylvan District is not a high school district so metrics for Priority 5 are not applicable. | Sylvan District is not a high school district so metrics for Priority 5 are not applicable. | Not applicable | Sylvan District is not a high school district so metrics for Priority 5 are not applicable. | Sylvan District is not a high school district so metrics for Priority 5 are not applicable. | Sylvan District is not a high school district so metrics for Priority 5 are not applicable. |
| 8. Marzano Family Survey (Parent engagement; including parents of unduplicated students and students with exceptional needs) | 2020-2021 Baseline: All scores are based on a rubric of 1 of strongly disagree to 5 strongly agree Spring 2021: The leaders in my child's school ask for my opinion about how the school should function. 3.79 | Marzano Family Survey All scores are based on a rubric of 1 of strongly disagree to 5 strongly agree Spring 2022: The leaders in my child's school ask for my opinion about how the school should function. 3.56 | Marzano Family Survey All scores are based on a rubric of 1 of strongly disagree to 5 strongly agree Spring 2023: The leaders in my child's school ask for my opinion about how the school should function. 3.12 | 2023-2024 Fall Survey Data (5 point rubric) I feel welcome at my child's school. 3.34 I have a trusting and respectful relationship with staff at my child's school. 3.28 My child's school provides me with | Increase by at least 0.50 in all three areas. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|---|---|---|-----------------------------|
| | <p>The leaders of my child's school conducts focus group meetings with students, parents and the community. 3.41</p> <p>The leaders of my child's school engage the community and me regarding school safety issues. 3.86</p> | <p>The leaders of my child's school conducts focus group meetings with students, parents and the community. 3.35</p> <p>The leaders of my child's school engage the community and me regarding school safety issues. 3.73</p> | <p>The leaders of my child's school conducts focus group meetings with students, parents and the community. 3.53</p> <p>The leaders of my child's school engage the community and me regarding school safety issues. 3.82</p> | <p>information and resources to support my child's learning at home. 3.19</p> <p>2023-2024 Spring Survey Data (5 point rubric)</p> <p>I feel welcome at my child's school. 3.47</p> <p>I have a trusting and respectful relationship with staff at my child's school. 3.41</p> <p>My child's school provides me with information and resources to support my child's learning at home. 3.27</p> <p>My child's school has clear and specific rules and procedures in place. 4.07</p> <p>Teachers, staff, and my child have practiced implementing emergency procedures for</p> | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|--|-----------------------------|
| | | | | specific incidents. 4.25 My child's school is a safe place. 4.11 | |

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The Sylvan School District has prioritized the development of inclusive and welcoming schools through consistent collective efforts throughout the school year, thereby ensuring a supportive and engaging environment for all students. The strategies outlined in the Local Control and Accountability Plan (LCAP) were executed across all of the Sylvan Union School District school sites as part of each school's individual plan aligned with the LCAP goals. For instance, family and community engagement opportunities such as parent volunteer training, coffee with the principal, family/parent lunch with students, and school committees, were implemented at the site level as well as through district-wide initiatives. Action steps were taken and staff was added to directly support the needs of students. An increase in campus support was observed through the addition of noon duty and campus supervisors, as well as the provision of paraprofessional classroom support for Transitional Kindergarten (TK) and Kindergarten classrooms, along with instructional specialists such as Instructional Facilitators. The goal of enhancing student engagement by fostering connections with adults on campus and providing social-emotional and academic support was implemented closely in line with the actions outlined in the LCAP. This approach ensured an enhanced connection between school and home, strengthening the home/school partnership, as well as between students and their schools. Various events, focus groups, and opportunities for input and feedback were organized district-wide to facilitate connections among all educational partners within the Sylvan Union School District. These efforts were highly-regarded, appreciated and attended by many community partners, resulting in a welcoming environment for families and students across all campuses.

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.

Adjustments were made between budgeted expenditure and estimated actual expenditures to support action items. These adjustments were made in actions to support the needs of the district.

2.3 This difference reflects the addition of site-support positions, re-allocated from one-time funding to continue support services beyond the base program.

2.5 This difference reflects the addition of the Expanded Learning Opportunities Program (a new and growing program) into this action item.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Data analysis revealed that Goal 2 was effective, indicating successful implementation of the associated actions.

Actions 1, 2, 3, 4, 5, 6, 7 and 8 were found to be effective.

- The addition of classified and certificated staff members empowered us to focus on developing a welcoming environment for all educational partners and provided the opportunity to support the social emotional needs of our students through effective measures such as:

*use of positive behavior supports

*increased parent training opportunities

*improved translation and interpretation services

*fostering stronger school-to-pupil connections contributing to increased pupil attendance

- Expanding parent training opportunities, streamlining educational partner surveys, and realigning focus groups helped create growth within each of these actions.

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

Educational partners stressed the significance of prioritizing Goal 2 by proposing its placement as the primary goal in the new LCAP. However, while we utilized a robust state metric, the lack of more local metrics impeded comprehensive understanding of the action's effectiveness; the district's proactive response to develop and monitor such metrics reflects our commitment to continuous improvement.

New Metrics:

- Parent Training Opportunities
- Home to School Transportation
- Translation and Interpretation Services
- Educational Opportunities

Current Actions:

- In reviewing the actions from the previous three year LCAP (21-24), it was determined that more detailed components are needed for each action item to ensure thorough implementation. To facilitate this, leveraging local metrics will be essential for monitoring action effectiveness.
- Implement internal monitoring using local metrics to analyze attendance of after school academies, utilization of transportation services, increased percentage of breakfast for nutritional services, provision of BCBA supports, and conduct empathy interviews.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023



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 |
|-------------------------------------|-------------------------------------|--|
| Sylvan Union School District | Diolinda Peterson Superintendent | dpeterson@sylvan.k12.ca.us 209-574-5000 |

Plan Summary [2024-25]

General Information

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

The Mission of the Sylvan Union School District is to ensure a dynamic and comprehensive education that prepares ALL students to be engaged and contributing members of society. The mission is carried out through our commitment to Professional Learning Communities that provide our community with an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

The Sylvan Union School District has more than 8,000 pre-kindergarten through 8th grade students attending the district's 10 elementary schools and 3 middle schools. Sylvan is the 4th largest school district in Stanislaus County covering over 22 square miles and spanning a part of the City of Riverbank, the City of Modesto, and some unincorporated areas of Stanislaus County. The district also offers extended day

for TK students and other special services. SUSD employs more than 900 full and part-time employees. The District dedicates the majority of its General Fund Budget to educational services for its students. As a service related organization, salaries and benefits comprise 87% of the total general fund expenditures (restricted and unrestricted). The remainder of the funds is allocated to support the day-to-day operations of educating district students. This LCAP is scheduled to be adopted at the June 18, 2024 Sylvan Union School District Board of Trustees meeting.

Reflections: Annual Performance

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

The results from the 2023 Smarter Balanced Assessment Consortium (SBAC) in ELA and math highlights that 41.23% of students in grades 3-8 met or exceeded standards in ELA and 35.27% of students in grades 3-8 met or exceeded standards in math. This data demonstrates that while some students made growth in these academic areas, the overall results report a decline from the 2022 SBAC baseline data for our current data. Two student groups that are showing the most need for support moving forward are students with disabilities and English Language Learners. The diversity in learning abilities and needs among our students is evident, emphasizing the continual need to support academic advancement for everyone and to narrow the achievement disparities among different student demographics. <https://secure.doc-tracking.com/v2/Home/DocumentEdit.aspx?t=176151>

On the California Dashboard, four school sites reported students in the lowest performance level (represented by the color red on the Dashboard).

Coleman F. Brown Elementary school had four student groups in the lowest level for English Language Arts: English Learners, Hispanic, Socio-Economically Disadvantaged and White students (ACTIONS related to this are: 2.1, 2.3, & 2.6).

Sylvan STEAM Academy had two student groups in the lowest level for suspension: Socio-Economically Disadvantaged and White students. (ACTION related to this is 1.3)

Somerset Middle School and Standiford Elementary Schools were both in the red on the English Learner progress indicator. (ACTION related to this is 2.2)

Overall, the Sylvan Union School District had three areas where students performed at the lowest level: Students with Disabilities were identified in the red performance level for English Language Arts and Math; (ACTIONS related to this are 2.3 and 2.4) and, African American students were identified in the red performance area for Math and Suspension (ACTIONS related to this are 2.4 and 1.3).

Notably, eight subgroups were identified on the dashboard with decrease in Chronic Absenteeism, a highlight for positive change within the district.

In the 2023-2024 school year four school sites were identified as eligible for Additional Targeted Support & Improvement (ATSI).

Sherwood Elementary

- Asian American students, chronic absenteeism

Standiford Elementary

- Two or More Races, suspension
Savage Middle School
- African American students, suspension
Somerset Middle School
- African American students, suspension, ELA, math

In the upcoming years, 2024-2026, Sylvan Union School District will work with Stanislaus County Office of Education (SCOE) to address the student needs in ELA, Math, and Suspension for African American students. Based on the 2023 CA School Dashboard, Sylvan meets the eligibility criteria for Differentiated Assistance in the following areas: ELA, Math and Suspension Rate for African Americans students. Sylvan is working closely with the Stanislaus County Office of Education to support continuous improvement for the student group outcomes listed above. Based on a collaborative review of data, systems strengths and challenges, Differentiated Assistance will focus on:

1. Support efforts on building a strong foundation (Tier 1) for all students in academics (mathematics, and literacy) and behavioral supports.
2. Defining pathways for intervention (Tier 2 & 3) as well as entry and exit criteria.
3. Tracking and monitoring student progress across all three tiers to determine the effectiveness of Tier 1 implementation and Tier 2 & 3 interventions, through the use of data, Stanislaus STATS.

The District continues to enhance Professional Learning Communities (PLC) with 32 early release days per year for collaborative teacher teams to focus on essential questions. SUSD commits to maintaining early release Wednesdays in 2024-2025 for PLC collaboration.

Building upon Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS), the district employs the 4C's of RTI—Collective Responsibility, Concentrated Instruction, Convergent Assessment, and Certain Access. Collaborative teacher teams identify students needing Tier 2 or Tier 3 interventions, focusing on grade-level essentials or intensive remediation.

The Educational Services Department extends support for PLC and RTI processes in 2024-2025 with ongoing training and support. Instructional Coaches and Instructional Facilitators play key roles in strengthening instructional strategies, lesson design, and targeted interventions for students who have learning gaps. State and local assessments are utilized to identify areas of need for students and to monitor the progress of individual students.

The need to maintain the tiered level of support and taking a proactive approach will continue with counseling services and mental health education for students. Counselors will support all school sites with attendance, engagement, behaviors and the mental health of students. As part of the Tier 1 supports, school-wide positive behavior supports and social emotional learning programs will continue to be a focus for the 2024-2025 school year. These programs will be implemented with fidelity and involve a school-to-home connection. With these supports put into place, and collaborative work with the Stanislaus County Office of Education, our district will continue to address the need to decrease suspension rates of all subgroups and increase positive school climates.

Sylvan has established an intensive English Language Development (ELD) program anchored with specialists and paraeducators dedicated to ELD at each school. This initiative offers crucial support for English Learners, aiming to boost student achievement. Additionally, a dedicated Newcomer program is available for middle school students at a single site. Efforts are ongoing to reduce Long Term English Learner (LTEL) and At-Risk of LTEL numbers by providing enhanced support. The district successfully implemented an on-demand

interpreting service for various meetings, including Parent Teacher Conferences and IEP meetings. Going forward, the district will keep providing these services and will seek new ways to support families with interpretation and translation services. We recognize that education involves addressing both academic and social needs collaboratively, and that strong school-to-home partnerships are essential for student success.

