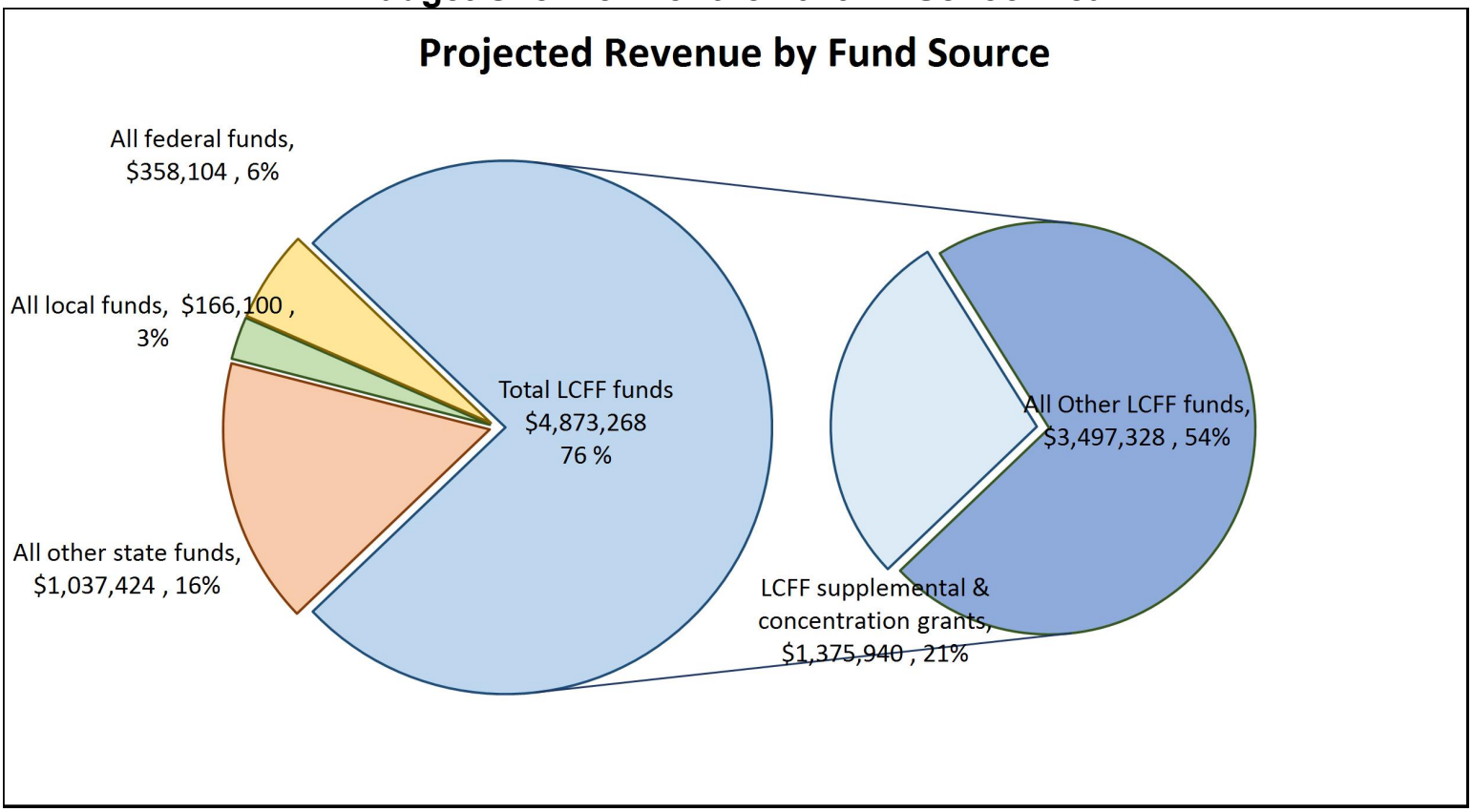


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SUNNYSIDE UNION SCHOOL DISTRICT
CDS Code: 54721816054407
School Year: 2026-27
LEA contact information:
STEVEN TSUBOI
Superintendent--Principal
stsuboi@sunnysideunion.com
559-568-1741 x208

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

Budget Overview for the 2026-27 School Year

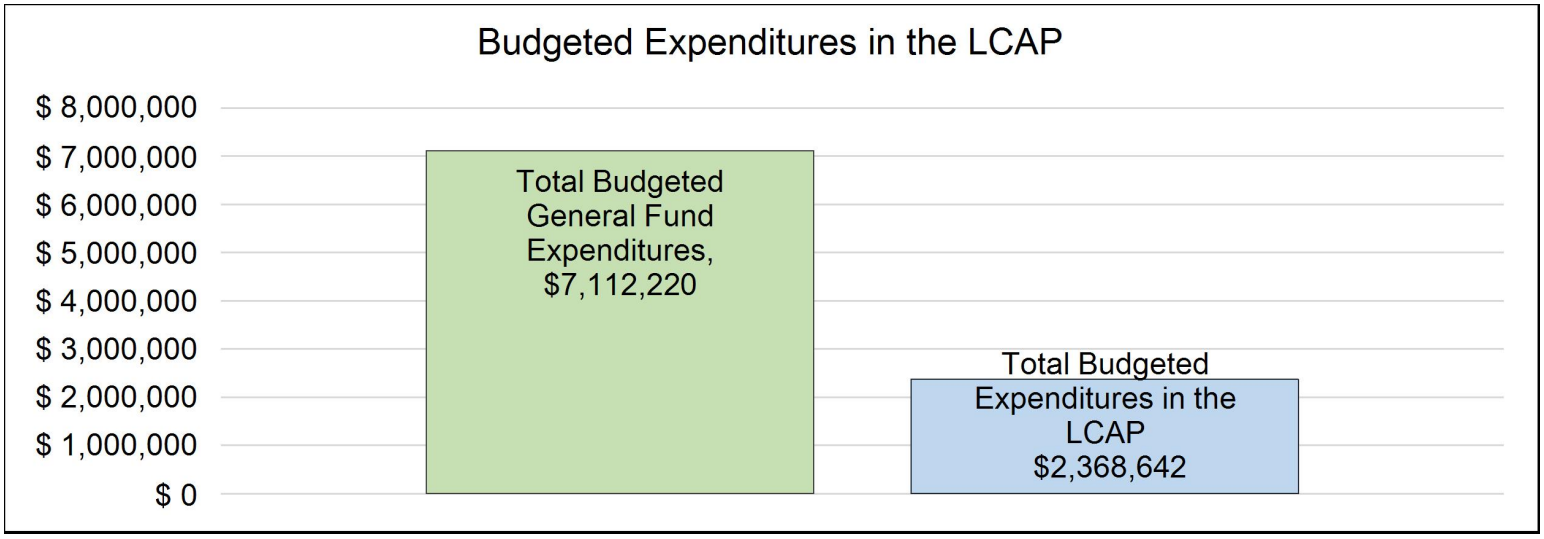


This chart shows the total general purpose revenue SUNNYSIDE UNION SCHOOL DISTRICT expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for SUNNYSIDE UNION SCHOOL DISTRICT is $6,434,896, of which $4,873,268 is Local Control Funding Formula (LCFF), $1,037,424 is other state funds, $166,100 is local funds, and $358,104 is federal funds. Of the $4,873,268 in LCFF Funds, $1,375,940 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 SUNNYSIDE UNION SCHOOL DISTRICT plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: SUNNYSIDE UNION SCHOOL DISTRICT plans to spend $7,112,220 for the 2026-27 school year. Of that amount, $2,368,642 is tied to actions/services in the LCAP and $4,743,578 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

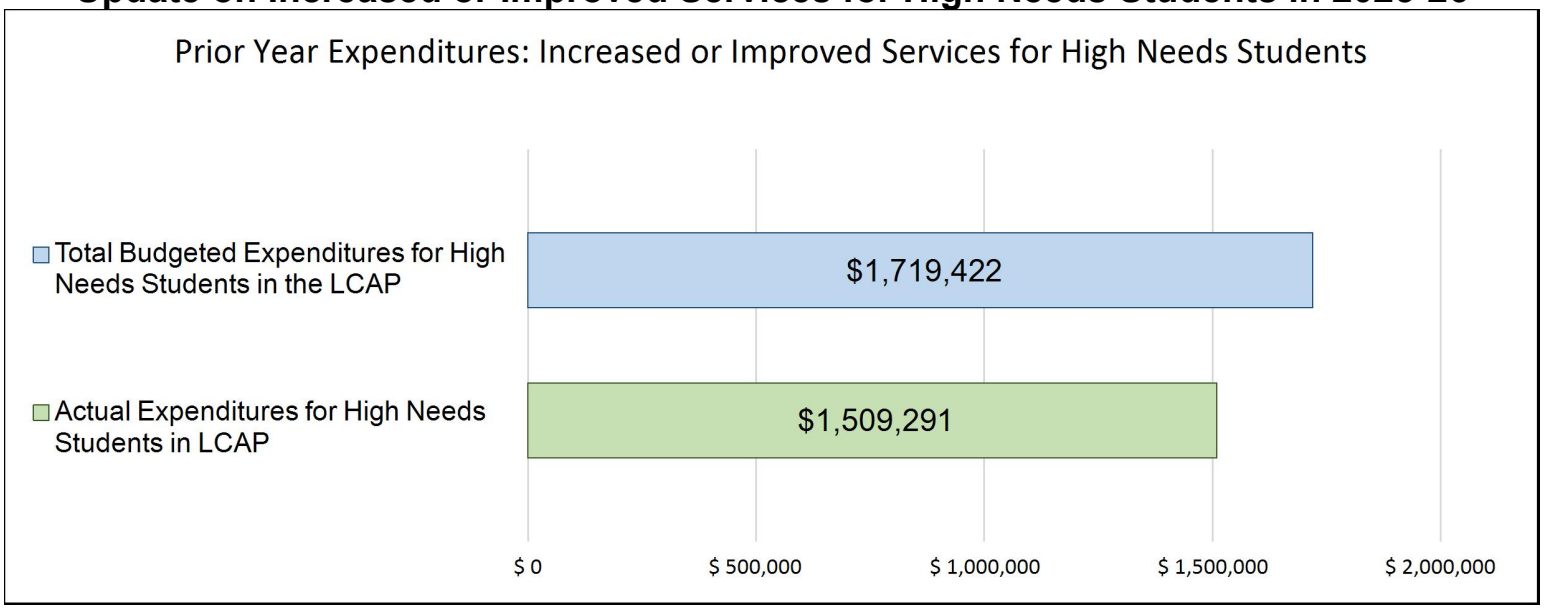
The General Fund Budget Expenditures not in the 2026-27 LCAP will include some staff salary and benefits, site utilities cost, contracts and leases, and other general expenditures necessary for the providing of a complete educational program.

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

In 2026-27, SUNNYSIDE UNION SCHOOL DISTRICT is projecting it will receive $1,375,940 based on the enrollment of Foster Youth, English learner, and low-income students. SUNNYSIDE UNION SCHOOL DISTRICT must describe how it intends to increase or improve services for high needs students in the LCAP. SUNNYSIDE UNION SCHOOL DISTRICT plans to spend $1,867,108 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what SUNNYSIDE 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 SUNNYSIDE 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 2025-26, SUNNYSIDE UNION SCHOOL DISTRICT's LCAP budgeted $1,719,422 for planned actions to increase or improve services for high needs students. SUNNYSIDE UNION SCHOOL DISTRICT actually spent $1,509,291 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $210,131 had the following impact on SUNNYSIDE UNION SCHOOL DISTRICT’s ability to increase or improve services for high needs students:

The difference in expenditures was due to zero expenditures for the Teacher on Special Assignment(TOSA)/Professional Development Coordinator position not being filled and another classified position not being replaced half-way through the year. The Superintendent/Principal and Vice-Principal conducted the duties of the TOSA for the year. There was no negative impact to the delivery of planned increased or improved services for high-needs students as those planned services were still provided.