Technology integration has played a major role in the academic success of many of our students and is a dedicated focus in all content areas. The work of the Education Technology Program Specialist and the Director of Technology has allowed for both a strong wireless infrastructure and safe and reliable online educational technology platforms for student learning and support. Ongoing professional development and continued integrated technology practices for all content area teachers is an identified need.

To tackle chronic absenteeism, regular meetings involving attendance secretaries, counselors, and site administrators will persist. We will implement strategies to engage foster youth, homeless students, and those with disabilities, aiming to improve overall attendance rates. The appointment of a Child Welfare and Attendance liaison has been instrumental in promoting positive attendance, eliminating barriers to school attendance, and improving student attendance outcomes at sites.

Monthly leadership meetings address suspension rates and school climate, fostering reflection and discussion. Professional development sessions on other means of correction are provided to staff during staff meetings and through professional development targeting positive behavior interactions. Parent education on these methods is facilitated via Parent Square, district-wide parent nights, and school committee meetings. Additionally, Positive Behavior Interventions and Supports (PBIS) have been implemented at the three middle schools. Effective family communication, including updates on school websites, newsletters, and Parent Square via AERIES, is a priority. District-wide data confirmation events ensure accurate contact information for all Sylvan Union School District families enhancing communication channels.

Reflections: Technical Assistance

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

Based on the 2023 CA School Dashboard, Sylvan meets the eligibility criteria for Differentiated Assistance in the following areas: ELA, Math and Suspension Rate for African Americans. Sylvan is working closely with the Stanislaus County Office of Education to support continuous improvement for the student group outcomes listed above. Based on a collaborative review of data, systems strengths, and challenges, Differentiated Assistance efforts will focus on:

- Providing Early Literacy professional development for identified certificated and classified staff members.
- Offering essential training on Understanding Math instruction specifically designed for identified certificated staff.
- Implementing Instructional Coach training and support in both ELA and Math, aimed at assisting all teachers within the district.
- Conducting Positive Behavior Interventions and Supports (PBIS) training for designated teams at the middle school level.

School sites receiving support through ATSI are as follows:

- Savage Middle - ATSI for African American students under suspension
- Sherwood Elementary - ATSI for Asian students under chronic absenteeism

- Somerset Middle - ATSI for African American students under suspension and academics
- Standiford Elementary - ATSI for Two or More Races Students under suspension

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|-------------------------|--|
| LCAP Steering Committee | Four LCAP Steering Committee meetings consisting of certificated and classified staff, bargaining unit leaders, district leadership, parents, and students. Steering committee reviewed the current LCAP and the action items along with district data gathered from surveys, California Dashboard and other student data to make informed decisions about start, stop and continuation of LCAP actions. |
| DELAC Committee | During one of the three DELAC meetings, members present reviewed current LCAP EL action steps. The members reviewed districtwide English Learner data from the California Dashboard, ELPAC results, and survey data to make informed decisions about start, stop and continuation of the LCAP actions. |
| District Leadership | At both District Leadership and Educational Service meetings, consisting of all site and district certificated and classified management, reviewed the current LCAP goals, action items, survey data and both local & state achievement data to make informed decisions about start,,stop and continuation of the LCAP actions. |
| School Site Councils | Site administrators met at least twice with their SSC to review the LCAP goals and action items, survey data and both local & state achievement data to make informed decisions and suggestions about start, stop and continuation of the LCAP actions as well as SPSAs. |
| ELAC Committee | Site administrators met at least once with their ELAC committee to review LCAP EL action steps. The members reviewed site English Learner data from the California board, ELPAC results and survey |

| Educational Partner(s) | Process for Engagement |
|--------------------------|---|
| | data to make informed decisions about start, stop and continuation of the LCAP actions as well as SPSAs. |
| Parent Focus Group | Superintendent met three times with the parent focus group, members included representation of all 13 school sites, to review California Dashboard data and current LCAP actions to seek input on start, stop and continuation of the LCAP actions. |
| Certificated Focus Group | Superintendent met three times with the certificated staff focus group, members included representation of all 13 school sites, to review California Dashboard data and current LCAP actions to seek input on start, stop and continuation of the LCAP actions. |
| Classified Focus Group | Superintendent met three times with the classified focus group, members included representation of all 13 school sites, to review California Dashboard data and current LCAP actions to seek input on start, stop and continuation of the LCAP actions. |
| Site Guiding Coalitions | Site administrators met throughout the school year with their Guiding Locations members to review LCAP goals and actions items, survey data and both local & state achievement data to make informed decisions and suggestions about start, stop and continuation of the LCAP actions |
| SELPA | Annually LCAP is shared with SELPA for input and feedback. |
| Student Voice | Students from school sites were invited to attend the four LCAP Steering Committee meetings. Students from the LCAP Steering Committee conducted Student Listening sessions at their school site. Elementary students participated in student interviews. |

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

Throughout the 2023-2024 school year and the development of the 2024-2025 LCAP, we engaged our educational partners through surveys, budget study sessions, focus groups, student interviews, student listening sessions and meetings. These meetings included School Site Council, English Language Advisory Committee, District English Language Advisory Committee, district leadership, and Guiding Coalitions. Educational partners included in the LCAP Steering Committee included classified staff, certificated staff, bargaining unit leaders from CSEA and SEA, administrators, parent(s) of identified subgroups such as, Special Education, English Learners, and General education students, Sylvan Union School District (SUSD) Board Members and elementary and middle school students. Educational partners also had the opportunity to provide feedback through district-wide surveys. Administrators strategically selected student representatives of our population including English Learners, Foster Youth and students from low-Socioeconomic backgrounds to participate in interviews and listening sessions. Students in grades 3-8 also have the opportunity to provide feedback through fall and spring surveys. The feedback gathered from surveys and during meetings were used to evaluate the effectiveness of actions and services on students, families, and staff. With their input, we

identified actions and services that should be adapted, abandoned, or adjusted for the 2024-2025 LCAP. Leaders from both the certificated and classified bargaining units were provided an analysis of survey data, student performance data, and were given an opportunity to give feedback on proposed actions for the 2024-2025 LCAP. In addition, the district consulted with the Special Education Local Plan Area (SELPA) regarding the action being considered for inclusion for students with special needs in the LCAP. The Local Control and Accountability Plan 2024-2025 will be posted to the Board of Trustees Meeting agenda on June 4, 2024 for public hearing.

Through educational partner input, areas of identified needs were established to help address achievement gaps. The need for continued use of instructional coaches, instructional facilitators, and ELD/Literacy Specialists as well as professional learning was highlighted. These added positions support the implementation of a strong Tier 1 instruction as well as provide support to the rest of the multi-tier systems of support (MTSS) structure. Educational partners indicated the need for more embedded opportunities for staff to collaborate and provide instructions and suggestions to each other as well as have a “go to “ person that is the expert on identified needs. Having all specialized teams member including ELD/Literacy Specialists, Special Education certificated staff, Counselors and Mental Health Clinicians present for collaboration will deepen the learning of students. While a comprehensive English Learner program has been established the data indicates that students may need more English Language Development without requiring them to miss core instruction to make more rapid progress in language acquisition and academic achievement. Sylvan has created an intensive English Language Development (ELD) program with English Language Development/Literacy Specialists at each school site as well as providing English Language Development paraeducators at each middle school. This provides the English Learner subgroup additional support to improve student achievement. Continued focus and effort is needed at each school site in the district to address the needs of the Long Term English Learn (LTEL) as the At-Risk of LTEL numbers has increased. One of the district priorities has been on addressing the needs of English Language Learners through staff professional development. This involves integrating designated English Language Development (ELD) strategies across all content areas and involving both certificated and classified staff.

Educational partners have also highlighted the need for increased counseling services, the allocation of additional mental health education for students, and the establishment of more engaging school activities. Moving forward, we will continue to uphold the tiered support system and adopt a proactive approach moving forward. Counselors will continue to support all school sites to help with attendance, engagement, behaviors, and mental health of student, staff and families. As part of Tier 1 supports, school wide positive behavior supports and Social Emotional Learning curriculum will continue to be a focus for the 2024-2025 school year. These programs will need to be implemented with fidelity and involve a school to home connection. SUSD will need to continue to host district wide parent evenings to address the overarching needs of the community as shared with SUSD by parents through a Parent Survey and Parent Focus sessions. With these supports put into place and the collaborative work with Stanislaus County Office of Education (SCOE) our district will be able to address student achievement and student engagement.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 1 | Sylvan District will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and the community. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 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 Educational partners of Sylvan Union School District created this goal to focus on Engagement with the priorities of parental Involvement, pupil engagement and school climate. The actions of this goal will increase attendance rates , lower chronic absenteeism rates while decreasing suspension and expulsion rates. This goal was developed after careful review of the attendance and suspension data which indicated the need to improve in the identified areas to create safe and welcoming schools for all educational partners.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 1.1 | Raptor Volunteer Training | In 2023 -2024 Raptor Volunteer report 764 trained volunteers | | | Increase trained volunteers by 2% | |
| 1.2 | Family engagement opportunities and input for unduplicated students and students with exceptional needs. (i.e. Special education parent training and | District Wide Parent Training Opportunities= 13 SUSD Staff Survey Spring 2024: 1.6 Students, parents, and the community | | | Increase by 1 parent training opportunities at each school site within the district annually. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---------------------------------------|---|----------------|----------------|---|----------------------------------|
| | support and family engagement nights) | have formal ways to provide input regarding the optimal functioning of the school. 3.56 | | | SUSD Staff Survey all areas at a 4.0 out of a 5 rubric. | |
| 1.3 | CA Dashboard: Suspension Data | <p>2023 CA Dashboard - Suspension Data</p> <p>All students - Orange - 4.5% suspended at least one day</p> <p>African American - Red - 12.7% suspended at least one day</p> <p>English Learners - Orange - 3.9% suspended at least one day</p> <p>Hispanic - Orange- 4.7% suspended at least one day</p> <p>Homeless - Orange - 6.6% suspended at least one day</p> <p>Two or More Races - Orange - 4.2% suspended at least one day</p> <p>Socioeconomically Disadvantaged - Orange - 5.3%</p> | | | Decrease all groups by 2% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|-------------------------------|---|----------------|----------------|---|----------------------------------|
| | | suspended at least one day Asian - Yellow - 2.4% suspended at least one day Students with Disabilities - Yellow 4.8% suspended at least one day White - Yellow - 4.4% suspended at least one day Foster Youth - Green - 2.9% suspended at least one day Pacific Islander - Green - 1% suspended at least one day Filipino - Blue - .5% suspended at least one day | | | | |
| 1.4 | Expulsion Rates | 2023-2024 Expulsion Rate 0% | | | Maintain at 0% | |
| 1.5 | Home to School Transportation | 2023-2024 Transportation Services (As indicated in Aeries) 9.02% of SUSD students | | | Maintain or Increase to 10 % of SUSD students accessing transportation services | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---------------------------|---|----------------|----------------|---------------------------|----------------------------------|
| 1.6 | Chronic Absenteeism Rates | <p>2023 CA Dashboard - Chronic Absenteeism</p> <p>All Students - Yellow - 21.3% chronically absent</p> <p>Homeless - Orange - 47% chronically absent</p> <p>Pacific Islander - Orange - 23.7% chronically absent</p> <p>African American - Yellow - 33% chronically absent</p> <p>Asian - Yellow - 13.1% chronically absent</p> <p>English Learners - Yellow - 20.9% chronically absent</p> <p>Hispanic - Yellow - 24.9% chronically absent</p> <p>Two or More Races - Yellow - 19.6% chronically absent</p> <p>Socioeconomically Disadvantaged - Yellow - 24.6% chronically absent</p> | | | Decrease all groups by 1% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| | | <p>Students with Disabilities - Yellow - 29.6% chronically absent</p> <p>White - Yellow - 16.9% chronically absent</p> <p>Filipino - Green - 9% chronically absent</p> <p>Foster Youth - Green - 7.7% chronically absent</p> | | | | |
| 1.7 | SUSD Surveys: parents on the sense of safety and school connectedness. | <p>2023-2024 Fall Survey Data (5 point rubric)</p> <p>I feel welcome at my child's school. 3.34</p> <p>I have a trusting and respectful relationship with staff at my child's school. 3.28</p> <p>My child's school provides me with information and resources to support my child's learning at home. 3.19</p> <p>2023-2024 Spring Survey Data (5 point rubric)</p> | | | All results of the survey items would be at 4.0 Increasing 10% each year | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---------------------------|--|----------------|----------------|----------------------------|----------------------------------|
| | | <p>I feel welcome at my child's school. 3.47</p> <p>I have a trusting and respectful relationship with staff at my child's school. 3.41</p> <p>My child's school provides me with information and resources to support my child's learning at home. 3.27</p> <p>My child's school has clear and specific rules and procedures in place. 4.07</p> <p>Teachers, staff, and my child have practiced implementing emergency procedures for specific incidents. 4.25</p> <p>My child's school is a safe place. 4.11</p> | | | | |
| 1.8 | Educational Opportunities | <p>2023-2024 Educational Opportunities 122</p> <p>Field Trip Requests</p> <p>Enrichment Guests</p> | | | Maintain or increase by 2% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 1.9 | Translation and Interpretation Services | <p>Hanna Interpreting Services 2023-2024 Usage Report</p> <p>Pre-Scheduled Usage: 250 On Demand Usage: 365 Total Usage: 615</p> | | | Maintain or increase usage | |
| 1.10 | Attendance Rates | <p>Aeries Student Information System</p> <p>Attendance Rate 2023-2024: Average Daily Attendance: 95%</p> | | | Increase by .5% | |
| 1.11 | Dropout Rates - Middle School | <p>CALPADS Report 23-24 (8.1B Report) 0% dropout rate</p> | | | Maintain a 0% | |
| 1.12 | SUSD Surveys: Staff on the sense of safety and school connectedness. | <p>SUSD Staff Survey Spring 2024:</p> <p>1.1 The faculty and staff perceive the school environment as safe and orderly. 3.72</p> <p>1.2 Students, parents, and the community perceive the school environment as safe and orderly.</p> | | | All results of the survey items would be at 4.0 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| | | 3.64 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. 3.56 | | | | |
| 1.13 | SUSD Surveys: Students on the sense of safety and school connectedness. | SUSD Student Survey 2024: How are you with how your school is meeting your needs around friendships, emotions and mental health? 2.75 Students at our site believe our teachers and/or staff care about and believe in them. 2.74 I feel connected with my classmates. 2.55 I know what to do if an emergency happens at school (such as a fire or lockdown). 3.72 My school is a safe place. 3.50 | | | All results of the survey items would be at a 4.0 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| 1.14 | Family participation opportunities in programs for low income, English learner, SWD and foster youth students. (i.e. PIQE, District wide evening engagements with identified topic of learning.) | SUSD rating for building partnerships for student outcomes is a 3 or initial implementation. | | | Increase to a 4 or Full Implementation. | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------|--|-------------|--------------|
| 1.1 | Parent Training Opportunities | Comprehensive training for parents should be readily accessible across multiple platforms whenever possible, covering a range of topics aimed at | \$12,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|----------------------------|---|----------------|--------------|
| | | engaging families in supporting their child's entire school journey, encompassing academic, social, and emotional aspects, and aiding them in navigating the educational system effectively. | | |
| 1.2 | Social Emotional | <p>All students, including pupils who are low income, English Learners, and Foster Youth, will receive social-emotional learning instruction and support to enhance their engagement in school, fostering a sense of connection and readiness to learn. Tasks and resources for this action may include, but are not limited to:</p> <ul style="list-style-type: none"> Facilitate peer and adult connections for students through social and emotional support initiatives. Target students who have struggled with progress, attendance, or behavior issues. Forge partnerships with foster care agencies and community programs. Assign a liaison to enhance communication between parents, educational partners, and the school. Provide a SEL curriculum to support the students in learning skills that will help them find success in implementing social/emotional strategies. Provide educators with insights, training and support into challenges and obstacles faced by all students, particularly those from low-income families, English Learners, or Foster Youth through training by student support specialists. Provide materials, resources, and training to support the ongoing programs: Attendance, extra curricular, celebrations and engagement activities that enhance the social and emotional wellbeing of students' connection to their school community. | \$2,464,382.00 | Yes |
| 1.3 | Positive Behavior Supports | Implement strategies for all students, including those who are low income, English Learners, Foster Youth, African American, Two or More Races, SED and White, to promote positive behavior inside and outside the | \$4,246,462.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------|---|--------------|--------------|
| | | <p>classroom to enhance student engagement and regular attendance. Tasks and resources for this action may include, but are not limited to:</p> <ul style="list-style-type: none"> • Train staff to provide positive behavior intervention strategies (PBIS) to all students including low income families, English Learners, or foster youth to create safe school environments. • Train staff to provide all students with strategies related but not limited to engagement and emotional regulation strategies. • Provide a Social Emotional Learning (SEL) curriculum to support the students in learning skills that will help them find success in implementing behavioral/social/emotional/self regulation strategies. • Offer materials, resources, and training to bolster existing programs aimed at fostering students' social and emotional well-being within the school community. This includes support for initiatives such as attendance programs, extracurricular activities, celebrations, and engagement activities. | | |
| 1.4 | Pupil Attendance | <p>All students, including pupils who are low income, English Learners, Asian and Foster Youth, will be monitored for positive attendance. Tasks and resources for this action may include, but are not limited to:</p> <ul style="list-style-type: none"> • Schedule regular meetings between attendance specialists and the Child Welfare Liaison to monitor and evaluate the effectiveness of implemented strategies on attendance rates • Foster collaboration within the Professional Learning Community (PLC) process to identify effective strategies for decreasing chronic absenteeism and improving overall pupil attendance • Provide training and support for all educational partners to communicate the importance of the initiative and its potential impact on pupil success. • Provide materials and resources to support the ongoing attendance efforts and celebrations. | \$419,605.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---|---|----------------|--------------|
| | | | | |
| 1.5 | School to Pupil Connections | <p>All families, including those who are low income, English Learners, and Foster Youth, will have the opportunities to access school-to-home connections. Tasks and resources for this action may include, but are not limited to:</p> <ul style="list-style-type: none"> • All students will be provided access to after-school academies, childcare options, in-school interventions and counseling assistance. • Information regarding school offerings and resources will be communicated to families through school channels. • Design and implement middle school electives to engage students in diverse interests and foster connections with the school community. • Collaborate with Boys and Girls Club and Sylvan Child Care to offer supplementary programs and support outside of regular school hours. • Provide materials, resources, and training to support the ongoing programs: extra curricular, celebrations and engagement activities that enhance the academic, social and emotional wellbeing of students' connection to their school community. | \$6,989,879.00 | Yes |
| 1.6 | Translation and Interpretation Services | <p>All families, including those who are low income, English Learners, and Foster Youth, will have the opportunities to access translation and interpretation services. Tasks and resources for this action may include, but are not limited to:</p> <ul style="list-style-type: none"> • Implement translation and interpretation services for parent engagement. • Ensure availability of translation services for parent-teacher conferences. • Provide interpretation services for Student Study Team (SST) meetings. • Offer translation and interpretation support for Individualized Education Program (IEP) meetings. | \$178,997.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------|---|--------------|--------------|
| | | <ul style="list-style-type: none"> Extend services to events such as Back to School Night and Open House to facilitate communication with all families. Ensure accessibility to staff and school programs/services through translation and interpretation. | | |
| 1.7 | Educational Opportunities | <p>All students, including those who are low income, English Learners, and Foster Youth, will have access to experience educational opportunities connected to classroom instruction. Tasks and resources for this action may include, but are not limited to:</p> <ul style="list-style-type: none"> Organize field trips aligned with classroom instruction. Facilitate hands-on experiences relevant to the curriculum. Schedule assemblies to supplement classroom learning. Offer after-school academies focusing on educational topics. Provide virtual trips to enhance understanding of subject matter. Ensure variety and accessibility of educational opportunities for all students. Coordinate with teachers to integrate these experiences into the curriculum effectively. | \$332,004.00 | Yes |