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
SUNNYSIDE UNION SCHOOL DISTRICT	STEVEN TSUBOI Superintendent--Principal	stsuboi@sunnysideunion.com 559-568-1741 x208

Plan Summary [2026-27]

General Information

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

Sunnyside Union School District
2026–2027 LCAP Plan Summary
Overview

Sunnyside Union School District is a single-school district located in the rural agricultural community of Strathmore, California. Established in 1908, Sunnyside Elementary serves 291 students (as of April 20, 2026), including a high percentage of English Learners, socioeconomically disadvantaged students, and migrant students. The district community is deeply rooted in agriculture, including citrus, dairy, and row crop industries, and continues to demonstrate strong support for the school and its mission.

Sunnyside maintains a long-standing tradition of academic excellence and is committed to developing the whole child through rigorous instruction, strong relationships, and meaningful student engagement opportunities.

Student Population and Needs

The district serves a high-needs student population, including:

35.27% English Learners
91.41% Unduplicated pupils

15.81% Migrant students
11.68% Students with disabilities

These demographics drive the district's focus on targeted academic support, language development, and expanded social-emotional services.

Key identified needs include:

Improving and stabilizing Average Daily Attendance (ADA), currently at 92%
Continuing to reduce chronic absenteeism, which has improved significantly but remains an area of focus
Addressing declining enrollment trends
Increasing family engagement and participation in decision-making structures
Providing targeted support for English Learners and unduplicated students
LCAP Highlights and Key Actions

Sunnyside Union School District's LCAP is centered on improving student outcomes through high-quality instruction, expanded support systems, and increased student engagement.

Instructional Improvement

Implementation of Short Cycle Assessments to monitor student progress and adjust instruction
Focus on Teacher Clarity to ensure students understand learning goals and success criteria
Continued implementation of Paideia Seminar practices to promote critical thinking and student discourse (Nationally Certified Paideia School)
Expansion of project-based learning through collaboration with neighboring districts

Student Support and Intervention

Continued investment in academic intervention services, including Resource Program and English Language Development support
Access to mental health and social-emotional services through a School Psychologist and Social Worker
Partnerships with Tulare County Office of Education for additional services (psychological, nursing, and specialized programs)
Operation of an Intensive Resource Classroom on-site

Expanded Learning Opportunities

After-school programming through the Extended Learning Opportunity Program (ELOP), including partnerships with community organizations
Access to enrichment opportunities such as music, art, coding, and performing arts

Attendance Improvement Efforts

Implementation of targeted attendance interventions and supports
Planned partnership with a SARB consultant to address chronic absenteeism and improve ADA

Facilities and Learning Environment

Continued modernization of classrooms and facilities funded through a local bond measure
Reopening and expansion of the school library, including significant investment in new instructional materials
Ongoing improvements to outdoor learning and activity spaces
Engagement of Educational Partners

Sunnyside Union School District values meaningful engagement with educational partners, including parents, staff, students, and community members.

The district utilizes multiple avenues to gather input, including:

School Site Council meetings
Parent meetings and informal engagement opportunities
Staff collaboration and professional learning discussions

While the district has experienced challenges with consistent parent participation in formal structures such as School Site Council, it continues to prioritize increasing engagement and ensuring that all voices are represented in the decision-making process.

Goals and Outcomes

The district's LCAP goals are focused on:

Improving student achievement through high-quality instruction and data-driven practices
Increasing student engagement and improving attendance outcomes
Expanding support systems to address academic, behavioral, and social-emotional needs

Sunnyside has demonstrated progress in reducing chronic absenteeism and expanding student programs and services. The district remains committed to continuous improvement and to ensuring equitable outcomes for all students.

Increased or Improved Services for Unduplicated Pupils

Given that over 91% of Sunnyside's students are identified as unduplicated pupils, the district directs the majority of its supplemental and concentration funding toward services that benefit these student groups.

These services include:

Targeted English Language Development support
Academic intervention programs
Expanded access to mental health and social-emotional services
After-school and enrichment programming
Transportation to ensure access to programs and services

Even though all actions and services described in this LCAP are not an designated as Contributing Actions, all actions are principally directed toward improving outcomes for unduplicated pupils and are effective in meeting their identified needs.

Reflections: Annual Performance

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

Sunnyside Elementary conducted a review of its performance using the California School Dashboard data to inform the development of its Local Control Accountability Plan. Below is a data review of the key components of the School Dashboard (2024-2025 Data).

Math - 2025 Dashboard Significant Student Group Performance: A significant student group encompasses 30 or more students in the testing group.

- All Students: 111 points below Standard

-English Learners: 122.7 points below Standard

-Socioeconomically Disadvantaged: 115.2 points below Standard

- Hispanic: 112.1 points below Standard
- Long-Term English Learners: 143.9 points below Standard

English Language Arts - 2025 Dashboard Student Group Performance:

- All Students: 74.5 points below Standard
- English Learners: 93.4 points below Standard
- Socioeconomically Disadvantaged: 80.9 points below Standard
- Hispanic: 75.3 points below Standard
- Long-Term English Learners: 111.4 points below Standard

Chronic Absenteeism - 2025 Student Group Performance - Percentage of students absent 18 or more days of an 180 day school calendar (Absent 10% or more of the school year)

- All Students - 15%
- English Learners - 10.1%
- Long Term English Learners - 10%
- Socioeconomically Disadvantaged - 15.3%
- Hispanic - 14.3%
- Students with Disabilities - 29.7%

Suspension Rate - Percentage of students suspended at least one time in the school year.

- All Students - 5%
- English Learners - 3.8%
- Long Term English Learners - 6.7%
- Socioeconomically Disadvantaged - 5.5%
- Hispanic - 4.1%
- White - 25%

English Learner (EL) Progress Toward English Language Proficiency (Percentage of English Learners professing at least one growth level on the State ELPAC Assessment)

51.1% of District English Learners made progress toward English Language Proficiency in 2024-25.

Learning Recovery Emergency Block Grant (LREBG): The district has not fully expended all of its learning recovery emergency block grant funds. Goal 1, Action 1.13 will be funded by LREBG funds.

With LREBG funds, the district will provide instructional paraprofessional support in classrooms. Based on the all students and significant student group's performance per the 2024 Dashboard, maintaining and increasing additional support for these students is critical. Research studies indicate that providing additional interventions such as tutoring, small group and individual instruction, instructional scaffolding, and language acquisition strategic support provides students with increased ability to comprehend academic content and leads to increased learning in content areas. By providing these needed services to students, the expectation is that students will be better prepared to excel in all areas of learning. Expenditure of these funds meets the allowable use criteria set forth in the legislation tied to the LREBG. The additional LREBG funding received in the 2025-26 school year will be utilized to fund the rising cost of implementation of Goal 1, Action 1.13.

Based on local results of parent involvement in school, the district will re-engage with parents to encourage a greater partnership of parent participation. The district will also focus to strengthen local data collection to better inform on Action effectiveness and progress toward improvement.

Data below is derived from the 2024 School Dashboard. It is remaining in this section for historical purposes and to facilitate a quick glance for educational partners of past Dashboard performance.

Chronic Absenteeism (Overall/Increase or Decrease/Color)

OVERALL RATE – 13.6%
-Decrease of 9.7%/Yellow
Subgroup Chronic Absenteeism

- Students with Disabilities – Orange
- Hispanic – Yellow
- Socioeconomically Disadvantaged – Yellow
- English Learners – Green
- Long Term English Learners – Green

LOCAL DATA
AVERAGE DAILY ATTENDANCE (Local Data)
(current as of 4/29/2025)

TK - 5th Grade – 93.69%
6th - 8th Grade – 94.8%
SUSPENSION RATES
OVERALL RATE – 2.7%

- Decrease of 3%

Subgroup Suspension Rates

- English Learners – Green
- Hispanic – Green (The Hispanic Subgroup was RED on the 2023 Califonria Dashboard)

- Socioeconomically Disadvantaged – Green
- Long –Term English Learners- Blue
- Students with Disabilities – Orange

The greatest area of improvement for the 2023-2024 school year was the Hispanic Subgroup which improved into the Green Level. The district aims to engage students with regularly scheduled group activities during these times, anticipating a reduction in disruptive behaviors with increased student involvement.
Sunnyside Elementary reviewed the California School Dashboard to get a snapshot of the previous years' performance (2023-2024). The district used this data to determine steps forward in the development of the Local Control Accountability Plan.
Academic Performance
English language Learners (Math) – Sunnyside Elementary School has identified a challenge in mathematics proficiency among English Language Learners (ELLs).

ENGLISH LANGUAGE ARTS
DASHBOARD DATA (Running data year to year)
All Students
2022-2023
- 98.2 points from proficiency standard
- Orange

2023-2024
- 98.6 points from proficiency standard
- Red
- Status Maintained (0.4 Points)

Hispanic
2022-2023
- 99.7 points from proficiency standard
- Orange

2023-2024
- 98.5 points from proficiency standard
- Red
- Status Maintained (+1.2 points)

Socioeconomically Disadvantaged
2022-2023
- 102.8 points from proficiency standard
- Orange

2023-2024
- 104.3 points from proficiency standard
- Red

- Status Maintained (-1.5 points)

English Learners
2022-2023
- 131.2 points from proficiency standard
- Red

2023-2024
- 125.5 points from proficiency standard
- Orange
- Status Increased (+5.7 points)

Long – Term English Learners
2022-2023
- 159.2 points from proficiency standard

2023-2024
- 99.9 points from proficiency standard
- Orange
- Status Increased (+59.3 points)

During the 2023-2024 School Year Long Term English Learners and English Learners in general demonstrated the most growth. To continue to support all English Learners, Sunnyside will continue to revamp the ELD program by employing at Teacher on Special Assignment and support staff to address all levels of English Language Learners.

Mathematics

All Students
2022-2023
- 124.6 points from proficiency standard
- Red

2023-2024
- 117.5 points from proficiency standard
- Orange
- Status Increased (+5.2 points)

Hispanic
2022-2023
- 124.2 points from proficiency standard
- Orange

2023-2024
- 117.5 points from proficiency standard

- Orange
- Status Increased (+6.7 points)

Socioeconomically Disadvantaged
2022-2023
- 128.7 points from proficiency standard
- Red

2023-2024
- 121.6 points from proficiency standard
- Red
- Status Increased (+7.1points)

English Learners
2022-2023
- 146.9 points from proficiency standard
- Red

2023-2024
- 136 points from proficiency standard
- Orange
- Status Increased (+10.9 points)

Long – Term English Learners
2022-2023
- 159.2 points from proficiency standard

2023-2024
- 140.9 points from proficiency standard
- Orange
- Status Increased (56.5 points)

In order to address the deficiency in the number of students making significant growth, Sunnyside has created the following positions to assist in more consistent growth:
- Teacher on Special Assignment Reading and Literacy: Two positions focusing on targeted reading instruction primarily in Grades 1-5.
- Teacher on Special Assignment English Language Development: One position focusing on long term English Learners and Newcomers.
- English Language Development Support Staff: One position focused on the implementation of the Air Reading after school tutorial program. In addition, the position will focus on targeted English Language Development students and social growth.
- Proposal: Implementation of a Teacher on Special Assignment Writing: A position that will work with all grade levels in developing writing skills.
- Targeted English Language Development Instruction Grades 6-8: Using highly qualified teachers in ELD to provide instruction daily at three

(3) different levels of proficiency

English Learners (ELA) – At present, this is the one subgroup at Sunnyside Elementary performing below the expected level, as their Dashboard performance level was a red color result. They are currently 131.1 points away from meeting the standard, with the group as a whole experiencing a decline of 10.6 points. To address this, the district plans to target the subgroup with a TOSA – English Language 2024-25 Development (ELD) instructor. Additionally, in the junior high, ELD will be integrated into one period taught by a minimum of three qualified instructors, focusing on grade-level content. The overarching objective is to significantly reduce the number of long-term English Learners. This action will be continued into the 2025-2026 school year.

Access to Broad Course of Study - The administration and leadership team at Sunnyside Elementary regularly convene to strategize on how to best cater to all students' needs. They meticulously review the yearly calendar, daily lesson plans, PE teacher schedules, and junior high elective enrollments to ensure students are offered a diverse course of study. All core classes are correctly coded with CalPads, with the Superintendent-Principal and CalPad Coordinator collaborating to guarantee all students receive core classes taught by credentialed teachers. Designated English Language Development (ELD) is integrated into the core curriculum in grades TK-5 (junior high has a designated period), and Special Education services are delivered during core classes through push-in support. Thanks to local control funding, Sunnyside boasts two full-time PE/Health teachers and a part-time Music teacher, along with a wide array of elective options for 6th-8th graders such as Dance, Band/Music, Garden, Technology, Math, Reading enrichment, and Drama. Students can change electives each trimester and attend them four days per week. K-5 classrooms have PE/Health led by a certified teacher, with 4th and 5th grades also enjoying Music instruction from a certified teacher. Sunnyside hosts special events like Plays, Grandparents Day, Festivals, Carnivals, and Concerts to enrich the overall course offerings. In the 2024-2025 school year, Sunnyside Elementary introduced a two-day per week instructor dedicated to providing music and performing arts education. One day will be allocated for elementary students (TK-5), while the other will focus on junior high students. This arrangement aims to ensure that all students receive some form of arts instruction, enhancing their overall educational experience. The arts instruction at Sunnyside Elementary for 2024-2025 school year may encompass various offerings, including but not limited to choir, keyboarding/piano, stage production, and potentially more options. This diverse range of activities aims to provide students with opportunities for creative expression and enrichment in the performing arts. In addition, Sunnyside opened a mini fitness gym that was used by junior high students one day per week to increase physical fitness awareness and to learn life skills in health.
BASICS: TEACHERS, INSTRUCTIONAL MATERIALS, FACILITIES:
The Local Educational Agency (LEA) consistently assesses its compliance with the Williams settlement requirements, achieving 100% compliance at all school sites where applicable. Any complaints or deficiencies identified during the academic year are promptly addressed. Results are reported to the local governing board during regularly scheduled meetings and are also made available to educational partners and the public through the Dashboard.

PARENT AND FAMILY ENGAGEMENT:
Sunnyside Elementary understands the significance of fostering strong partnerships with families and the community. Numerous family and evening events are organized to facilitate this collaboration. Parent conferences are held three times a year, with teachers striving to reach 100% of parents, often successfully achieving this goal. To enhance communication, ParentSquare, a text messaging/app system, was acquired last year, enabling parents to stay informed about events and their child's progress. Additionally, the junior high utilizes the Aeries Parent Portal to provide parents with real-time access to their child's grades. Local surveys indicate that parents prefer text messages as the primary form of communication. The district has a functioning School Site Council but has not gotten anyone to show up and participate in

English Learner Acquisition Committee meetings.

CLIMATE:
Sunnyside recognizes the pivotal role of a positive school climate in enhancing student outcomes and success. The Healthy Kids Survey administered to 6th and 7th grade students in May 2024 produced a District Mental Health and School Climate Report Card. While the 2024 Mental Health report showed some improvement compared to 2021, with fewer students experiencing chronic sadness or emotional distress, the overall optimistic rate declined. However, more students felt connected to the school and academically motivated, indicating progress. Despite this, there was a decrease in perceived school safety and an ongoing need to address issues such as harassment and substance use.
Staff surveys yielded similar insights, with a significant proportion agreeing that caring adult relationships are provided to students. However, concerns regarding school safety, bullying, and disruptive student behavior were highlighted. While progress has been noted since 2021, continued efforts are required to address these concerns and foster a supportive learning environment at Sunnyside.

Reflections: Technical Assistance

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

N/A

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
Students	Junior High Students were consulted. These students function and the Student Advisory Committee. This group provided input via surveys (some grade span specific) technology, school safety, course offerings (electives) and school climate. They also participated in discussions relating to specific LCAP Actions and the LCAP was shared for input by this group. Additionally, lots of informal discussions occurred throughout the year. During the year Sunnyside Junior High Students, grades 6-8 met beginning in February 2026. A majority of these discussions revolved around climate and parent engagement. Short Surveys were taken. Paideia Seminars were students served as a Panel also occurred in January 2026. Schoolwide Student Surveys: May 2026-June 2026
Parents	Parents were surveyed on student safety, technology and health services. A new survey was given out at the conclusion of the school year. Parents were also infomrally polled during school events. General Timeline April 2026 - June 2026
School Site Council	School site council meet multiple times, especially during the winter months reviewing both the goals, actions, and budget of the LCAP. This year's group was actively involved in evaluating each action. Many were eliminated or rewritten. At the final meeting in June 2026,

Educational Partner(s)	Process for Engagement
	the group took action on the revised goals and actions in the 2026-27 LCAP. The SSC acted as the PAC. It was only able to get four members filled and will work on making sure that the 2026-2027 SSC has additional members. No official meetings were held without a quorum of parents present. Meetings: October 2025 - June 2026
Classified (Other School Personnel and Bargaining Unit Members)	The district sent out a survey to all staff members for input in May 2026. Additionally the Preliminary LCAP was sent out to the Classified President in June 2026 General Timeline: Staff Survey: May 2026 LCAP Review: June 2026
Certificated (Inclusive Bargaining Unit Members)	LCAP was discussed on multiple occasions with certificated staff on Professional Development days. The three certificated members on SSC also provided significant input. Certificated members were asked for needs, which were gathered and resent out to the group to prioritize. General Timeline: Professional Development Focus: March 19-20, 2026 Staff Survey: May 2026 LCAP Review: June 2026 Multiple Staff Developments (Wednesday's)
SELPA	No formal onsite meetings were held. SELPA meetings and the district worked throughout the year with the Special Services, including many informational meetings regarding the needs of students, IRC students and future students. There was numerous informal conversations between Administration and Administration with Special Services at the County Level. DOSE Meeting Schedule for 2025-2026

Educational Partner(s)	Process for Engagement
	August 25, 2025 Oct. 6, 2025 Nov. 3, 2025 Dec. 1, 2025 Feb. 2, 2026 March 2, 2026 April 13, 2026 June 1, 2026
School Board	LCAP development including seeking of input and ideas was on multiple agendas throughout the school year. See agendas and minutes. LCAP Review (current LCAP) and LCAP Planning at Every Regularly Scheduled Meeting
ELAC and English Learner Parent Advisory Committee (ELPAC)	The ELAC functioned as the ELPAC Consultation and LCAP review took place in June 2026

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

Educational partners played a significant role in shaping the 2026-2027 Local Control and Accountability Plan (LCAP) for Sunnyside School District. The School Board and School Site Council (SSC) were especially instrumental, providing substantial input and leadership in restructuring key areas of the plan to more effectively align with student needs and district priorities.

As part of this process, educational partners supported the creation of a new Teacher on Special Assignment focusing on Math. Another major initiative approved through stakeholder input was the integration of the AIR Reading intervention program into the daily instructional schedule, reinforcing the district's commitment to early literacy. No other major changes were made as this was the third year of the three year LCAP cycle.

Across all educational partner groups, there was continued endorsement of the following priority areas:

Specialized learning environments that support differentiated instruction and student engagement

Expanded mental health services, including the continuation of a full-time school psychologist

Experiential learning opportunities beyond the classroom

A positive and inclusive school climate that promotes student well-being, belonging, and connection

Student survey data reinforced the importance of maintaining access to up-to-date technology, further supporting the district's investment in digital equity and modern instructional tools.

Although ELAC/DELAC were formally invited to participate and consulted during the development of the LCAP, no written comments were received that required a formal district response.

This collaborative planning process reflects Sunnyside's ongoing commitment to inclusive decision-making, equity-focused resource allocation, and continuous improvement in service of all students.

Students of all ages are beginning to express their voice in the decision making process. The group believes this is due to PAIDEIA

ELAC focused on parent communication, student recognition and addressing the needs of Migrant Students. A lot of discussion focused on Climate and parent involvement.

A draft of the 2026-2027 LCAP was presented at the final ELAC meeting and our School Site Council. No comments were made regarding the LCAP as presented.

Continuing Actions as agreed upon by the Educational Stakeholders
1.1 Computer Technician
1.2 Computer Technology and Support
1.3 Instructional Cabinet
1.4 TK-5 PE Teacher
1.5 Learner Trips
1.7 Elective Support
1.8 5 Additional PD Days
1.9 Learning Programs
1.10 Professional Development
2.1 Save the Children Support
2.2 Attendance Technician
2.3 Parent Communication
2.4 Parent Engagement
2.5 Behavior Support Aides

3.1 Climate and Culture
3.2 Facility Support
3.3 Special Services Learning Environment
3.4 Extracurricular Activity Support
4.1 TOSA: ELD
4.2 Additional ELD Support
5.1 Licensed Vocational Nurse
5.2 School Psychologist
5.3 County Nurse
5.4 SEL Playground Coordinator
5.5 Health Clerk

New Actions as Recommended and Developed by Educational Partners
TOSA - Math

Actions Modified
Instructional Cabinet - reintroduce

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal #1 - All students will be demonstrate growth and/or proficiency in English Language Arts, Mathematics, and 21st Century Skills through effective teaching and learning practices.	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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal #1 focuses on ensuring that all students demonstrate growth and/or proficiency in key academic areas, namely English Language Arts (ELA), Mathematics, and 21st Century Skills, through effective teaching and learning practices.

All Students: This emphasizes inclusivity, ensuring that every student, regardless of background or ability, has the opportunity to achieve academic success. It underscores the importance of equity and ensuring that all students receive the support they need to thrive academically.

Demonstrate Growth and/or Proficiency: This goal recognizes that students may start at different levels of proficiency but should all make progress over time. Growth acknowledges improvement over a period, while proficiency refers to reaching a certain standard or level of mastery. By focusing on both growth and proficiency, the goal aims to support students at every stage of their learning journey.

English Language Arts, Mathematics, and 21st Century Skills: These are foundational areas of learning that are essential for success in school and beyond. English Language Arts encompasses reading, writing, speaking, and listening skills, while Mathematics involves numerical and problem-solving abilities. 21st Century Skills include critical thinking, creativity, collaboration, communication, and digital literacy, which are crucial for success in the modern world.

Through Effective Teaching and Learning Practices: This highlights the importance of high-quality instruction and educational practices that are research-based, engaging, and tailored to meet the diverse needs of students. Effective teaching involves differentiation, personalized learning, use of technology, formative assessment, and ongoing professional development for educators.