| 1.8 | Safety Protocol | <p>All staff, volunteers, and all students, including those who are low income, English Learners, and Foster Youth, will have ongoing safety training for Standard Response Protocol procedures. Tasks and resources for this action may include, but are not limited to:</p> <ul style="list-style-type: none"> Ensure that all schools are equipped with all the necessary safety items as per the Standard Response Protocol. This includes having emergency supplies readily available for both students and staff. Regularly inspect and maintain safety equipment to ensure it is always in proper working condition. Provide training to all staff and students on safety protocols including drills, use of safety items and coordination with authorities to ensure | \$120,286.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------|--|-------------|--------------|
| | | <p>we are following all safety standards and regulations.</p> <ul style="list-style-type: none"> Keep all educational partners informed about our emergency procedures and the availability of safety items. By doing so, we aim to <p>ensure that everyone, including parents, staff, and students, is well-prepared and understands what to do in case of an emergency.</p> <p>This comprehensive approach to emergency preparedness and response is essential for the safety and well-being of our school community.</p> | | |
| 1.9 | Technical Assistance | <p>The county office of education is supporting Sylvan Union School District in identified areas of need for chronic absenteeism and suspension rates. We will focus our support efforts on building a strong foundation (Tier 1) for behavioral supports, including absenteeism. We will focus on defining pathways for intervention (Tier 2 & 3) as well as entry and exit criteria. Through the use of data, Stanislaus STATS, will track and monitor student progress across all three Tiers to determine the effectiveness of Tier 1 implementation and Tier 2 & 3 interventions.</p> | \$0.00 | Yes |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 2 | Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy to meet the demands of high school, college and career readiness. | 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 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The educational partners at Sylvan Union School District created this goal to focus on pupil outcome and conditions of learning. This goal will address the basic needs, state standards, pupil achievement, course access and additional pupil outcomes. With these priorities in mind the goal will increase achievement for all pupils and decrease the achievement gaps. We will focus on increasing progress and proficiency of English Learners, implementing the California State Standards for Kindergarten through 8th grade, implementing the California frameworks for TK, supporting professional learning and Professional Learning Communities and increasing the integration of instructional technology. This goal was developed after careful review of the district's local measures, which indicated the need for improvement in the identified areas, as well as from input from the district's educational partners.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---------------------------------|--|----------------|----------------|---|----------------------------------|
| 2.1 | SBAC ELA/Literacy & Mathematics | Spring 2023 SBAC: ELA/Literacy: All Students 41.23% Met or Exceeded Standards English Learners | | | Over the next three years, the Sylvan Union School District aims to ensure that 100% of students in ELA and | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|--|----------------------------------|
| | | <p>9.87% Met or Exceeded Standards Low Income 33.49% Met or Exceeded Standards</p> <p>Mathematics All Students 35.27% Met or Exceeded Standards English Learners 8.74% Met or Exceeded Standards Low Income 27.57% Met or Exceeded Standards</p> | | | <p>Mathematics demonstrate measurable growth, with each student progressing by at least 10% toward meeting or exceeding the established standards. ELA/Literacy:</p> <p>All Students 51.23% Met or Exceeded Standards</p> <p>English Learners 19.87% Met or Exceeded Standards</p> <p>Low Income 43.49% Met or Exceeded Standards</p> <p>Mathematics:</p> <p>All Students 45,27% Met or Exceeded Standards</p> <p>English Learners</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|-------------------------|--|----------------|----------------|---|----------------------------------|
| | | | | | 18.74%Met or Exceeded Standards Low Income 37.57% Met or Exceeded Standards | |
| 2.2 | California Science Test | Spring 2023 CAST All Students 26.22% Met or Exceeded Standards English Learners 2.13% Met or Exceeded Standards Low Income 16.82% Met or Exceeded Standards | | | Over the next three years, the Sylvan Union School District aims to ensure that 100% of students in Science demonstrate measurable growth, with each student progressing by at least 10% toward meeting or exceeding the established standards. All Students 36.22% Met or Exceeded Standards English Learners 12.13% Met or Exceeded Standards | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| | | | | | Low Income 26.82% Met or Exceeded Standards | |
| 2.3 | California School Dashboard ELA Academic Indicator | <p>Fall 2023 All students- Orange 23.6 Below Standard</p> <p>English Learners- Orange 62.4 Below Standard</p> <p>Socioeconomically Disadvantaged- Orange 41.6 Below Standard</p> <p>Students with Disabilities- Red 99.7 Below Standard</p> <p>African American- Orange 66.7 Below Standard</p> <p>Asian- Yellow .8 Above Standard</p> <p>Hispanic- Orange 41.1 Below Standard</p> <p>White- Yellow 4.8 Below Standard</p> <p>Pacific Islander- Yellow 22.1 Below Standard</p> | | | <p>CA Dashboard Points from Level 3 (standard) increase of 10 points for: All students and all student groups increase 10 points</p> <p>All Students 13.6 Below Standard</p> <p>English Learners 52.4 Below Standard</p> <p>Socioeconomically Disadvantaged 31.6 Below Standard</p> <p>Students with Disabilities 89.7 Below Standard</p> <p>African American 56.7 Below Standard</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| | | <p>Filipino- Blue 59.5 Above Standard</p> <p>Two or More Races- Orange 16.8 Below Standard</p> <p>Homeless- Orange 59.9 Below Standard</p> | | | <p>Asian 9.2 Above Standard</p> <p>Hispanic 31.1 Below Standard</p> <p>White 5.2 Above Standard</p> <p>Pacific Islander 12.1 Below Standard</p> <p>Filipino 69.5 Above Standard</p> <p>Two or More Races 6.8 Below Standard</p> <p>Homeless 49.9 Below Standard</p> | |
| 2.4 | California School Dashboard Mathematics Academic Indicator | <p>Fall 2023 All students- Orange 23.6 Below Standard</p> <p>English Learners- Orange 81.9 Below Standard</p> | | | <p>CA Dashboard Points from Level 3 (standard) increase of 10 points for: All students and all student groups increase 10 points</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|---|----------------|----------------|---|----------------------------------|
| | | <p>Socioeconomically Disadvantaged- Yellow 62.9 Below Standard</p> <p>Students with Disabilities- Red 120.4 Below Standard</p> <p>African American- Red 107.5 Below Standard</p> <p>Asian- Yellow 11 Below Standard</p> <p>Hispanic- Orange 64.5 Below Standard</p> <p>White- Yellow 21.8 Below Standards</p> <p>Pacific Islander- Orange 42.5 Below Standard</p> <p>Filipino- Blue 43.8 Above Standard</p> <p>Two or More Races- Orange 33.3 Below Standards</p> <p>Homeless- Orange 86.4 Below Standard</p> | | | <p>All Students 13.6 Below Standard</p> <p>English Learners 71.9 Below Standard</p> <p>Socioeconomically Disadvantaged 52.9 Below Standard</p> <p>Students with Disabilities 110.4 Below Standard</p> <p>African American 97.5 Below Standard</p> <p>Asian 1 Below Standard</p> <p>Hispanic 54.5 Below Standard</p> <p>White 11.8 Below Standards</p> <p>Pacific Islander 32.5 Below Standard</p> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|-----------------------------------|---|----------------|----------------|---|----------------------------------|
| | | | | | <p>Filipino 53.8 Above Standard</p> <p>Two or More Races- Orange 23.3 Below Standards</p> <p>Homeless 76.4 Below Standard</p> | |
| 2.5 | Sylvan District ELA & Mathematics | <p>2023-2024 Average or Above Grade Level English Language Arts 1st Grade 37% 2nd Grade - 5th grade out of 3,187 students assessed 1,462 students are advanced or Low risk 46% are at grade level</p> <p>2023-2024 Average or Above Grade Level Mathematics 1st Grade 61% 2nd Grade - 5th grade out of 3,175 students assessed 1,583 students are advanced or Low risk 50% are at grade level</p> | | | Over the next three years, the Sylvan Union School District aims to ensure that 100% of students in ELA and Mathematics demonstrate measurable growth, with each student progressing by at least 10% toward at or above grade level as measured by local assessments. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|---|----------------|----------------|---------------------------|----------------------------------|
| | | IABs ELA Near/Above Standard 6th Grade 98% Informational Texts 76% Literary Texts 71% Research 59% Revision IABs ELA Near/Above Standard 7th Grade 75% Informational Texts 72% Literary Texts 72% Research 59% Revision IABs ELA Near/Above Standard 8th Grade 71%Edit/Revise 79% Informational Texts 75% Literary Texts 63% Research IABs Mathematics Near/Above Standard 6th Grade 75% Expression & Equations 76% Geometry | | | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| | | 73% Ratios and Proportional Relationships 86% The Number System IABs Mathematics Near/Above Standard 7th Grade 61% Equivalent Expressions 75% Expressions and Equations 82% Ratios and Proportional Relationships 71% The Number System IABs Mathematics Near/Above Standard 8th Grade 69% Analyze & Solve Linear Equations 65% Expressions Equations II 78% The Number System | | | | |
| 2.6 | English Language Proficiency Assessments for California | Spring 2023 (Percentage of students at Level 4 Well Developed) English Proficiency Assessment for California (ELPAC) | | | All grade levels increase at least 20 scale score points which would result in a growth with the same ELD Proficiency level or | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|--|----------------------------------|
| | | <p>ELPAC: :</p> <p>All students 17.53% Well Developed 216 students</p> <p>Kindergarten 20.74% Well Developed 39 students</p> <p>First Grade 6.54% Well Developed 7 students</p> <p>Second Grade 13.29% Well Developed 21 students</p> <p>Third Grade 12.14% Well Developed 17 students</p> <p>Fourth Grade 16.30% Well Developed 22 students</p> <p>Fifth Grade 24.32 Well Developed 36 students</p> <p>Sixth Grade 13.97% Well Developed 19 students</p> <p>Seventh Grade 25.83% Well Developed 31 students</p> | | | a move to the next level Summative ELPAC/Alternate Summative ELPAC descriptor. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| | | Eighth Grade 24.00% Well Developed 24 students | | | | |
| 2.7 | English Learner Reclassification Rate | 2023-2024 140 of EL students were reclassified | | | Increase by 2% | |
| 2.8 | Long Term English Learners (LTEL) | 2022-2023 Dataquest LTEL Report 648 of English Learners 0-3 years 201 of English Learners 4-5 years At-Risk LTEL 145 of English Learners 6+ years LTEL 270 of English Learners 4+ years Not At-Risk or LTEL | | | Decrease the number of Long Term English Learners (LTEL) by 3% 140.65 English Learners 6+ year LTEL | |
| 2.9 | Pathway Feedback | October 2023 Impact on Current Professional Practices: Overall: 96% Average to Strong Impact Little to No Impact: 4% Average Impact: 19% Above Average/High Impact: 77% 97.4% of participants were able to "take- away" activities or | | | 98% of staff able to "take-away" activities or strategies that they are able to put into practice | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| | | <p>strategies that staff were able to put into practice</p> <p>March 2024 Impact on Current Professional practices: Overall: 96.7% Average to Strong Impact Little to No Impact: 3.3% Average Impact: 19.6% Above Average/High Impact: 77.1%</p> | | | | |
| 2.10 | Professional Learning Communities (PLC) . | <p>PLC Survey Fall 2023 (5 point rubric) Learning as our fundamental purpose- 3.01 (average)</p> <p>Building a collaborative culture through high-performing teams- 3.22 (average)</p> <p>A focus on results- 2.98 (average)</p> | | | Increase to an average of 4 on the 5 point rubric | |
| 2.11 | Access to Standards Aligned Core Materials | <p>Board of Trustees Resolution of Sufficient Textbooks/Instructional Materials August, 29, 2023</p> | | | Maintain 100% | |
| 2.12 | Library & Materials Access | <p>Baseline: 2023-2024 School Year: All 13</p> | | | Maintain | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|----------------------------------|--|----------------|----------------|---------------------------------------|----------------------------------|
| | | sites provided before, during and/or after school access to the library | | | | |
| 2.13 | SUSD Employment Retention Report | 2023-2024 School Year: Number of staff members years of service by type: Certificated 30-40 yrs: 9 26-29 yrs: 18 20-25 yrs: 80 10-19 yrs: 88 6-9 yrs: 50 3-5 yrs: 84 1-2 yrs: 106 <1 yr: 3 Classified 30-40 yrs: 4 26-29 yrs: 6 20-25 yrs: 23 10-19 yrs: 93 6-9 yrs: 86 3-5 yrs: 98 1-2 yrs: 178 <1 yr: 26 Certificated Management 30-40 yrs: 0 26-29 yrs: 2 20-25 yrs: 4 10-19 yrs: 2 6-9 yrs: 6 3-5 yrs: 7 | | | Maintain 75% or more of current staff | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|----------------------|--|----------------|----------------|---------------------------|----------------------------------|
| | | 1-2 yrs: 22 <1 yr: 0 Classified Management 30-40 yrs: 0 26-29 yrs: 1 20-25 yrs: 0 10-19 yrs: 0 6-9 yrs: 1 3-5 yrs: 3 1-2 yrs: 0 <1 yr: 1 Confidential Management 30-40 yrs: 0 26-29 yrs: 0 20-25 yrs: 0 10-19 yrs: 0 6-9 yrs: 1 3-5 yrs: 1 1-2 yrs: 3 <1 yr: 0 Non Represented 30-40 yrs: 0 26-29 yrs: 0 20-25 yrs: 0 10-19 yrs: 0 6-9 yrs: 0 3-5 yrs: 5 1-2 yrs: 0 <1 yr: 0 | | | | |
| 2.14 | Access to Technology | Annual SUSD Staff Survey Spring 2024 | | | Maintain or Increase to 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---------------------------------|----------------------------------|
| | | 1.8) The fiscal, operational and technological resources of the school are managed in a way that director supports teachers. 3.52 (5 point rubric) | | | | |
| 2.15 | Use of instructional Technology | Annual SUSD Student Survey Spring 2024 1.8b) Teachers in my school use technology to help me learn 3.75 (5 point rubric) | | | Maintain or Increase to 4 | |
| 2.16 | Digital Citizenship Completion Rate | Fall 2023 Baseline- 94% of required staff completed Digital Citizenship lessons | | | Maintain at 94% | |
| 2.17 | High Quality Teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching | CALPADS Report (4.3 Staff Teaching Assignments) 2023-2024 | | | Maintain | |
| 2.18 | School Facilities Inspection Reports | Summer 2023- FIT Report: 100% | | | Maintain 100% | |
| 2.19 | Local Indicator Survey | Spring 2024- Providing Professional Learning for recently adopted academic standards: | | | Increase to Full Implementation | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| | | <p>3.43 Initial Implementation</p> <p>Instructional Materials aligned to the adopted academic standards:</p> <p>3.53 Initial Implementation</p> <p>Implementing policies/programs to support staff in identifying areas to improve delivering instruction:3.25 Initial Implementation</p> <p>Engage families in advisory groups with decision-making opportunities: 3.32 Initial Implementation</p> | | | | |
| 2.20 | California Dashboard English Learner Progress Indicator | <p>2023 English Learner Progress Indicator</p> <p>47.3% of EL who progressed 1 ELPI Level</p> <p>2.7% Maintained ELPI Level 4</p> <p>31.4% Maintained ELPI Level 1, 2L, 2H, 3L, 3H</p> <p>18.6% Decreased at least one ELPI Level</p> | | | 55% of English Learners will make progress toward English proficiency by 2027-2028 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|-----------------|--|----------------|----------------|---------------------------|----------------------------------|
| 2.21 | Local Indicator | 2023-2024 100% of students, including unduplicated students, and Students with Disabilities, have access to a broad course of study and programs and services. | | | Maintain | |