Overall, Goal #1 reflects a commitment to academic excellence and student achievement by providing a rigorous and supportive learning environment where students are empowered to grow, succeed, and thrive in core academic areas and essential 21st-century skills. It sets a clear expectation for educators to implement evidence-based instructional strategies and for students to actively engage in their own learning journey towards proficiency and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	End of Year Survey on Effectiveness, Availability, and Condition (Students and Staff) Source: https://forms.gle/Wc2LQvhYvwqx9Yoi6	New Survey Will Be administered in 2024-2025 to set baseline Technology Implementation and Effectiveness	Data Year 2024-2025 Average Survey Score 3.64 (4 Question Survey) 44 Total Responses (Staff & Students)	Data Year 2025-2026 Average Survey Score Students: 3.66 57 Responses (Students)	Annual Average of 4.25 or higher	No comparison data as 2025-26 data was students only
1.2	End of Year Survey on Effectiveness, Availability, and Condition (Students and Staff) Source: https://forms.gle/Wc2LQvhYvwqx9Yoi6	New Survey Will Be administered in 2024-2025 to set baseline End of Year Survey on Effectiveness, Availability, and Condition of Technology	Data Year 2024-2025 Average Survey Score 3.64 (4 Question Survey) 44 Total Responses (Staff & Students)	Data Year 2025-2026 Average Survey Score Students: 3.66 57 Responses (Students)	Annual Average of 4.25 or higher	No comparison data as 2025-26 data was students onl
1.3	SBAC Assessment Results Distance from Standard - Mathematics	2023 Dashboard • All Students: 124.6 below • English Learners: 146.9 below	2024 Dashboard Results • All Students: 119.4 Below Standard	2025 Dashboard Results • All Students: 111 points below Standard	All groups will be below 75 points from standard.	All Students: 13.6 point increase toward Standard English Learners: 24.2 point increase toward Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Socioeconomically Disadvantaged: 128.7 below • Hispanic: 124.2 below	• English Learners: 136 Below Standard • Socioeconomically Disadvantaged: 121.6 Below Standard • Hispanic: 117.5 Below Standard	• English Learners: 122.7 points below Standard • Socioeconomically Disadvantaged: 115.2 points below Standard • Hispanic: 112.1 points below Standard		Socioeconomically Disadvantaged: 13.5 point increase toward Standard Hispanic: 12.1 point increase toward Standard
1.4	Healthy Fitness Zone Percentages (Fifth Grade) Source: Local Data	Fifth Grade 2024 Data Mile 23/38 = 60.5% Curl Ups 9/38 = 23.68% Push Ups 12/38 = 31.58% Shoulder Reach 6/38 = 15.79% Trunk Lift 26/38 = 68.42%	Fifth Grade 2025 Data Mile 21/33 = 63.6% Curl Ups 5/33 = 15.2% Push Ups 10/33 = 30.3% Shoulder Reach 10/33 = 30.3%	Fifth Grade 2026 Data Mile17/30 = 56.60% Curl Ups 12/30 = 40% Push Ups 8/30 = 26.6% Shoulder Reach 17/30 = 26.60%	All Healthy Fitness Zone Areas will exceed 75%	Mile: 3.9% decrease Curl Ups: 16.32% increase Push Ups: 4.98% decrease Shoulder Reach: 10.81% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Trunk Lift 29/33 = 87.9%	Trunk Lift 24/30 = 80%		Trunk Lift: Improved 11.5% increase
1.5	Percentage of Students Participating in Learning Trips Source: https://tinyurl.com/4mv8xwuk	Baseline to be Established in 2024-25	Data is Inconclusive Teacher/Group Leaders Have Not Submitted Complete Data	No Data was Specifically Submitted, but based off of informal teacher input, it easily exceeded 95%	100% Student Participation	No comparable data available
1.6	Percentage of Students School Wide (First - Fifth) Exceeding One Year of Growth on DRA Source: Local Data	Baseline to be Established in 2024-25	Percentage of students K-5 that grew one grade level in reading according to DRA - 2 Assessments during the 2024-2025 School Year: 57% Students in K-5 that grew 2 or more grade levels according to DRA-2 Assessments during the 2024-2025 school year: 15.6%	Percentage of students K-5 that grew one grade level in reading according to DRA - 2 Assessments during the 2025-2026 School Year: 67/181 = 37% This does not include students in grades 4-5 who had surpassed the DRA Level Max of 80 These students were administered the San Diego Reading Exam. 2 Students	100% of the students are Exceeding one year of growth	Percentage of students K-5 that grew one grade level in reading according to DRA - 2 Assessments during the 2025-2026 School Year: 20% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	End of Year Survey on Quality and Offerings (Students 6-8) Source: https://tinyurl.com/ynabjmmy	New Survey Will Be administered in 2024-2025 to set baseline. Baseline to be Established in 2024-25 Junior High students will be surveyed on their feeling, thoughts and recommendations on electives.	The average score from the 2024-2025 End of Year Survey, given to 6th–8th grade students about the quality of electives, was 3.67.	The average score from the 2025-2026 End of Year Survey, given to 6th–8th grade students about the quality of electives, was 1.7.	Annual Average of 4.25 or higher	Decrease of 1.97
1.8	SBAC Assessment Results Distance from Standard - ELA	2023 Dashboard • All Students: 98.2 below • English Learners: 131.1 below • Socioeconomically Disadvantaged: 102.8 below • Hispanic: 99.7 below	2024 Dashboard Results • All Students: 98.6 Below Standard • English Learners: 125,5 Below Standard • Socioeconomically Disadvantaged: 104.3 Below Standard • Hispanic: 98.5 Below Standard	2025 Dashboard Results • All Students: 74.5 points below Standard • English Learners: 93.4 points below Standard • Socioeconomically Disadvantaged: 80.9 points below Standard	All groups will be below 75 points from standard.	All Students: 23.7 point increase toward Standard English Learners: 37.7 point increase toward Standard Socioeconomically Disadvantaged: 21.9 point increase toward Standard Hispanic: 24.4 point increase toward Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• Hispanic: 75.3 points below Standard		
1.9	STAR Reading - Percentage of Students at Grade Level	Numbers based off of .7 year of growth on February Assessment (2024-25) Math 97/253 = 38.34% ELA 87/231= 37.66% End of Year Assessment ELA Grades 1-4 56/106 = 52.83% Math Results - Not Administered	Numbers based off of .7 year of growth on February Assessment (2024-25) Math 97/253 = 38.34% ELA 87/231= 37.66% End of Year Assessment ELA Grades 1-4 56/106 Math Results - Not Administered	End of Year 2026 ELA: 26.8% Math: 10.5%	80% of the students test at grade level	ELA: 26.03% decrease Math: No comparable data for End-of-Year
1.10	Implementation of The Academic Content and Performance Standards Adopted by the State Board Source: CDE Local Priority Self-Reflection Tool	Standards Implementation Status: ELA: Full Implementation Math: Full Implementation	No Data Collected - The district neglected to collect data regarding this metric.	Standards Implementation Status: ELA: Full Implementation Math: Full Implementation	Standards Implementation Status: ELA: Full Implementation and Sustainability	No comparable data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELD: Initial Implementation Science: Beginning Development History/Social Science: Initial Implementation (2025-26 Local Indicator Self-Reflection Tool) (2025-26)		ELD: Initial Implementation Science: Beginning Development History/Social Science: Initial Implementation (2025-26 Local Indicator Self-Reflection Tool)	Math: Full Implementation and Sustainability ELD: Full Implementation Science: Initial Implementation History/Social Science: Full Implementation	
1.11	School Attendance Rates Aeries	2023-2024 TK-5: 94.12% 6-8: 95.55%	2024-2025 (As of 4/29/2025) TK - 5: 93.69% 6-8: 94.80%	TK- 5: 94.83% 6-8: 95.08% (2025-2026)	Average ADA Attendance Exceeding 97%	TK- 5: 0.71% increase 6-8: 0.47% decrease
1.12	Student Access to Standards-Aligned Instructional Materials	Baseline to be Established in 2024-25	2024-2025 100% of the students have access to standards-aligned instructional materials (2024-2025)	100% of the students have access to standards-aligned instructional materials. (2025-2026)	100% of the students have access to standards aligned instructional materials	No difference
1.13	Programs and Services Developed and Provided to Unduplicated Pupils.	Baseline to be Established in 2024-25	100% (2024-2025)	100% (2025-26)	100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Student Access and Enrollment in a Broad Course of Study, Including Unduplicated Pupils and Students With Exceptional Needs	Baseline will be established in 2024-25 school year	100% (2024-2025)	100% (2025-26)	100%	No difference
1.15	Percentage of Students Meeting or Exceeding Grade-Level Expectations on Reading Assessments.	Baseline was established at the end of the 2024-25 school year.	Students on grade level in K-5 for reading according to the DRA-2 Reading Assessments at the end of the 2025 school year: 57% Kinder: 20/31 First: 6/18 Second: 15/29 Third: 13/32 Fourth: 20/27 Fifth: 22/31 Total: 96/168	Students on grade level in K-5 for reading according to the DRA-2 Reading Assessments at the end of the 2025 school year: 50% Kinder: 25/28 First: 11/33 Second: 6/21 Third: 17/33 Fourth: 14/36 Fifth: 18/31 Total: 91/182	By the end of the 2027-2028 school year improve the percentage of students meeting or exceeding grade-level reading proficiency standards by 10 percentage points based on the DRA.	7% decrease

Goal Analysis [2025-26]

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

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

1.1 Computer Technician: This Action was FULLY IMPLEMENTED: There were no particular challenges nor successes of note with implementation of Actions under this Goal. Implementation was smoothly facilitated for each Action.

1.2 Technology and Hardware: This Action was FULLY IMPLEMENTED: There were no particular challenges nor successes of note with implementation of Actions under this Goal. Implementation was smoothly facilitated for each Action.

1.3 Instructional Cabinet: This action was NOT IMPLEMENTED. This action was not utilized during the 2025-2026 School Year. For the 2026-2027 School Year, this action will be reimplemented due to culture and climate concerns around Instructional Services.

1.4 Elementary Physical Education Instructor: This Action was FULLY IMPLEMENTED: There were no particular challenges nor successes of note with implementation of Actions under this Goal. Implementation was smoothly facilitated for each Action.

1.5 Learner Trips: This Action was FULLY IMPLEMENTED: There were no particular challenges nor successes of note with implementation of Actions under this Goal. Implementation was smoothly facilitated for each Action.

1.6 Teacher on Special Assignment (TOSA – Reading and Literacy): This Action was PARTIALLY IMPLEMENTED. This action was Implemented during the 2025-2026 School Year removing the Reading Literacy and focusing on filling a TOSA Writing position. The previous TOSA reading position teachers went back into the classroom which made it a challenge to implement the reading portion of the Action.

1.7 Elective Stipends and Materials: This Action was FULLY IMPLEMENTED: There were no particular challenges nor successes of note with implementation of Actions under this Goal. Implementation was smoothly facilitated for each Action.

1.8 Five Additional Work Days for Certificated Staff: This Action was FULLY IMPLEMENTED: There were no particular challenges nor successes of note with implementation of Actions under this Goal. Implementation was smoothly facilitated for each Action.

1.9 Learning Programs: This Action was FULLY IMPLEMENTED: There were no particular challenges nor successes of note with implementation of Actions under this Goal. Implementation was smoothly facilitated for each Action.

1.10 Professional Development: This Action was FULLY IMPLEMENTED : There were no particular challenges nor successes of note with implementation of Actions under this Goal. Implementation was smoothly facilitated for each Action.

1.11 Library Clerk: This Action was FULLY IMPLEMENTED: There were no particular challenges nor successes of note with implementation of Actions under this Goal. Implementation was smoothly facilitated for each Action.

1.12 Instructional Coach - Implemented utilizing different personnel than planned. There was no instructional coach position (TOSA - Professional Development Coordinator): The superintendent-principal and vice principal/curriculum director assumed this role. This did not present any particular challenges with implementation of the action, but did require administration to undertake this responsibility in addition to their other roles.

1.13 Instructional Support - This Action was FULLY IMPLEMENTED: There were no particular challenges nor successes of note with implementation of Actions under this Goal. Implementation was smoothly facilitated for each Action.

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

The total estimated funds spent for each of the Actions below reflect a 12% or more difference between the planned expenditure and the estimated actual expenditure for the Action.

Action 1.5 - Learning Trips: The action was below budget due to more localized trips. In addition, there were limited chartered trips.

Action 1.7 - Elective Stipend and Materials: Underspent funds were due to no materials needed to be purchased.

Action1.9 - Learning Programs: This action was 71% on budget: Increase in previous year. Change in Program Costs

Action 1.10 - Professional Development: Professional development costs were focused on work with Advanced Collaborative Solutions and the National Paideia Center. More on-campus professional development was provided, leading to increased cost.

Action 1.11- Library Clerk: The position was not filled until past the 1/2 year mark, therefore costs were reduced.

Action 1.12 - Instructional Coach: 0% Expenditures. The superintendent-principal and vice principal/curriculum director assumed this role at no cost to the budget.

Action 1.13 - Instructional Support: Expenditures came in a little under budget during this first year of the LREBG Action, but not due to any particular change in action delivery, just that planned expenditure was over budgeted.

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

1.1` Computer Technician - Effective (Contributing Action - Metrics 1.1,1.3 and 1.8): SBAC ELA and Math achievement data continue to indicate significant increases toward Standard for all significant student groups. Availability of educational teaching and learning resources via technology platforms is vital to student learning. Metric 1.1 also reflects the success of thes action. One of the strengths of the district is the involvement and engagement of the Computer Technician. Their support for learning has impacted the success of the students. Although the end of year survey indicates a satisfaction rate under the target, it is believed that the computer technician position did the best they could with what they had to work with.

1.2 Hardware and Software - Effective (Contributing Action - Metrics 1.1, 1.3 and 1.8):This action was fully implemented and was deemed effective by the district based on end of year survey and day-to-day observations. The continued daily use of hardware by all students was also observed. SBAC ELA and Math achievement data continue to indicate significant increases toward Standard for all significant student groups. Availability of educational teaching and learning resources via technology platforms is vital to student learning.