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------|--|----------------|--------------|
| 2.1 | Professional Learning | All staff who support all students including those who are low income, English Learners, and Foster Youth, will have professional learning opportunities to improve student outcomes. Tasks and resources for this action may include, but are not limited to: | \$2,401,108.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|-----------------------------------|---|----------------|--------------|
| | | <ul style="list-style-type: none"> Utilize professional learning as the primary method for all school staff, including all teachers, administrators, counselors, specialists, and classified support staff, to gain proficiency in implementing and supporting research-based curricular, instructional, and leadership strategies. Emphasize and continue to provide professional learning on the use of Professional Learning Communities (PLCs) as a framework for collaborative learning. Direct the focus of all professional learning initiatives towards Sylvan District's mission, vision, values, goals, and promise. | | |
| 2.2 | Professional Learning Communities | <p>All staff who support all students including those who are low income, English Learners, and Foster Youth, will engage in protected time to focus on the work of a Professional Learning Community (PLC) to improve student outcomes. Tasks and resources for this action may include, but are not limited to:</p> <ul style="list-style-type: none"> Allocate consistent and protected time for Professional Learning Communities (PLCs) to prioritize collaborative work among teacher teams. Engage Site Leadership Team/Guiding Coalition members in supporting the PLC process within school sites. Collaborative teacher teams will work together to establish and maintain a schoolwide Response to Intervention (RTI) model using relevant student data, building upon the foundation laid out by the PLC process. | \$2,069,706.00 | Yes |
| 2.3 | Library Access | <p>All students, including those who are low income, English Learners, and Foster Youth, will have library access. Tasks and resources for this action may include, but are not limited to:</p> | \$1,243,400.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------|---|----------------|--------------|
| | | <ul style="list-style-type: none"> • Ensure equitable library access, support, and resources by establishing inclusive policies, addressing barriers to access, and providing assistance and guidance for student research and learning. • Promote diverse reading experiences by gathering a collection of literature covering various genres and encouraging students to explore different genres to broaden their literary horizons and enrich their reading experiences. • Foster literacy through library programs by implementing literacy-focused activities, workshops, and reading clubs to instill a passion for reading and promote lifelong learning among students. | | |
| 2.4 | Technology Integration | <p>All staff and all students, including those who are low income, English Learners, and Foster Youth, will have technology integration to support, improve, and/or enhance outcomes. Tasks and resources for this action may include, but are not limited to:</p> <ul style="list-style-type: none"> • Integrate technology in all content areas by embedding professional learning opportunities for educators and providing technology infrastructure support overseen by key educational partners such as the Director of Technology, Director of Professional Learning, Program Specialist for Educational Technology, and the technology department. • Monitor technology integration efforts by establishing oversight mechanisms led by designated personnel, ensuring coordination among relevant educational partners to track progress, address challenges, and make necessary adjustments to enhance the effectiveness of technology integration. • Empower students to become responsible digital citizens and proficient users of technology by integrating technology seamlessly into | \$4,214,513.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|---------------------------------|---|----------------|--------------|
| | | their learning experiences, ensuring their safety, privacy, and appropriate use while enhancing their overall academic achievement and digital literacy skills. | | |
| 2.5 | English Language Learners | <p>All staff who work with the student body, including those who are low income, English Learners, and Foster Youth, will have training and support on how to meet the needs of English Learners. Tasks and resources for this action may include, but are not limited to:</p> <ul style="list-style-type: none"> Enhance Staff Understanding of ELD Standards. <p>*Provide professional development for certificated and classified staff based on the ELA/ELD Framework and the EL Roadmap to ensure effective support for English learners in accessing State Standards through integrated and designated ELD.</p> <ul style="list-style-type: none"> Implement a Comprehensive ELD Program for ELs, Newcomers, and Long Term English Learners (LTELs): <p>*ELD/Literacy Specialists will implement a consistent ELD program, collaborating with classroom teachers to ensure all students receive appropriate instruction.</p> <ul style="list-style-type: none"> Ensure Equitable Access and Support for English Learners. Provide materials, resources, and training to support the ongoing programs (i.e. extra curricular, celebrations and engagement activities) <p>that enhance the academic and social and emotional wellbeing of English Learners.</p> | \$2,705,207.00 | Yes |
| 2.6 | Multi-Tiered Systems of Support | <p>All staff members responsible for supporting students, including those from EL and SED student groups who performed in the red as indicated on the California Dashboard (ELA: English learners, Hispanic, SED, White and African American; Math: Hispanic, English language, students with disabilities, and African American), will receive comprehensive training on multi-tiered systems of support (MTSS) driven by data, aimed at effectively</p> | \$100,567.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------|---|-------------|--------------|
| | | <p>supporting, improving, and enhancing student outcomes. Tasks and resources for this action may include, but are not limited to:</p> <ul style="list-style-type: none"> Utilize Multi-Tiered System of Support (MTSS) as an integrated framework for academic, behavioral, and social success, emphasizing State Standards, core instruction, differentiated learning, and student-centered approaches. Provide personalized support within the MTSS framework tailored to meet diverse student requirements, ensuring alignment of systems to address individualized needs effectively. Incorporate local data during collaborative efforts to inform instruction, analyzing student group data closely to guide the collaborative decision-making processes. | | |
| 2.7 | Personnel | <p>Sylvan Union School District will recruit, train, and retain qualified staff to support all students including those who are low income, English Learners, and Foster Youth. Tasks and resources for this action may include, but are not limited to:</p> <ul style="list-style-type: none"> Recruit Qualified Personnel <p>*Implement comprehensive recruitment strategies aimed at attracting qualified candidates.</p> <ul style="list-style-type: none"> Utilize diverse advertising channels to promote job openings and reach a wide range of potential applicants. Train Personnel <p>*Provide ongoing professional development opportunities to enhance skills and knowledge. Implement retention strategies including mentorship programs and avenues for career advancement.</p> <ul style="list-style-type: none"> Offer Competitive Wages and Benefits <p>*Conduct market research to align wages with industry standards and provide attractive benefits packages, including healthcare, retirement plans, and additional incentives.</p> | \$0.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|------------|----------------------|--|--------------|--------------|
| | | | | |
| 2.8 | Facilities | <p>Sylvan Union School District will ensure safe and clean facilities to support all students including those who are low income, English Learners, and Foster Youth. Tasks and resources for this action may include, but are not limited to:</p> <ul style="list-style-type: none"> • Regular Facility Inspections: *Conduct routine inspections to assess the condition of school facilities, identifying and addressing any safety hazards or maintenance issues to ensure a safe and conducive learning environment for all educational partners. • Maintenance for Safety and Health: *Prioritize maintenance tasks to ensure a safe and healthy learning environment, addressing issues promptly to prevent potential risks to students and staff, while also continuously monitoring and improving safety measures. • Implement a system for ongoing monitoring of facility conditions and continuously improve maintenance protocols based on feedback and evolving needs. | \$314,194.00 | No |
| 2.9 | Technical Assistance | <p>The county office of education is supporting Sylvan Union School District in identified areas of need for academic performance. We will focus our support efforts on building a strong foundation (Tier 1) for all students in academics (literacy and mathematics). We will also focus on defining pathways for intervention (Tier 2 & Tier 3) as well as entry and exit criteria. Through the use of data, Stanislaus STATS, we will track and monitor student progress across all three tiers to determine the effectiveness of Tier 1 implementation and Tier 2 & 3 interventions.</p> | \$0.00 | Yes |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$\$15,720,302 | \$1,175,811 |