1.3 Instructional Cabinet - Not applicable. Action was not implemented during the 2025-2026 school year.

1.4 Elementary Physical Education - Effective (Contributing Action - Metrics 1.3, 1.4, and 1.8): SBAC ELA and Math achievement data continue to indicate significant increases toward Standard for all significant student groups. The physical education position allowed classroom teachers time to discuss instruction, plan, and create, more effective instructional lessons resulting in higher student achievement. Students also participated in daily high-quality physical education activities delivered by a credentialed highly effective P.E. teacher. This action was deemed effective as the position was able to provide daily instruction in physical education.

1.5 Learning Trips - Effective (Contributing Action - Metrics 1.3, 1.5, 1.8, 2.2 and 4.3): Extra and Co-Curricular learning trips can have a beneficial impact on student academic achievement and engagement as students tie this learning to in-class content. SBAC ELA and Math achievement data continue to indicate significant increases toward Standard for all significant student groups. Chronic Absenteeism has decreased from Baseline over the last two Dashboard data years, and over half of English Learners made progress toward English language proficiency (per 2025 Dashboard) A variety of medium to large learning trips were offered. Almost perfect attendance on these days. Only students absent were by parent choice or illness.

1.6 Teacher(s) on Special Assignment Reading and Literacy - Partially Effective (Contributing Action - Metrics 1.3, 1.6, 1.8, and 1.9): While SBAC results data indicated increased academic achievement for all significant student groups, local data indicated a decrease in achievement. As this is a newer action, teacher comments and observation are indicating that this action will gain greater traction and effectiveness.

1.7 Elective Stipends and Materials - Effective (Contributing Action - Metric 1.7): Electives were fully implemented. All junior high staff participated. Students rated the offerings at 1.7. Even though the survey results indicated a decrease in student survey results, informal student feedback indicates that these activities are valued by students and they would like to see them continue.

1.8 Five Days of Additional Professional Development - Effective (Contributing Action - Metrics 1.3, 1.6, 1.8, and 1.9): Certificated staff participation in continuing professional development has led to increased delivery of high-quality instructional lessons and more effective academic scaffolding. SBAC ELA and Math achievement data continue to indicate significant increases toward Standard for all significant student groups.

1.9 Learning Programs - Effective (Contributing Action - Metrics 1.3, 1.6, 1.8, and 1.9): Learning Programs like LEXIA were fully implemented and students demonstrated significant growth in targeted areas. SBAC ELA and Math achievement data continue to indicate significant increases toward Standard for all significant student groups.

1.10 Professional Development - Effective (Contributing Action - Metrics 1.3, 1.6, 1.8, and 1.9): All four days of off campus support were implemented as planned and deemed effective to improving instruction, as learned strategies and practices were observed to be consistently implemented. SBAC ELA and Math achievement data continue to indicate significant increases toward Standard for all significant student groups, inclusive of English Learners and Socioeconomically Disadvantaged for whom this Action is emphasizing support based on 2023 Dashboard Red performance.

1.11 Library Clerk - Effective (Contributing Action - Metric 1.15): Once open in the Spring of 2026, it was very well received by the student body and all students were freely utilizing the library and book circulation was high, indicating the student focus on the importance of reading. Half of K-5 students were reading on grade level per results of the DRA-2 reading assessments.

1.12 Instructional Coach - Effective (Contributing Action - Metrics 1.3 and 1.8): The superintendent-principal and vice principal/curriculum director assumed this role and continued to provide effective support to staff to continue positive impacts to student achievement. SBAC ELA and Math achievement data continue to indicate significant increases toward Standard for all significant student groups.

1.13 Instructional Support - Effective: Instructional Support was provided in almost all classrooms, leading to additional learning opportunities for students through small group and one-on-one instruction. SBAC ELA and Math achievement data continue to indicate significant increases toward Standard for all significant student groups.

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.

The Action Description for all Actions under this Goal have been revised in language only. The components within each Action remain. Revision of Action Descriptions was accomplished with the intent to provide educational partners with a more concise description to enhance readability and deliver a more focused description of the services provided under each Action.

Metric 1.10 - Measure of progress has been changed to utilize the CDE Local Priority Self-Reflection Tool. Data gathering will be greatly facilitated and consistently reported. Target for Year 3 has also been revised, as well as information revised in the Metric Title. 2025-26 data has been inputted into the Baseline section.

Action 1.3 This action will be reimplemented for the 2026-2027 School Year

Action 1.6 - TOSA Literacy - Not currently filled for the 2026-27 School Year

Action 1.15 - TOSA Math - This is a new Action under the Goal and will be implemented during the 2026-27 School Year to support students and teachers in the math content area.

Action 1.16 - Paraprofessional Support - This is a new Action under the Goal and will be implemented during the 2026-27 School Year to provide additional academic support intervention to identified students.

Parent and Staff Surveys will be changed to the following:
Staff Survey: https://forms.gle/VwR84DFP4Lv1LL8R7
Parent Survey: https://forms.gle/3qExMsoMmVTELsBaA

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Computer Technician	Provide districtwide technology support, equipment maintenance, and technical assistance for staff and students through a shared computer technician position.	$102,152.00	Yes
1.2	Technology Hardware and Software	Provide updated technology hardware, software, and digital resources to support student learning and staff effectiveness.	$50,000.00	Yes
1.3	Instructional Cabinet	Coordinate professional development, analyze student data, and align instructional initiatives to improve student achievement and engagement. RED DASHBAORD INDICATOR addressing ELA (English Learners) and Math (Socioeconomically Disadvantaged and English Learners)	$0.00	No
1.4	Transitional Kindergarten - Fifth Grade Physical Education Teacher/Teacher Planning	Provide regular physical education instruction delivered by a highly skilled physical education teacher ensuring students' proper motor skill and fitness development and contributing to overall student wellness for TK–5 students. The hiring of this position enables classroom teachers to devote additional time to instructional lesson planning.	$111,847.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Learner Trips	Provide educational field trips and hands-on learning experiences that extend classroom learning and increase student engagement.	$55,602.27	Yes
1.6	Teacher on Special Assignment (TOSA) - Reading and Literacy and/or Writing	Provide targeted literacy, reading, writing, and instructional support to students and teachers through specialized coaching and intervention services. RED DASHBAORD INDICATOR addressing ELA (English Learners) and Math (Socio Economically Disadvantaged)	$123,966.00	Yes
1.7	Electives (Materials Only)	Provide junior high elective courses and materials that expand student access to enrichment opportunities and career exploration.	$32,291.00	Yes
1.8	5 Additional Certificated Work Days	Provide additional teacher workdays for professional development, collaboration, and instructional planning focused on improving student achievement.	$57,722.00	Yes
1.9	Learning Programs	Provide supplemental learning software and intervention programs to support student academic growth in core subject areas.	$20,000.00	Yes
1.10	Professional Development	Provide ongoing professional development aligned to district instructional goals, student achievement, and effective teaching practices. RED DASHBAORD INDICATOR addressing ELA (English Learners) and Math (English Learners & Socioeconomically Disadvantaged)	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Library Clerk	Maintain a fully operational library that provides equitable access to reading materials and literacy resources for all students.	$35,015.00	Yes
1.12	TOSA - Instructional Coach and Professional Development Coordinator	Provide instructional coaching, professional development, and collaborative support to strengthen teaching practices across the district.	$156,086.00	Yes
1.13	Instructional Support	Provide instructional paraprofessional support to assist student learning, classroom instruction, and targeted academic interventions. LREBG Funding Amount: $227,000 LREBG Metrics to Measure Progress: 1.3, 1.8	$227,000.00	No
1.14	Air Reading Intervention	Provide small-group online reading intervention aligned to the Science of Reading for students in Pre-K through Grade 6 through use of the Air Reading.	$54,000.00	Yes
1.15	Teacher on Special Assignment (TOSA) - Math	A Teacher on Special Assignment (TOSA) will provide targeted mathematics support for TK–8 students through small-group classroom instruction, collaborate with teachers to strengthen mathematics planning and instructional practices, and serve as part of the school's professional development team to build instructional capacity in mathematics.	$163,686.00	Yes
1.16	Paraprofessional Support	Classroom instructional paraprofessionals will support students in the classroom during instructional time and provide targeted academic interventions to assist students with comprehending grade level subject matter content and increase their overall academic achievement.	$160,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal #2 - All educational partners will be engaged in the growth of all students through active communication, participation and engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal #2 aims to ensure that all educational partners, including teachers, parents, administrators, and other Educational Partners, are actively involved in the growth and development of all students. This goal emphasizes the importance of fostering a collaborative and supportive environment where everyone works together to support student success.

Key components of Goal #2 include:

Active Communication: Encouraging regular and meaningful communication among all educational partners is essential for sharing information, discussing student progress, addressing concerns, and coordinating efforts to support students effectively. This communication can take various forms, such as parent-teacher conferences, newsletters, emails, phone calls, and meetings.

Participation: This aspect of the goal emphasizes the importance of active involvement and engagement from all educational partners in the educational process. It includes participation in school events, extracurricular activities, parent-teacher associations, volunteer opportunities, and decision-making processes related to student learning and school improvement.

Engagement: Engagement goes beyond mere participation and involves a deep commitment to supporting and advocating for the academic, social, emotional, and overall well-being of all students. Educational partners should be actively engaged in understanding students' needs, providing support, offering encouragement, and promoting a positive and inclusive school culture.

By achieving Goal #2, we can create a strong network of support around students, fostering a collaborative and inclusive learning environment where everyone is invested in the success and growth of every student. This goal promotes a sense of shared responsibility and collective ownership of student outcomes, ultimately contributing to improved student achievement, well-being, and overall school success.

This goal was developed based on feedback from Educational Partners to address the need for more inclusive collaboration among all Educational Partners. Input from the School Site Council and others highlighted the importance of timely communication, as well as the need

for greater student voice in decision-making processes. To address these concerns, the implementation of PAIDEIA Seminars involving all Educational Partners is being used, with the aim of improving communication and ultimately enhancing student academic and social outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	End of Year Parent (Program Participants) Survey Source: Save the Children: https://forms.gle/VCwMN4BZqxMkYsyg8	4 Responses Average Score: 4.56 Measuring Program Effectiveness and Connection	2024-2025 1 Response Average Score 4	2025-2026 8 Responses 4.81	Overall Survey Score of 4 or Higher with an Increase Each Year	0.25 increase
2.2	Chronic Absenteeism Rate Source: California School Dashboard	(2022-2023) All Students - 23.3% (Declined - 16.4%) English Learners- 15.5% Socioeconomically Disadvantaged - 23.8% Hispanic - 21.9%	2023 - 2024 All Students - 13.6% (Declined 9.7%) English Learners - 8.8% (Declined 6.7%) Long Term English Learners - 5.6% (Declined 8.2%) Socioeconomically Disadvantaged - 14.2% (Declined 9.6%) Hispanic - 12.9% (Declined 9%)	2024-2025 All Students - 15% English Learners - 10.1% Long Term English Learners - 10% Socioeconomically Disadvantaged - 15.3% Hispanic - 14.3% Students with Disabilities - 29.7% (2025 Dashboard)	Below 5% for significant student groups All Students - <5% English Learners - <5% Long Term English Learners: <5% Socioeconomically Disadvantaged - <5% Hispanic - <5%	All Students: 8.3% decrease English Learners: 5.4% decrease% Long Term English Learners: NA Socioeconomically Disadvantaged: 8.5% decrease Hispanic: 7.6% decrease Students with Disabilities: 23.6% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Percentage of ParentSquare Messages Delivered Source: ParentSquare	2023-2024 Students with at least one contact method 93%	2024-2025 (As of 5/10/2025) 90% Contacts had at least on contact Additional Notes - 23 students no contact (All Preschool + 2 students = 1 family)	2025-2026 (As of 5/1/2026) 98.6% At least one student contact is contactable Additional Notes - This represents 4 students and 3 families. These parents are marked invalid or have opted out of all messaging. Two families will receive urgent messages only.	100% of the students have at least one contact.	Increase of 5.6%
2.4	Participation (number) in Parent Paideia Seminars Source: Agendas and Sign In Sheets (Parent input in decision-making for the school, including programs for Unduplicated Pupils and those with exceptional needs.)	To Be Established in 2024-2025 Measuring Participation Rates of Parents in Learning Programs	No Seminars Were Held Due to Time Constraints and Lack of Planning by Administration	Benchmark for 2025-26 3 Parents attended Seminar for 2025-206	Once a Benchmark is Set, a Target will be established	No comparison data
2.5	Data Collection: Parentage of Out of Class Time.	Baseline will be established in 2024-2025	Incomplete Data - No Benchmark	This Metric has been deleted.	Metric deleted.	Metric deleted.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Aides will chart daily the number of minutes daily spent outside of the general learning environment.					

Goal Analysis [2025-26]

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

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

2.1 Save the Children Contribution: This Action was FULLY IMPLEMENTED: The services as described in the Action were provided even though one of the positions was not refilled half-way through the year. This was accomplished, as other personnel contributed to ensuring services continued to be delivered.

2.2 Attendance-Business Technician: This Action was FULLY IMPLEMENTED:

2.3 Parent Communication System: This Action was FULLY IMPLEMENTED:

2.4 Parent Engagement: This Action was PARTIALLY IMPLEMENTED: The district did not do its due diligence in providing enough engagement activities throughout the year. District planning to ensure a robust offering of opportunities to parents was not adequately planned, thus resulting in decreased parent engagement participation activities.

2.5 Behavior Support Aides: This Action was FULLY IMPLEMENTED: The employee turnover did not impact the implementation of the Action, as other school personnel participated to ensure services continued to be delivered during periods of employee turnover.

Relevant Challenges and Successes experienced with the implementation process of Actions: There were no particular challenges nor successes of note with implementation of Actions under this Goal, except as indicated for Action 2.4.

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

The total estimated funds spent for each of the Actions below reflect a 12% or more difference between the planned expenditure and the estimated actual expenditure for the Action.

2.1 Save the Children Contribution: 50% of the funds were spent. This was due to one of the positions not being refilled 1/2 way through the year.

2.2 Attendance and Business Technician: Increased expenditures were due to adjustments made to employee salary and benefits.

2.3 Parent Communication System: Increased expenditures due to providing increased communication opportunities for parents and increase in communication platform costs.

2.4 Parent Engagement: Even though there was a decrease in the number of opportunities for parents to engage in educational activities, the activities provided did result in expenditures above what was anticipated.

2.5 Behavior Support Aides: 43% of the funds were spent. Less than anticipated was spent due to employee turnover. Position was not refilled with original LCAP funding. BASC Grant funds were utilized instead and calculated into the total expenditures for the Action in the 2025-26 Annual Update Table.

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

Action 2.1 Save the Children Contribution: Due to receiving only one completed survey in response to the evaluation of the Save the Children programs, the district is unable to draw meaningful conclusions regarding the overall effectiveness or impact of the services provided. While anecdotal evidence and informal observations may suggest areas of benefit or concern, the absence of sufficient educational partner feedback limits the ability to assess program strengths, identify challenges, or determine alignment with student and family needs. The lack of participation in the survey itself may indicate a need to re-evaluate outreach strategies, communication methods, or the level of educational partner engagement with the program.

Action 2.2 - Attendance Business Technician: Effective (Contributing Action Metric 2.2) - The Attendance Technician role has proven effective in supporting improved student attendance across all major student groups. Chronic absenteeism overall (All Students group) increased by 1.4% during the 2024-25 school year but over the last two Dashboard data years, chronic absenteeism has decreased for every significant student group, including the All Students group. District is pending results for 2026 but became more active in the SARB Process. Attendance Technician has played a critical role in strengthening attendance interventions, improving family outreach, and supporting re-engagement strategies. The data reflects positive progress in aligning attendance efforts with the district's LCAP goals.

Action 2.3 - Parent Communication Systems: Effective (Contributing Action Metric 1.3, 1.8, and 2.3) - Parent communication efforts during the 2025-2026 school year have been largely effective, with successful contact made for 98% of enrolled students, which is an 8% improvement. Facilitating and providing timely communication regarding student academic progress is proving effective in keeping students on pace with grade level learning requirements as reflected by SBAC results.

Action 2.4 - Parent Engagement Activities: Ineffective (Contributing Action Metric 1.3, 1.8, and 2.4) One seminar was held during the 2025-26 school year. Three parents attended. Administration needs to provide more effective outreach.

Action 2.5 - Behavior Aides: Partially Effective (Contributing Action Metric 1.3, 1.8, 2.5, 5.8, and 5.9) Student survey results indicate a high percentage of students feel safe at school. There have been no incidents prompting student expulsion in years and over a two-year period the student suspension rate has decreased for all student groups and only increased by one percent of ELs. No data was collected as outlined for Metric 2.5. By observation, the behavior of the identified students improved but effectiveness based on data for this metric could not be determined.

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.

The Action Description for all Actions under this Goal have been revised in language only. The components within each Action remain. Revision of Action Descriptions was accomplished with the intent to provide educational partners with a more concise description to enhance readability and deliver a more focused description of the services provided under each Action.

Action 2.1 - This Action has been removed from the LCAP. The district will no longer be making a fiscal contribution to this Action, as Save the Children will fund the cost in total.

Action 2.5 - Metrics to monitor the effectiveness of this Action have been updated and reflected in the Increased and Improved Services section (Required Descriptions) of the LCAP.

Metric 2.5 - This Metric has been deleted from this Goal, as data is very challenging to collect, thus impacting accuracy of results.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Save the Children Contribution	Support early childhood readiness, family engagement, and student support services through partnership with Save the Children programs. This Action has been deleted from the LCAP for 2026-27.		

Action #	Title	Description	Total Funds	Contributing
2.2	Attendance-Business Technician	Provide a staff position to monitor attendance data, address chronic absenteeism, and coordinate family communication and intervention efforts.	$85,316.00	Yes
2.3	Parent Communication System	Provide multiple communication platforms and tools to strengthen timely communication and family engagement.	$5,700.00	Yes
2.4	Parent Engagement Activities	Provide parent engagement activities and learning opportunities that strengthen family involvement in student success.	$10,000.00	Yes
2.5	Behavior Support Aides	Provide behavioral intervention support to students and classrooms to improve student behavior and minimize instructional disruptions.	$71,447.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal #3 - All students will be provided the opportunity to be actively engaged learners in an environment (inside and outside the classroom) that is positive and conducive to learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal #3 focuses on creating an environment where all students have the opportunity to be actively engaged learners in a positive and conducive learning environment, both inside and outside the classroom. Let's break down this goal:

All Students: Similar to Goal #1, this emphasizes inclusivity and ensures that every student, regardless of background or ability, has the opportunity to be actively engaged in their learning.

Opportunity to be Actively Engaged Learners: This goal recognizes the importance of student engagement in the learning process. Actively engaged learners are motivated, curious, and involved in their learning experiences. They participate actively, ask questions, seek understanding, and apply knowledge in meaningful ways.

In an Environment: This emphasizes the context in which learning takes place. The learning environment includes both physical spaces (such as classrooms, libraries, and common areas) and the social and emotional climate of the school community.

Positive and Conducive to Learning: This aspect of the goal highlights the importance of creating a supportive, welcoming, and nurturing environment where students feel safe, respected, and valued. A positive learning environment fosters a sense of belonging, encourages risk-taking, and promotes academic and personal growth.

Inside and Outside the Classroom: Learning doesn't only happen within the four walls of a classroom. It extends to various settings within the school, such as hallways, playgrounds, and extracurricular activities, as well as beyond the school gates into the community. This goal recognizes the importance of providing opportunities for active engagement and learning in all these contexts.

Overall, Goal #3 reflects a commitment to holistic education that goes beyond academic achievement to encompass the social, emotional, and personal development of students. It emphasizes the importance of creating a positive and supportive learning environment where students feel empowered to explore, discover, and succeed, both academically and personally. By achieving this goal, schools can nurture students' love for learning and equip them with the skills and mindset they need to thrive in school and in life.

Following a needs assessment presentation by Barbara Aved and Associates, it became evident that parent Educational Partners were seeking more activity and engagement opportunities for their children. In response, the district aims to address these suggestions through the implementation of this goal. Additionally, the district recognizes the importance of fostering a sense of pride and ownership among Educational Partners regarding the facilities where these activities would take place. This goal aims to not only provide appropriate activities and engagement opportunities but also cultivate a strong sense of community investment in the facilities, further enhancing the overall experience for students and Educational Partners alike. See Needs Assessment: https://tinyurl.com/46yd8357

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	End of Year Educational Partner Survey (Students Grades 5-8) Source: https://tinyurl.com/yc4nnvsd	Overall Average Score 4.06 3661/902 82 Students Responded Measures interests, needs and areas of improvement	2024-2025 (32 Responses) 2.66	New Survey 8 Responses Average: 3.29 All categories	Overall all score will be higher then 4.25 Annually	No comparison data as this is a new survey.
3.2						
3.3	Number of Students Enrolled in Alternative Program	Baseline Data (2023-24) IRC - 1 Community Day - None Court Community - 2	2024 Data IRC - None (Sunnyside only has informal) Community Day - 1 Court Community - 0	2025-2026 Data IRC - None (Sunnyside only has informal & one student who moved after being formally placed in IRC) Community Day - 0 Court Community 0	0 Students Participating in Each Program	IRC: Decrease of 1 Community: No difference Court Community: Decrease of 2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Percentage of Students Participating in Outside of Hours School Related Activity Source: Aeries	To Be Established in 2024-2025	No Data Collected - Change in Administration and Metric was not Communicated to Lead Behavior Administrator	No Data Collected This Metric has been deleted.	100% of the students in Grades 3-8 are participating	No comparison data. Metric has been deleted.
3.5	Facility Repair Status	Williams 2023 -2024 All Eight Areas: Good	2024-2025 Data All Eight Areas: Good	2025-2026 All Eight Areas: Good	Good or Higher Score in All 8 Categories	No difference
3.6	Percentage of Fully Credentialed Teachers Percentage of Properly Assigned Teachers	2023-2024 88% of teachers are fully credentialed 100% of teachers are properly assigned	2024-2025 Data 16/17 Fully Credentialed = 94.1% 16/17 Properly Assigned = 94.1%	2025-2026 Data 18/19 Fully Credentialed = 94.7% 19/19 Properly Assigned = 100%	100% of Teachers are Fully Credentialed 100% of Teachers are Properly Assigned	Increase in Percentage of Fully Credentialed (+6.7%) No difference in Percentage Properly Assigned
3.7	Reduction in Behavioral Referrals	To be Established in 2026-2027		No Data Collected: A majority of behaviors were addressed through other means. (2025-26)	Annual Reduction of Behavioral Issues for Students Participating in Performing Arts	No Data Available

Goal Analysis [2025-26]

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

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

3.1 Climate and Culture: This Action was FULLY IMPLEMENTED.

3.2 Facility Support: This Action was FULLY IMPLEMENTED: There were a few additional projects completed.

3.3 Special Services Learning Environment: This Action was FULLY IMPLEMENTED.

3.4 Extra-curricular Support: This Action was FULLY IMPLEMENTED.

3.5 Performing Arts: This Action was PARTIALLY IMPLEMENTED: Not as many performing arts events were undertaken this school year.

There were no particular challenges nor successes of note with implementation of Actions under this Goal. Implementation was smoothly facilitated for each Action.

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

The total estimated funds spent for each of the Actions below reflect a 12% or more difference between the planned expenditure and the estimated actual expenditure for the Action.

3.1 Climate and Culture: Increase in activities and materials provided to improve Climate and Culture accounted for the increase in costs.

3.2 Facility Support: 185% of planned amount was spent. This was due to additional projects being completed.

3.3 Special Services Learning Environment: 23% of the funds were expended. With more members of consortium for IRC and ADA funds, the over all cost of the programs were reduced.

3.4 Extracurricular Support: The district spent slightly more than initially anticipated, mainly due to basic cost increases. This budget line funded athletics, music, etc. District is in good position with quality materials.