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 |
|---|-----------------------------|-------------------------|---|
| 18.923% | 0.000% | \$0.00 | 18.923% |

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| 1.1 | <p>Action: Parent Training Opportunities</p> <p>Need: Based on our parent survey, our unduplicated student parent group would benefit from more learning opportunities and channels for input to better be equipped with the knowledge required to actively engage in their child's education.</p> | <p>Offering comprehensive training through multiple platforms and covering a range of topics related to their child's education will equip EL and SED parents with the skills to support their children.</p> <p>When all parent groups have the tools to navigate the education system and provide input on school programs and supports, all students benefit from enhanced support both at school and at home. This district-wide action by the LEA aims to</p> | <p>Metric:</p> <p>1.1 Raptor Volunteer Training</p> <p>1.2 Family engagement opportunities and input</p> <p>1.14 Family participation opportunities in programs for low income, English learner, SWD and foster youth students. (i.e. PIQE, District wide evening</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | <p>1.1 In 2023 -2024 Raptor Volunteer report 764 trained volunteers</p> <p>1.2 SUSD Staff Survey Spring 2024: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. 3.56</p> <p>Spring parent survey results (out of a 5 scale rubric):</p> <p>I feel welcome at my child's school. 3.47</p> <p>I have a trusting and respectful relationship with staff at my child's school. 3.41</p> <p>My child's school provides me with information and resources to support my child's learning at home. 3.27</p> <p>1.14 SUSD rating for building partnerships for student outcomes is a 3 or initial implementation.</p> <p>Scope: LEA-wide</p> | improve school-to-home connections across the entire district. | engagements with identified topic of learning.) |
| 1.2 | <p>Action: Social Emotional</p> <p>Need: Based on our suspension and chronic absenteeism dashboard indicators, our EL and SED students will benefit from additional</p> | Offering social-emotional instruction and support equips EL and SED students with the skills to manage emotions and build connections, creating a foundation for full participation in all aspects of school life. | <p>Metric:</p> <p>1.3 Suspension Data</p> <p>1.6 Chronic Absenteeism</p> <p>1.12 SUSD Staff Survey</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | <p>services to ensure that they are fully supported to achieve in school.</p> <p>Overall Suspension Rate: 4.5% suspended at least one day EL: 3.9% suspended at least one day SED: 5.3% suspended at least one day Overall Chronic Absenteeism: 21.3% EL: 20.9% SED: 24.6%</p> <p>SUSD Staff Survey Spring 2024: 1.1 The faculty and staff perceive the school environment as safe and orderly. 3.72 1.2 Students, parents, and the community perceive the school environment as safe and orderly. 3.64</p> <p>Scope: LEA-wide</p> | <p>This action is provided LEA-wide to improve student connection and engagement at all schools. When all students have the tools to manage emotions and build positive relationships, the classroom becomes a calmer and more focused environment.</p> | |
| 1.3 | <p>Action: Positive Behavior Supports</p> <p>Need: Our suspension dashboard indicates that EL, and SED student groups would benefit from increased staff training. This training will help staff better support these students in navigating school responsibilities.</p> <p>2023-2024 Expulsion Rate 0% CALPADS Report 23-24 (8.1B Report)</p> | <p>Implementing positive behavior intervention strategies and emotional regulation techniques provides EL, and SED students with skills that will enhance both positive attendance and behavior. Training staff with these strategies helps develop relationships between students and staff, lessening behaviors and creating an environment of acceptance and inclusivity.</p> <p>When all students are supported by staff in a positive and proactive way, the culture and climate of the school becomes a calmer, more focused</p> | <p>Metric: 1.3 Suspension Data 1.4 Expulsion Rate 1.6 Chronic Absenteeism 1.11 Dropout Rate</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| | <p>0% dropout rate Overall Suspension rates: 4.5% suspended at least one day African American: 12.7% suspended at least one day EL: 3.9% suspended at least one day SED: 5.3% suspended at least one day Overall Chronic Absenteeism: 21.3% EL: 20.9% SED: 24.6%</p> <p>Scope: LEA-wide</p> | <p>environment. Thus reducing suspensions, increasing attendance and keeping expulsion rates low. This action is provided LEA-wide to increase positive attendance and increase positive behaviors in and outside of the classroom for all students.</p> | |
| 1.4 | <p>Action: Pupil Attendance</p> <p>Need: Based on our chronic absenteeism dashboard indicator and the AERIES attendance rates data, and educational partner input, our EL and SED students would benefit from additional services to ensure that they are fully supported to achieve in school.</p> <p>Transportation Services (As indicated in Aeries)</p> <p>9.02% of SUSD students</p> <p>Aeries Student Information System Attendance Rate 2023-2024: Average Daily Attendance: 95%</p> <p>Overall Chronic Absenteeism: 21.3%</p> | <p>By providing attendance specialists and a Child Welfare Liaison to monitor and support EL and SED student attendance, students will develop skills and strategies to maintain positive attendance, thereby enhancing their learning opportunities at school.</p> <p>When all students receive support to develop skills and strategies for maintaining positive attendance, they can access Tier I instruction as intended. This allows everyone to learn more efficiently, which is why this action is implemented LEA-wide.</p> | <p>Metric: 1.5 Home to School Transportation 1.6 Chronic Absenteeism 1.10 Attendance Rates</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| | <p>EL: 20.9% SED: 24.6% Asian: Sherwood: 35.7% Stockard Coffee: 24.2%</p> <p>Scope: LEA-wide</p> | | |
| 1.5 | <p>Action: School to Pupil Connections</p> <p>Need: Our student surveys on school connectedness indicate that our EL and SED students would benefit from stronger connections between school and home. This improvement will ensure they have the opportunities and support needed to engage and achieve at high levels in school.</p> <p>2023-2024 Educational Opportunities 122 = Field Trip Requests OR Enrichment Guests</p> <p>SUSD Student Survey 2024: How are you with how your school is meeting your needs around friendships, emotions and mental health? 2.75 Students at our site believe our teachers and/or staff care about and believe in them. 2.74 I feel connected with my classmates. 2.55</p> | <p>By introducing engaging after-school academies, offering childcare options, implementing in-school interventions, and enhancing communication with families, we will enable our EL and SED students to participate fully in extended day opportunities. This will strengthen their connection to school and support their full participation in all aspects of school life.</p> <p>Offering these opportunities to all students helps build a positive school culture, fostering pupil connections across all schools LEA-wide.</p> | <p>Metrics: 1.8 Educational Opportunities 1.13 SUSD Student Survey 1.14 Family participation opportunities in programs for low income, English learner, SWD and foster youth students. (i.e. PIQE, District wide evening engagements with identified topic of learning.)</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| | <p>I know what to do if an emergency happens at school (such as a fire or lockdown). 3.72 My school is a safe place. 3.50</p> <p>1.14 SUSD rating for building partnerships for student outcomes is a 3 or initial implementation.</p> <p>Scope: LEA-wide</p> | | |
| 1.6 | <p>Action: Translation and Interpretation Services</p> <p>Need: Based on the SUSD Spring Parent Survey and total use of the SUSD translation interpretation services, EL and SED students would benefit from maintaining or adding additional services for translation and interpretation to ensure they fully supported to achieve in school.</p> <p>2023-2024 Spring Survey Data (5 point rubric)</p> <p>I feel welcome at my child's school. 3.47</p> <p>I have a trusting and respectful relationship with staff at my child's school. 3.41</p> <p>My child's school provides me with information and resources to support my child's learning at home. 3.27</p> | <p>Providing quality translation and interpretation services creates a welcoming environment and positive communication for educational partners and equips EL and SED students with the school to home connections needed to build a positive learning environment and school supports necessary for them to fully participate in all aspects of school life.</p> <p>When all students have positive school to home connections and feel welcomed at school, the school environment becomes inclusive for all. This allows everyone to learn more effectively and is why this action is being provided LEA wide.</p> | <p>Metrics: 1.7 SUSD Parent Survey 1.9 Translation and Interpretation Services</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| | <p>Hanna Interpreting Services 2023-2024 Usage Report</p> <p>Pre-Scheduled Usage: 250 On Demand Usage: 365 Total Usage: 615</p> <p>Scope: LEA-wide</p> | | |
| 1.7 | <p>Action: Educational Opportunities</p> <p>Need: Based on CA Dashboard Data, local measures and educational partner input, our EL and SED students would benefit from an increase of educational opportunities connected to classroom instruction to ensure that they experience all learning opportunities.</p> <p>Overall Suspension rates: 4.5% suspended at least one day African American: 12.7% suspended at least one day EL: 3.9% suspended at least one day SED: 5.3% suspended at least one day Overall Chronic Absenteeism: 21.3% EL: 20.9% SED: 24.6%</p> <p>2023-2024 Educational Opportunities 122 Field Trip Requests</p> | <p>Implementing additional opportunities for EL and SED students to access educational experiences aligned with classroom instruction will enhance academic achievement and engagement, thereby creating a foundation for comprehensive student participation.</p> <p>This action is provided LEA-wide so that all students can engage in educational experiences that enhance academic performance and engagement.</p> | <p>Metrics:</p> <p>1.3 Suspension Data 1.7 Chronic Absenteeism 1.8 Educational Opportunities</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| | <p>Enrichment Guests</p> <p>Scope: LEA-wide</p> | | |
| 1.8 | <p>Action: Safety Protocol</p> <p>Need: Based on both our suspension and chronic absenteeism dashboard and SUSD Spring 2024 staff survey, our EL and SED students would benefit additional safety training and communication to help equip students with the skills necessary to remain calm and focused during events that would require the implementation of their learned safety skills.</p> <p>Overall Suspension rates: 4.5% suspended at least one day African American: 12.7% suspended at least one day EL: 3.9% suspended at least one day SED: 5.3% suspended at least one day Overall Chronic Absenteeism: 21.3% EL: 20.9% SED: 24.6%</p> <p>SUSD Staff Survey Spring 2024: 1.1 The faculty and staff perceive the school environment as safe and orderly. 3.72 1.2 Students, parents, and the community perceive the school environment as safe and orderly.</p> | <p>By enhancing safety training and communication and ensuring thorough training in Standard Response Protocol procedures, our EL and SED students will be well-prepared to apply these skills when needed. This preparedness will help students feel safe and connected to the school, enabling them to focus on academic engagement and performance.</p> <p>All students would benefit from enhanced safety training and communication as well as ensuring all participate in Standard Response Protocol procedures. As a result, this action is provided LEA wide to support all students in feeling safe and connected to school.</p> | <p>Metrics: 1.3 Suspension Data 1.7 Chronic Absenteeism 1.12 SUSD Student Survey</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| | 3.64 Scope: LEA-wide | | |
| 1.9 | Action: Technical Assistance Need: Based on our suspension and chronic absenteeism dashboard indicators, our EL and SED students will benefit from staff being trained on Tier 1 behavioral supports, including absenteeism and Tiers 2 & 3 interventions to increase student engagement through positive supports and relationship building. Overall Suspension rates: 4.5% suspended at least one day African American: 12.7% suspended at least one day EL: 3.9% suspended at least one day SED: 5.3% suspended at least one day Overall Chronic Absenteeism: 21.3% EL: 20.9% SED: 24.6% Scope: LEA-wide | By providing increased training and support for certificated and classified staff in creating welcoming and safe school environments, EL and SED student attendance will rise and suspension rates will decrease because staff will be able to develop positive relationships with students and will have strategies to engage them in their learning. When all students feel welcomed and are engaged in school, the school and classroom become a calm, focused place where rich learning can take place. This action is provided LEA wide to improve positive attendance and decrease school suspensions district wide. | Metrics: 1.3 Suspension Data 1.7 Chronic Absenteeism |
| 2.1 | Action: Professional Learning | By offering rigorous, engaging, high-quality training to develop teacher and leader capacity EL | Metrics: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| | <p>Need: Based on our academic performance outcomes in ELA and Math, our EL and SED students will benefit from rigorous, engaging, high-quality training for staff to develop teacher and leader capacity creating a foundation for effective initial instruction, ensuring that all EL and SED are fully supported to achieve in school.</p> <p>SBAC scores English Language Arts All students 41.23% Met or Exceeded standard EL students 9.87% Met or Exceeded standard SED students 33.49% Met Exceeded standard</p> <p>Mathematics All Students 35.27% Met or Exceeded standard EL students 8.74% Met or Exceeded standard SED students 27.57% Met or Exceeded standard</p> <p>California Dashboard data: ELA All students: Orange 23.6 below standard EL students: Orange 62.4 below standard SED students: 41.6 below standard</p> <p>Math All students : Orange 23.6 below standard</p> | <p>and SED students will be provided strong Tier 1 academic instruction as well as Tier 2 and Tier 3 interventions creating a foundation for learning, ensuring full participation in all academics areas.</p> <p>When all staff have access to rigorous, engaging and high-quality training the classroom becomes a more accessible, structured, and focused learning environment. This allows everyone to learn more effectively, which is why this action is being implemented across the entire LEA.</p> | <p>2.1: SBAC ELA/Literacy & Mathematics 2.3: California School Dashboard ELA Academic Indicator 2.4: California School Dashboard Mathematics Academic Indicator 2.9: Pathway Feedback</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|--|