3.5 Performing Arts: This action was 4% of budget. There was only one major performing arts event...OnStage.

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

3.1 Climate and Culture: Effective (Contributing Action Metrics 3.1, 2.2, and 5.7) Student survey results indicate a high percentage of students feel a strong sense of school safety and connectedness. There have been no incidents prompting student expulsion in years and over a two-year period the student suspension rate has decreased for all student groups and only increased by one percent of ELs. Over a two-year period, chronic absenteeism has decreased for all significant student groups. Also, based per Metric 3.1 data, there exists a moderate level of satisfaction with the school's climate and culture. While this score indicates that some positive perceptions exist, it also reflects room for significant growth. This suggests a need for both improved outreach to gather more comprehensive feedback and continued efforts to strengthen the school's climate through inclusive practices, relationship-building, and student-centered initiatives. Additional educational partner engagement and follow-up data will be essential to accurately assess progress and guide next steps.

3.2 Facility Support: Effective (Contributing Action Metrics 2.2, and 3.2) Student, staff, and parent survey results indicate a high percentage feel a strong sense of school safety and connectedness. This speaks to site security. The 2025-2026 Williams Facilities Inspection Tool (FIT) results indicate that the district's facility support is effective, with all eight evaluated areas receiving a rating of "Good." This demonstrates that school buildings are clean, safe, and functional, and that the district is meeting state standards for the learning environment. The consistent performance across all categories reflects a proactive approach to maintenance, safety, and operational upkeep. A physically aesthetic campus also contributed to the engagement level of students in school. Over a two-year period, chronic absenteeism has decreased for all significant student groups.

However, the absence of any areas rated as "Exemplary" suggests there is still room for improvement. Targeted enhancements—such as modernization efforts, preventive maintenance strategies, or upgrades to aging infrastructure—may be needed to elevate overall facility quality. While the current results show no immediate concerns, a focus on continuous improvement could ensure facilities not only meet but exceed expectations in future evaluations.

3.3 Special Services Learning Environment - (Contributing Action Metrics 1.3, 1.8, 3.3, and 5.9) In 2025-2026, no students were placed in formal alternative educational settings such as the Intensive Resource Classroom (IRC), Community Day School, or Court Community School. At Sunnyside, only informal IRC support exists. The absence of referrals suggests that current site-based interventions, behavior supports, and inclusive practices are effectively meeting student needs within the general education environment. The program will move to Alta Vista Elementary for the 2026-27 school year. Student survey results indicate a high percentage of students feel a strong sense of school safety and connectedness at school.

3.4 Extracurricular Support - Inconclusive: (Contributing Action Metrics 1.3, 1.8, and 3.4) At this time reporting of any data would not be considered prudent and accurate. NOT MEASURED -Record keeping desegregating of data by time was done.

3.5 Performing Arts- Effective: Full band program. One stage event (OnStage with TCOE) - The metrics to measure effectiveness were 1.11 and 5.9. Both of these data outcomes reflect a high level of student engagement in school.

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.

The Action Description for all Actions under this Goal have been revised in language only. The components within each Action remain. Revision of Action Descriptions was accomplished with the intent to provide educational partners with a more concise description to enhance readability and deliver a more focused description of the services provided under each Action.

Metric 3.1 - A new survey was utilized that better informs the district on student feedback related to services provided to them and areas for possible improvement and interests. This change also contributes to the ability to more effectively monitor progress and Action effectiveness.

Metric 3.4 - This Metric has been deleted from this Goal, as data is challenging to collect, thus impacting accuracy of results. It has also been removed as a measure of progress for Action 3.4.

Metric 3.7 - Metric Title has been revised. The district will also now track referral counts only for all students, as over 90% of students enrolled are Unduplicated. This provides the ability of the district to efficiently and accurately track progress, thus better informing upon Action effectiveness.

Action 3.1 - Metric 5.9 has been added as a measure of progress for purposes of determining Action effectiveness.

Action 3.2 - Metrics 3.5, 5.9 and 5.11 have been added as a measure of progress for purposes of determining Action effectiveness.

Action 3.3 - The Alternative Achievement Program (APP) has been removed as a component of the Action, as the district no longer has APP students.

Action 3.5 - Metric 3.7 will no longer be utilized to measure Action effectiveness. Metrics 1.11 and 5.9 will now support determination of Action effectiveness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Climate and Culture	Enhance school climate through positive campus environments, student engagement activities, and welcoming learning spaces.	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Facility Support	Improve school facilities, extracurricular spaces, and student activity areas to support student engagement and well-being.	$75,000.00	Yes
3.3	Special Services Learning Enviornment	Provide consortium-based alternative learning environments and intervention programs to support students with intensive academic and behavioral needs.	$75,000.00	Yes
3.4	Extra Curricular Activities Support	Support extracurricular programs such as music, athletics, and performing arts through materials, equipment, and program funding.	$10,000.00	Yes
3.5	Performing Arts	Provide performing arts opportunities that promote creativity, student engagement, communication skills, and school connectedness	$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Goal #4 - English Language Learners, including Long Term English Learners (LTELs) will be provided with systems of support to overcome language learning barriers.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal #4 focuses on providing English Language Learners (ELLs), including Long-Term English Learners (LTELs), with the necessary systems of support to overcome language learning barriers. Let's break down this goal:

English Language Learners (ELLs): This refers to students whose primary or heritage language is not English and who are in the process of acquiring proficiency in English. ELLs may have varying levels of English language proficiency and require additional support to succeed academically.

Long-Term English Learners (LTELs): LTELs are ELLs who have been identified as having significant difficulty achieving English language proficiency over an extended period. These students may have been in English language programs for several years without making significant progress.

Systems of Support: This refers to the structures, resources, and interventions put in place to assist ELLs and LTELs in their language learning journey. Systems of support may include specialized instructional strategies, targeted interventions, language development programs, English as a Second Language (ESL) support, tutoring, and other forms of academic assistance.

To Overcome Language Learning Barriers: This emphasizes the goal of removing obstacles and challenges that ELLs and LTELs face in acquiring English language proficiency. Language learning barriers may include limited exposure to English, cultural and linguistic differences, academic vocabulary challenges, and gaps in background knowledge.

Overall, Goal #4 underscores the importance of addressing the unique needs of ELLs and LTELs to ensure their academic success and language proficiency. By providing tailored systems of support, we can help these students overcome language learning barriers and fully participate in educational opportunities. This goal reflects a commitment to equity and inclusion by ensuring that all students, regardless of language background, have access to the resources and support they need to thrive academically and linguistically.

Data from assessments such as ELPAC, CAASPP, and other data-driven measures highlighted the urgent need for the district to address the needs of both English Language Learners (ELLs) and Long-Term English Learners (LTELs). The distance from the standard on the

California Dashboard underscores the significant need for intervention and support. While students who are reclassified as proficient in English are showing considerable growth, there is a pressing need to accelerate the reclassification process for LTELs to maximize their chances of academic success. This goal aims to prioritize targeted support and interventions for ELLs and LTELs to ensure they receive the necessary resources and opportunities to succeed academically and linguistically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC Assessment Results - Distance from Standard (English Language Arts and Math) Source: California Dashboard	2023 All English Leaners Including LTELs (ELA): 131 Points from Standard All English Learners Including LTELs (MATH): 146.9 Points from Standard LTELs (ELA) To be determined upon 2024 Dashboard Release LTELs (MATH) To be determined upon 2024 Dashboard Release	2024 All English Leaners Including LTELs (ELA): 125.5 Points from Standard All English Learners Including LTELs (MATH): 136 Points from Standard LTELs (ELA): 99.9 Points from Standard LTELs (MATH) :140.9 Points from Standard	All English Leaners Including LTELs (ELA): 93.4 points below Standard All English Learners Including LTELs (MATH): 122.7 points below Standard LTELs (ELA): 111.4 points below Standard LTELs (MATH) :143.9 points below Standard (2025 Dashboard)	75 points or less for English Learners (ELA & MATH) from Standard 50 points of less for LTELs (ELA & Math) from Standard	All English Learners Including LTELs (ELA) : Improved 37.6 points All English Learners Including LTELs (Math) : Improved 24.2 points LTELs (ELA): Declined 11.5 points LTELs (MATH): Declined 3.0 points
4.2	Reclassification Rate ofEnglish Learners Source: Aeries	ELs and LTELs 0% (2023 Data)	2024-2025 13/64=20.3% All reclassified students in 2024-2025 were LTELs.	2025-2026 9/104 = 9%	Percentage of EL Reclassified Annually to be 50% or greater	9% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	English Learner Progress Source: California Dashboard	Percentage of English Learners make progress toward English Language Proficiency 40.7% Source: 2023 California Dashboard	2024 English Language Proficiency 32% (Decline 8.7%)	51.1% of English Learners made progress toward English language proficiency. (2025 Dashboard)	Percentage of English Learners making progress toward English Language Proficiency exceeds 75%	Increase of 10.4%
4.4	How the Programs and Services Will Enable English Learners to Access the CCSS and the ELD Standards for Purposes of Gaining Academic Content Knowledge and English Language Proficiency	Number of Students Receiving a Level III or IV on Summative ELPAC 2023-2024:	Current Data 2024-2025'(Grades 3-8 Only) 42/78 = 54% students received a ELPAC Overall Score of 3 or 4 Will use as baseline - new coordinator without data access	Current Data (all grades) 42/104 = 40.4% students received an ELPAC Overall PL Score of 3 or 4 Grades 3-8 Only 16/73 = 21.9% (2025-26)	80% of the students achieving a Level III or Level IV Summative ELPAC Score	Grades 3-8 Only: 32.1% decrease No comparable data for "all grades"

Goal Analysis [2025-26]

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

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

4.1 Teacher on Special Assignment (TOSA) – English Language Development (ELD): This Action was FULLY IMPLEMENTED.

4.2 Additional ELD Support: This Action was FULLY IMPLEMENTED.

There were no particular challenges nor successes of note with implementation of Actions under this Goal. Implementation was smoothly facilitated for each Action.

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

There were no Actions under this Goal with a material difference in expenditures.

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

Action 4.1 - Partially Effective (Contributing Action Metrics 1.3 and 4.2) 2025 Dashboard results indicate ELA and Math gains for ELs but declines for LTELS. English Learner progress toward English language proficiency is improving but Reclassification rates of ELs and LTELS remain low. Current year results are pending but the district believes based upon observation, outcome will increase significantly due to the change in the testing culture.

Action 4.2 - Effective (Contributing Action Metric 4.3) EL progress toward English language proficiency has increased 10% over the last two years. Other measures of progress (SBAC Math and ELA results) also reflect increased academic achievement by ELs. Current year SBAC results are pending and the district believes results will reflect a continued improvement trend.

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.

The Action Description for all Actions under this Goal have been revised in language only. The components within each Action remain. Revision of Action Descriptions was accomplished with the intent to provide educational partners with a more concise description to enhance readability and deliver a more focused description of the services provided under each Action.

Action 4.1 - The Action Description has been revised to include an English Learner Aide. This position will provide assistance to the EL TOSA in addressing the identified needs of English Learners.

Metric 4.2 - The Target for Year 3 Outcome has been revised based on the rate of Reclassification progress.

Action 4.1 and Action 4.2 - Metrics to measure Action effectiveness will now be Metrics 4.1, 4.2, and 4.3, as they align more accurately to Action focus.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Teacher on Special Assignment (TOSA) - English Language Development	Provide targeted English Language Development instruction, intervention, and teacher support for English learners and Long-Term English Learners. English Learners will also be supported through the services of an EL Aide assisting the TOSA in addressing the identified needs of students. RED DASHBAORD INDICATOR addressing ELA (English Learners) and Math (English Learners)	$159,675.00	Yes
4.2	Additional ELD Support	Provide additional English Language Development instruction and support for junior high English learner students. RED DASHBAORD INDICATOR addressing ELA (English Learners) and Math (English Learners)	$18,938.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Goal #5 - All students will be provided both social, emotional, and health supports required to be a successful well-functioning member of our learning community.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal #5 centers on ensuring that all students are provided with the social, emotional, and health supports necessary to become successful, well-functioning members of the school learning community. Let's delve into this goal:

All Students: Just like the previous goals, this emphasizes inclusivity, indicating that every student, irrespective of background or ability, should have access to the supports mentioned.