| | <p>EL students: 81.9 below standard SED students: 62.9 below standard</p> <p>Pathway Feedback Impact on current professional practices: Overall: 96%</p> <p>Scope: LEA-wide</p> | | |
| 2.2 | <p>Action: Professional Learning Communities</p> <p>Need: Based on our academic performance outcomes in ELA and Math our EL and SED students could benefit from staff members who actively engage in the PLC process, by to responding to the four essential questions, using data to drive instruction and continually monitor student outcomes ensuring that all EL and SED are fully supported to achieve in school.</p> <p>SBAC scores English Language Arts All students 41.23% Met or Exceeded standard EL students 9.87% Met or Exceeded standard SED students 33.49% Met Exceeded standard</p> <p>Mathematics All Students</p> | <p>By establishing collaborative teams, staff will monitor and implement effective teaching strategies, track student data and growth, and respond to the four essential questions of the PLC process to ensure the implementation of essential standards, all aimed at increasing ELA and SED student academic outcomes.</p> <p>When all students receive support to meet their individual needs through the implementation of the PLC process, which involves addressing the four essential questions, the classroom becomes more focused on each student's learning. This is why this action is provided LEA-wide to enhance student achievement.</p> | <p>Metrics:</p> <p>2.1: SBAC ELA/Literacy & Mathematics 2.2 California Science Test 2.3: California School Dashboard ELA Academic Indicator 2.4: California School Dashboard Mathematics Academic Indicator 2.10 Professional Learning Communities</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|---|
| | <p>35.27% Met or Exceeded standard EL students 8.74% Met or Exceeded standard SED students 27.57% Met or Exceeded standard</p> <p>California Dashboard data: ELA All students: Orange 23.6 below standard EL students: Orange 62.4 below standard SED students: 41.6 below standard</p> <p>Math All students : Orange 23.6 below standard EL students: 81.9 below standard SED students: 62.9 below standard</p> <p>Fall 2023 PLC Survey Learning as our fundamental purpose: 3.01 average</p> <p>Building a collaborative culture through high performing teams: 3.22</p> <p>A focus on results: 2.98</p> <p>Scope: LEA-wide</p> | | |
| 2.3 | <p>Action: Library Access</p> <p>Need: Based on our data concerning library access and the availability of standards-aligned core</p> | <p>Providing access to the school library for EL and SED students ensures equitable library access, promotes diverse reading experiences, and fosters literacy through programs, activities, and resources. This will create a supportive learning</p> | <p>Metrics: 2.11 Access to Standards Aligned Core Materials 2.12 Library Materials Checkout</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | <p>materials, it's clear that our EL and SED students would benefit from additional library services. These services would ensure they are fully supported in their academic achievement by providing access to a variety of genres, culturally relevant literature, and materials before, during, and after school. This will increase opportunities for EL and SED students to access the necessary materials and ensure they are fully supported in their academic success.</p> <p>Resolution of sufficient textbooks/instructional materials passed on August 29, 2023 by the Board</p> <p>Library and materials access: All 13 sites provided before, during and/or after school access to the library and materials</p> <p>Scope: LEA-wide</p> | <p>environment and improve academics for EL and SED students.</p> <p>When all students have access to the school library and its materials, it promotes diverse reading experiences and literacy programs, making the library a center for continuous support and learning. This allows all students to learn more effectively, which is why this action is being implemented across the entire LEA.</p> | |
| 2.4 | <p>Action: Technology Integration</p> <p>Need: Our data indicates a continuous need for professional learning opportunities for staff on the implementation of technology during the instructional day, through student projects and/or assignments and allow students to access technology needed to be successful in their academics that would support the learning for our EL and SED students. By</p> | <p>Ensuring equitable access to technology integration for EL and SED students and staff are provided with professional development, infrastructure support, and device support promotes an environment for safe use and classroom integration of technology. This approach fosters and increases digital citizenship and technical proficiency for EL and SED students, enabling them to learn accurately from teachers who effectively use technology in their instruction and they are actively engaged in their learning.</p> | <p>Metrics: 2.14: Access to Technology 2.15: Use of instructional Technology 2.16: Digital Citizenship Completion Rate</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | <p>providing technology based instructional practices, student centered assignments and technical applications our EL and SED students would benefit from staff learning and implementing such practices.</p> <p>Annual SUSD Staff Survey Spring 2024 Fiscal operational and technological resources of the school are managed in a way that directors supports teachers 3.25</p> <p>Annual SUSD Student Survey Spring 2024 Teachers in my school use technology to help me learn: 3.75</p> <p>Digital Citizenship complete rate: 94% of required staff completed digital citizenship lessons</p> <p>Scope: LEA-wide</p> | <p>All students can thrive in a classroom that uses engaging technology and student centered activities. These practices can make learning more interactive and cater to different learning styles, benefiting all students.</p> | |
| 2.5 | <p>Action: English Language Learners</p> <p>Need: Based on our data, it indicates the need for professional growth among all staff members regarding the English Learner Development (ELD) Standards, EL instructional strategies and the EL Roadmap is essential for providing effective language support and instruction for all English Learner students. This commitment</p> | <p>By offering and implementing rigorous, engaging, high-quality EL instruction and providing training to develop teacher and leader capacity with English Learner Development (ELD) Standards, EL instructional strategies and the EL Roadmap allows EL students to fully participate in all aspects of school life.</p> <p>Strategies implemented for English Learners have positive benefits for all students. These strategies include but are not limited to vocabulary</p> | <p>Metrics: 2.6: English Language Proficiency Assessments for California 2.7: English Learner Reclassification Rate 2.8: Long Term English Learners (LTEL)</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|---|
| | <p>will ensure that our EL and LTEL students are fully supported to acquire the English language and achieve in school.</p> <p>ELPAC All Students 17.53% Well Developed</p> <p>English Learner Reclassification Rate: 137 students were reclassified</p> <p>Dataquest LTEL report 648 EL students are LTELS</p> <p>Scope: LEA-wide</p> | <p>development, visuals, graphic organizers, manipulatives and other strategies that support all students with learning. This enables all students to learn more effectively, which is why this support is being provided LEA-wide.</p> | |
| 2.6 | <p>Action: Multi-Tiered Systems of Support</p> <p>Need: Based on our data there is an Increasing need to support or EL and SED students in academics, behavioral and social development. Our EL and SED students will benefit from staff being in trained on Tier 1 behavioral and social supports, and Tier 2 & Tier 3 behavioral and social supports as well as de-escalation strategies to increase student engagement through positive supports, relationships and academics. The EL and SED students would benefit from additional services to ensure that they are fully supported to achieve in school.</p> | <p>By using MTSS as an integrated framework, our EL and SED students would benefit form tailored learning experiences that focus on de-escalation practices, Tier 1 behavioral and social instructional strategies and Tier 2 & Tier 3 intervention strategies. This alignment of systems ensures a comprehensive approach to improving EL and SED outcomes.</p> <p>Strategies implemented for English Learners have positive benefits for all students. This enables everyone to learn more effectively, which is why this support is being provided LEA-wide,</p> | <p>Metrics: 2.3 CA Dashboard ELA Indicator 2.4 CA Dashboard Math Indicator 2.10: Professional Learning Communities (PLC) Survey 2.13 SUSD Employment Retention Report</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
| | <p>California Dashboard data:</p> <p>ELA</p> <p>All students: Orange 23.6 below standard</p> <p>EL students: Orange 62.4 below standard</p> <p>SED students: 41.6 below standard</p> <p>Math</p> <p>All students : Orange 23.6 below standard</p> <p>EL students: 81.9 below standard</p> <p>SED students: 62.9 below standard</p> <p>Fall 2023 PLC Survey</p> <p>Learning as our fundamental purpose: 3.01 average</p> <p>Building a collaborative culture through high performing teams: 3.22</p> <p>A focus on results: 2.98</p> <p>Certificated staff, by years of service</p> <p><1-5 yrs: 193</p> <p>6-9 yrs: 50</p> <p>10-19 yrs: 88</p> <p>20-40 yrs: 107</p> <p>Classified staff, by years of service</p> <p><1-5 yrs: 302</p> <p>6-9 yrs: 88</p> <p>10-19 yrs: 93</p> <p>20-40 yrs: 33</p> <p>Certificated management, by years of service</p> <p><1-5 yrs: 29</p> <p>6-9 yrs: 6</p> <p>10-19 yrs: 2</p> <p>20-40 yrs: 6</p> | | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|--|
| | <p>Classified management, by years of service <1-5 yrs: 4 6-9 yrs: 1 10-19 yrs: 0 20-40 yrs: 1</p> <p>Confidential management, by years of service <1-5 yrs: 4 6-9 yrs: 1 10-19 yrs: 0 20-40 yrs: 0</p> <p>Non-represented, by years of service <1-5 yrs: 5 6-9 yrs: 0 10-19 yrs: 0 20-40 yrs: 0</p> <p>Scope: LEA-wide</p> | | |
| 2.7 | <p>Action: Personnel</p> <p>Need: Based on the given the number of employees who have served SUSL for five years or less, we need to implement various strategies to recruit, train, and retain qualified staff to support EL and SED student outcomes. By incorporating diverse advertising channels, incorporating comprehensive recruitment strategies aimed at attracting qualified candidates, train personnel in an ongoing</p> | <p>By implementing a comprehensive recruitment plan to attract qualified candidates and offering ongoing training are essential steps toward enhancing our EL and SED student outcomes.</p> <p>When all students are supported by highly qualified staff members, they learn more effectively. This is why this action is being implemented across the entire LEA.</p> | <p>Metrics: 2.16 Sylvan Retention Survey 2.17 CALPADS (4.3 Staff Teaching Assignments)</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
| | <p>fashion. Training includes onboarding, building knowledge base and skills for the specific position. By recruiting, training and retaining qualified staff that support our EL and SED students allows the students to be successful in school</p> <p>Certificated staff, by years of service <1-5 yrs: 193 6-9 yrs: 50 10-19 yrs: 88 20-40 yrs: 107</p> <p>Classified staff, by years of service <1-5 yrs: 302 6-9 yrs: 88 10-19 yrs: 93 20-40 yrs: 33</p> <p>Certificated management, by years of service <1-5 yrs: 29 6-9 yrs: 6 10-19 yrs: 2 20-40 yrs: 6</p> <p>Classified management, by years of service <1-5 yrs: 4 6-9 yrs: 1 10-19 yrs: 0 20-40 yrs: 1</p> <p>Confidential management, by years of service <1-5 yrs: 4 6-9 yrs: 1 10-19 yrs: 0 20-40 yrs: 0</p> | | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| | <p>Non-represented, by years of service <1-5 yrs: 5 6-9 yrs: 0 10-19 yrs: 0 20-40 yrs: 0</p> <p>Scope: LEA-wide</p> | | |
| 2.9 | <p>Action: Technical Assistance</p> <p>Need: Based on our academic performance outcomes, our EL and SED students will benefit from rigorous, engaging, high-quality training for staff to develop teacher and leader capacity creating a foundation for effective initial and content instruction, ensuring that all EL and SED are fully supported to achieve in school.</p> <p>Spring 2023 SBAC data:</p> <p>SBAC scores English Language Arts All students 41.23% Met or Exceeded standard EL students 9.87% Met or Exceeded standard SED students 33.49% Met Exceeded standard</p> | <p>By offering rigorous, engaging, high-quality training to develop teacher and leader capacity EL and SED students will be provided strong Tier 1 academic instruction as well as Tier 2 and Tier 3 interventions creating a foundation for learning, ensuring full participation in all academics areas.</p> <p>When all staff have access to rigorous, engaging and high-quality training the classroom becomes a more accessible, structured, and focused learning environment. This allows everyone to learn more effectively, which is why this action is being implemented across the entire LEA.</p> | <p>Metrics:</p> <p>2.1 SBAC ELA/Literacy and Mathematics 2.2 California Science Test 2.3 CA Dashboard ELA Indicator 2.4 CA Dashboard Math Indicator</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
| | <p>Mathematics All Students 35.27% Met or Exceeded standard EL students 8.74% Met or Exceeded standard SED students 27.57% Met or Exceeded standard</p> <p>Spring CAST All Students 26.22% Met or Exceeded standard EL students 2.13% SED students 16382% Met or Exceeded standard</p> <p>California Dashboard data: ELA All students: Orange 23.6 below standard EL students: Orange 62.4 below standard SED students: 41.6 below standard</p> <p>Math All students : Orange 23.6 below standard EL students: 81.9 below standard SED students: 62.9 below standard Fall 2023 PLC Survey Learning as our fundamental purpose: 3.01 average</p> <p>Scope: LEA-wide</p> | | |

Limited Actions

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

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

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

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.

The additional concentration funding will be used to increase certificated and classified staffing to provide additional targeted instruction and services for foster youth, English learners, and low -income students. The allocation for these staff are included in Goal 1 Action 1, Goal 1, Action 2, Goal 2 Action 1, Goal 2 Action 2 and Goal 2 Action 5.

| 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 | Elementary: 30.29 Middle: 34.05 | Elementary: 25.35 Middle: 34.33 |
| Staff-to-student ratio of certificated staff providing direct services to students | Elementary: 17.01 Middle: 17.75 | Elementary: 15.37 Middle: 17.98 |

2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|---|---|--|---|--|
| Totals | \$83,073,908 | \$15,720,302 | 18.923% | 0.000% | 18.923% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|-------------|----------------|-----------------|-----------------|---------------------|
| Totals | \$17,812,941.00 | \$8,980,946.00 | \$0.00 | \$1,018,923.00 | \$27,812,810.00 | \$17,266,020.00 | \$10,546,790.00 |

| 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 | Parent Training Opportunities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on-going | \$0.00 | \$12,500.00 | \$0.00 | \$0.00 | \$0.00 | \$12,500.00 | \$12,500.00 | |
| 1 | 1.2 | Social Emotional | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on-going | \$2,460,948.00 | \$3,434.00 | \$1,895,784.00 | \$568,598.00 | \$0.00 | \$0.00 | \$2,464,382.00 | |
| 1 | 1.3 | Positive Behavior Supports | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on-going | \$4,246,462.00 | \$0.00 | \$3,975,018.00 | \$271,444.00 | \$0.00 | \$0.00 | \$4,246,462.00 | |
| 1 | 1.4 | Pupil Attendance | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on-going | \$329,577.00 | \$90,028.00 | \$97,746.00 | \$321,859.00 | \$0.00 | \$0.00 | \$419,605.00 | |
| 1 | 1.5 | School to Pupil Connections | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on-going | \$919,590.00 | \$6,070,289.00 | \$165,326.00 | \$6,824,553.00 | \$0.00 | \$0.00 | \$6,989,879.00 | |
| 1 | 1.6 | Translation and Interpretation Services | | Yes | LEA-wide | | All Schools | on-going | \$0.00 | \$178,997.00 | \$148,197.00 | \$0.00 | \$0.00 | \$30,800.00 | \$178,997.00 | |
| 1 | 1.7 | Educational Opportunities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on-going | \$61,589.00 | \$270,415.00 | \$332,004.00 | \$0.00 | \$0.00 | \$0.00 | \$332,004.00 | |
| 1 | 1.8 | Safety Protocol | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on-going | \$39,033.00 | \$81,253.00 | \$39,033.00 | \$81,253.00 | \$0.00 | \$0.00 | \$120,286.00 | |

| 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 | 1.9 | Technical Assistance | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on-going | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 2 | 2.1 | Professional Learning | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on-going | \$2,289,108.00 | \$112,000.00 | \$1,634,086.00 | \$0.00 | \$0.00 | \$767,022.00 | \$2,401,108.00 | |
| 2 | 2.2 | Professional Learning Communities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on-going | \$2,069,706.00 | \$0.00 | \$2,069,706.00 | \$0.00 | \$0.00 | \$0.00 | \$2,069,706.00 | |
| 2 | 2.3 | Library Access | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on-going | \$928,011.00 | \$315,389.00 | \$1,120,246.00 | \$93,154.00 | \$0.00 | \$30,000.00 | \$1,243,400.00 | |
| 2 | 2.4 | Technology Integration | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on-going | \$1,239,799.00 | \$2,974,714.00 | \$3,708,622.00 | \$505,891.00 | \$0.00 | \$0.00 | \$4,214,513.00 | |
| 2 | 2.5 | English Language Learners | English Learners | Yes | LEA-wide | English Learners | All Schools | on-going | \$2,682,197.00 | \$23,010.00 | \$2,526,606.00 | \$0.00 | \$0.00 | \$178,601.00 | \$2,705,207.00 | |
| 2 | 2.6 | Multi-Tiered Systems of Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on-going | \$0.00 | \$100,567.00 | \$100,567.00 | \$0.00 | \$0.00 | \$0.00 | \$100,567.00 | |
| 2 | 2.7 | Personnel | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on-going | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 2 | 2.8 | Facilities | All | No | | | All Schools | on-going | \$0.00 | \$314,194.00 | \$0.00 | \$314,194.00 | \$0.00 | \$0.00 | \$314,194.00 | |
| 2 | 2.9 | Technical Assistance | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | on-going | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |

2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$83,073,908 | \$15,720,302 | 18.923% | 0.000% | 18.923% | \$17,812,941.00 | 0.000% | 21.442 % | Total: | \$17,812,941.00 |
| | | | | | | | | LEA-wide Total: | \$17,812,941.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|----------|--|-------------|--|---|
| 1 | 1.1 | Parent Training Opportunities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$0.00 | |
| 1 | 1.2 | Social Emotional | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,895,784.00 | |
| 1 | 1.3 | Positive Behavior Supports | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,975,018.00 | |
| 1 | 1.4 | Pupil Attendance | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$97,746.00 | |
| 1 | 1.5 | School to Pupil Connections | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$165,326.00 | |
| 1 | 1.6 | Translation and Interpretation Services | Yes | LEA-wide | | All Schools | \$148,197.00 | |
| 1 | 1.7 | Educational Opportunities | Yes | LEA-wide | English Learners Foster Youth | All Schools | \$332,004.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|-----------------------------------|---|----------|--|-------------|--|---|
| | | | | | Low Income | | | |
| 1 | 1.8 | Safety Protocol | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$39,033.00 | |
| 1 | 1.9 | Technical Assistance | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$0.00 | |
| 2 | 2.1 | Professional Learning | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,634,086.00 | |
| 2 | 2.2 | Professional Learning Communities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,069,706.00 | |
| 2 | 2.3 | Library Access | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,120,246.00 | |
| 2 | 2.4 | Technology Integration | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,708,622.00 | |
| 2 | 2.5 | English Language Learners | Yes | LEA-wide | English Learners | All Schools | \$2,526,606.00 | |
| 2 | 2.6 | Multi-Tiered Systems of Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$100,567.00 | |
| 2 | 2.7 | Personnel | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$0.00 | |
| 2 | 2.8 | Facilities | | | | All Schools | \$0.00 | |
| 2 | 2.9 | Technical Assistance | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$0.00 | |

2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$19,375,803.00 | \$27,243,099.00 |

| 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 | Professional Learning | Yes | \$3,250,583.00 | \$2,521,364 |
| 1 | 1.2 | Professional Learning Communities | Yes | \$1,953,156.00 | \$2,021,744 |
| 1 | 1.3 | Library Access | Yes | \$833,524.00 | \$1,297,542 |
| 1 | 1.4 | Technology Integration | Yes | \$1,189,745.00 | \$3,622,051 |
| 1 | 1.5 | Personnel | Yes | \$561,570.00 | \$0 |
| 1 | 1.6 | Facilities | No | \$985,000.00 | \$300,000 |
| 1 | 1.7 | Multi-Tiered Systems of Support | Yes | \$572,245.00 | \$104,414 |
| 1 | 1.8 | English Language Development Standards | Yes | \$6,000.00 | \$0 |
| 1 | 1.9 | English Language Development | Yes | \$2,158,795.00 | \$2,489,629 |
| 1 | 1.10 | Middle School English Language Development | Yes | \$143,366.00 | \$271,472 |
| 1 | 1.11 | Newcomers | Yes | \$38,443.00 | \$1,965 |

| 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 | 2.1 | Parent Training Opportunities | Yes | \$15,000.00 | \$12,500 |
| 2 | 2.2 | Social Emotional Support | Yes | \$2,195,681.00 | \$2,410,703 |
| 2 | 2.3 | Positive Behavior Supports | Yes | \$3,464,760.00 | \$4,223,131 |
| 2 | 2.4 | Pupil Attendance | Yes | \$430,556.00 | \$405,832 |
| 2 | 2.5 | School to Pupil Connections | Yes | \$1,208,579.00 | \$6,946,320 |
| 2 | 2.6 | Translation and Interpretation Services | Yes | \$36,000.00 | \$164,311 |
| 2 | 2.7 | Educational Opportunities | Yes | \$195,425.00 | \$326,751 |
| 2 | 2.8 | Safety Protocol | No | \$137,375.00 | \$123,370 |

2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$13,413,917 | \$16,436,966.00 | \$17,298,008.00 | (\$861,042.00) | 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 | Professional Learning | Yes | \$2,563,106.00 | \$1,752,879 | | |
| 1 | 1.2 | Professional Learning Communities | Yes | \$1,809,550.00 | \$2,021,744 | | |
| 1 | 1.3 | Library Access | Yes | \$833,524.00 | \$1,150,000 | | |
| 1 | 1.4 | Technology Integration | Yes | \$889,745.00 | \$3,138,873 | | |
| 1 | 1.5 | Personnel | Yes | \$120,000.00 | \$0 | | |
| 1 | 1.7 | Multi-Tiered Systems of Support | Yes | \$572,245.00 | \$104,414 | | |
| 1 | 1.8 | English Language Development Standards | Yes | \$0.00 | \$0 | | |
| 1 | 1.9 | English Language Development | Yes | \$2,158,795.00 | \$2,489,629 | | |
| 1 | 1.10 | Middle School English Language Development | Yes | \$0.00 | \$118,119 | | |
| 1 | 1.11 | Newcomers | Yes | \$0.00 | \$0 | | |
| 2 | 2.1 | Parent Training Opportunities | Yes | \$0.00 | \$0 | | |
| 2 | 2.2 | Social Emotional Support | Yes | \$2,195,681.00 | \$1,852,074 | | |
| 2 | 2.3 | Positive Behavior Supports | Yes | \$3,464,760.00 | \$3,953,135 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 2 | 2.4 | Pupil Attendance | Yes | \$389,556.00 | \$93,278 | | |
| 2 | 2.5 | School to Pupil Connections | Yes | \$1,208,579.00 | \$163,601 | | |
| 2 | 2.6 | Translation and Interpretation Services | Yes | \$36,000.00 | \$133,511 | | |
| 2 | 2.7 | Educational Opportunities | Yes | \$195,425.00 | \$326,751 | | |

2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$81,237,173 | \$13,413,917 | 1.49% | 18.002% | \$17,298,008.00 | 0.000% | 21.293% | \$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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for 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

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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