Social, Emotional, and Health Supports: These encompass a wide range of services and interventions aimed at promoting students' well-being and holistic development. Social supports may include programs that foster positive peer relationships, teach conflict resolution skills, and promote inclusivity and empathy. Emotional supports involve strategies to help students understand and manage their emotions effectively, develop resilience, and cope with stress and challenges. Health supports encompass access to physical health services, mental health counseling, health education, and promoting healthy lifestyle choices.

Required to be a Successful Well-Functioning Member: This highlights the belief that addressing students' social, emotional, and health needs is essential for their overall success and functioning within the school community. Students who feel supported in these areas are more likely to engage in learning, exhibit positive behavior, build meaningful relationships, and contribute positively to the school environment.

Of Our Learning Community: This emphasizes the interconnectedness of students within the school community and the role of the school in providing a nurturing and supportive environment for all its members. It underscores the idea that students' social, emotional, and health needs are integral to their academic success and overall well-being.

Overall, Goal #5 underscores the importance of a comprehensive approach to education that goes beyond academic achievement to prioritize students' social, emotional, and health development. By providing the necessary supports in these areas, schools can create an environment where all students feel valued, supported, and empowered to reach their full potential as successful members of the learning community. This goal reflects a commitment to promoting holistic student growth and fostering a positive and inclusive school culture.

SUMMARY - After seeking input from Educational Partners, the district identified a critical need for both mental and physical health support. All Educational Partners expressed a consensus regarding the importance of maintaining mental health services, such as school psychologists, in addition to general healthcare resources. The implementation of these supports is seen as essential for enhancing student well-being, improving attendance, and increasing engagement in academic and extracurricular activities. By prioritizing both mental and physical health support, the district aims to create a nurturing and supportive environment where students can thrive academically and personally.

Supports (Local Data)
Comprehensive Needs Assessment: https://tinyurl.com/46yd8357
End of Year Psychology Case Load: 2023-24 Caseload 20 Students + 5 Students from IRC
End of Year Health Survey: See Metric 5.1

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	End of Year Health Survey (Grades 6 - 8 and Parents) Source: https://tinyurl.com/3vbr62yh	Junior High 2023-24 Survey Average: 3.65 Measuring Overall Effectiveness of Health Dept.	2024-2025 Survey Results (Parents Only 19) Average 3.92	2025-2026 Survey Results (Parents Only 8) Average: 3.25	Average Score of 4.25 or higher	Decrease of .40
5.2	End of Year Psychology Case Load Data	20 Students - Regular Caseload 5 Students - IRC Caseload	2024-2025 Data Psychology Caseload: 9 Students IRC Caseload: 7 Students Social Worker's Caseload: 58 Students	2025-2026 Data School Psychology Caseload: 14 Students Assessments: 5 Social Worker Caseload: 52 Students IRC Caseload: 5 Students	Not to Exceed 20 Students Annually from Psychologist O Students from IRC 30 Students Annually from Social Worker	Psychologist - Decrease of 6 IRC - No difference Social Worker - Decrease of 6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	Number of Behavior Referrals Outside of Classroom (Breaks, Lunch, Etc.) Source: Aeries	Baseline to be established in 2024-2025 as environment data has never been separated before.	Inconclusive Data Baseline to be Reestablished	Inconclusive Data Baseline to be Reestablished Minimal Number: Activities were designed during 3-8 Lunch Periods limiting behaviors	Target outcome will be established once Baseline is set	No Conclusive Data
5.6	Middle school dropout rates	2023-2024 0%	2024-2025 0%	2025-2026 0%	0% Dropout Rate	No difference
5.7	Pupil Suspension Rates	2023 Ca Dashboard School-wide (All Students) - 5.7% Hispanic 5.7% (RED) SED 5.8% White 6.3% English Learners 2.8%	2024 Ca Dashboard School Wide (All Students) - 2.7% Hispanic - 1.9% SED - 2.5% English Learners: 0.7% LTEL - 0% White - No Performance Color	All Students - 5% English Learners - 3.8% Long Term English Learners - 6.7% Socioeconomically Disadvantaged - 5.5% Hispanic - 4.1% White - 25% (2025 Dashboard)	Less Than 3% School-wide and for all significant student groups Hispanic <3% (RED) SED <3% White <3% English Learners <3% LTELs - <3%	All Students: 0.7% decrease Hispanic: 1.7% decrease SED: 0.3% decrease White: 18.7% increase English Learners: 1% increase
5.8	Pupil Expulsion Rates	2023-2024 0%	2024-2025 0%	2025-2026 0%	0% Expulsion Rate	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.9	Student Safety Survey (i.e. Healthy Kids or Local Survey) 1. Sense of School Safety 2. Sense of Connectedness to School	Healthy Kids Survey Spring 2024 Sixth and Seventh Graders Very Safe: 11%/9% Safe: 43%/35% Neither Safe or Unsafe: 29%/22% Unsafe: 4%/13% Very Unsafe: 14%/22% 5th-8th Grade Local Survey Overall Safety (Classroom, Break, Transportation, Trips) Very Safe: 166 Safe: 128 Somewhat Safe: 19 Unsafe: 6 Baseline Data for parents will be established in 2024-2025 Baseline Data for teachers will be established in 2024-2025 1. Sense of Connectedness will be included in the 2024-2025 Survey	School Wide Local Survey I am Safe at School Very Safe: 11.8% Safe: 45.1% Neutral 33.7% Somewhat Safe: 3.9 Unsafe 5.9% Baseline data will be established for parents and staff in the 2025-2026 school year	Student Survey Results (I feel safe when I am at school.) Strongly Agree: 49.3% Agree: 41.3% Disagree: 6.7% Strongly Disagree: 2.7% Student Survey Results - School Connectedness (I feel connected to this school and the people here): Strongly Agree: 42.1% Agree: 48.7% Disagree: 5.3% Strongly Disagree: 3.9% (2025-26)	100% of the students feel safe or very safe on campus 100% of students feel connected to school and staff	No comparison data - New survey
5.10	Chronic Absenteeism	(2022-2023)	2023-2024	All Students - 15%	Below 5% for significant student	All Students: 8.3% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source - California School Dashboard)	All Students - 23.3% (Declined - 16.4%) English English - 15.5% Socioeconomically Disadvantaged - 23.8% Hispanic - 21.9% Long Term English Learners - 13.8% Students with Disabilities: 53.3%	All Students 13.6% English Learners - 8.8% Socioeconomically Disadvantaged - 14.2% Hispanic - 12.9% Long Term English Learners 5.6% Students with Disabilities - 30%	English Learners - 10.1% Long Term English Learners - 10% Socioeconomically Disadvantaged - 15.3% Hispanic - 14.3% Students with Disabilities - 29.7% (2025 Dashboard)	groups All Students - <5% English English - <5% Socioeconomically Disadvantaged - <5% Hispanic - <5% Students with Disabilities - <5% LTEL - <5%	English Learners: 5.4% decrease Long Term English Learners: 3.8% decrease Socioeconomically Disadvantaged: 8.5% decrease Hispanic: 7.6% decrease Students with Disabilities: 23.6% decrease
5.11	Staff and Parent Sense of School Safety and Connectedness	Baseline with be established with results of 2025-26 Surveys.		Staff Survey Results - School Safety (I feel physically safe at this school): Strongly Agree: 57.7% Agree: 34.6% Disagree: 3.8% Strongly Disagree: 3.8%	100% of Staff feel physically safe at school (Strongly Agree and Agree) 100% of Staff feel connected and belonging to the school community (Strongly Agree and Agree) 100% of Parents feels the school provides a safe physical environment for	No comparison data available. In 2026 a New Survey Format was used.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Staff Survey Results - School Connectedness (I feel a sense of connection and belonging to this school community): Strongly Agree: 61.5% Agree: 26.9% Disagree: 11.5% Strongly Disagree: 0% Parent Survey Results - School Safety (The school provides a safe physical environment for students and families): 9 Responses Strongly Agree: 66.7% Agree: 22.2% Disagree:0%	students and families (Strongly Agree and Agree) 100% of Parents feel a strong sense of connection and belonging to the school community (Strongly Agree and Agree)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Strongly Disagree: 11.1% Parent Survey Results - School Connectedness (I feel a strong sense of connection and belonging to this school community.): 9 Reponses Strongly Agree: 66.7% Agree: 22.2% Disagree: 0% Strongly Disagree: 11.1% (2025-26)		

Goal Analysis [2025-26]

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

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

5.1 Licensed Vocational Nurse (LVN): This Action was FULLY IMPLEMENTED.

5.2 School Psychologist: This Action was FULLY IMPLEMENTED.

5.3 County Health Nurse: This Action was FULLY IMPLEMENTED.

5.4 SEL Playground Coordinator: This Action was FULLY IMPLEMENTED.

5.5 Part-Time Health Clerk: This Action was FULLY IMPLEMENTED.

There were no particular challenges nor successes of note with implementation of Actions under this Goal. Implementation was smoothly facilitated for each Action.

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

The total estimated funds spent for each of the Actions below reflect a 12% or more difference between the planned expenditure and the estimated actual expenditure for the Action.

5.2 School Psychologist: Salary and benefits cost increases of the position accounted for the increased expenditure amount.

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

5.1 Licensed Vocational Nurse and 5.3 County Health Nurse: Effective (Contributing Action Metrics 2.2, 5.1, and 5.9)
Based on only 8 responses completed parent surveys, the health department received an average score of 3.33 out of 5, indicating a generally positive perception of the services provided. This suggests that parents feel the health department is responsive, supportive, and contributes positively to student well-being. Student Survey (2.86/4.0) response indicated a general overall satisfaction with services provided. Over the previous two years, chronic absenteeism rates of all significant student groups has declined.

5.2 School Psychologist: Effective (Contributing Action Metrics 2.2, and 5.2) Over the previous two years, chronic absenteeism rates of all significant student groups has declined. The 2025-2026 data also indicates that Sunnyside is actively providing layered mental health support through multiple service providers. The psychologist is supporting a focused caseload of 14 students, primarily for assessment and eligibility purposes, . Most notably, the school social worker is supporting a broad caseload of 52 students, suggesting that mental health and socio-emotional needs are prevalent across the student body. Also effective based on results of Metrics 5.1 and 5.2.

This multi-tiered structure reflects an effective system of support that addresses both intensive and preventive needs. The ability to maintain manageable psychologist and IRC caseloads likely enhances service quality, while the social worker's broad reach shows that the district is committed to proactively supporting student wellness. However, the high social work caseload may indicate the need for additional staffing or resources to ensure that all students receive timely, individualized support. Continued monitoring of referral trends and student outcomes will be essential to determine long-term effectiveness and sustainability.

5.4 SEL Playground Coordinator - (Contributing Action Metrics 5.4, and 5.7) - No hard data collected, except for the maintaining of a low percentage of suspension for most all student groups. Based upon observation there was a significant reduction in inappropriate behaviors

during 3-5 and 6-8 lunch and break periods. Better data collection practices will be implemented during the 2026-27 school year. Effective based upon observation, low suspension rates and students demonstration of appropriate interactions among peers during activities, especially at the 3rd - 5th Grade level.

5.5 Health Clerk: Effective (Contributing Action Metrics 2.2, and 5.9) - Over the previous two years, chronic absenteeism rates of all significant student groups has declined. Based on 8 completed parent surveys, the health department received an average score of 3.33 out of 5, indicating a generally positive perception of the services provided. This suggests that parents feel the health department is responsive, supportive, and contributes positively to student well-being. Students' sense of connectedness to school and that school provides a caring and welcoming environment was very high.

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.

The Action Description for all Actions under this Goal have been revised in language only. The components within each Action remain. Revision of Action Descriptions was accomplished with the intent to provide educational partners with a more concise description to enhance readability and deliver a more focused description of the services provided under each Action.

Metric 5.4 - This metric has been a challenge to monitor progress, but the district feels that a measure of where behavior incidents occur is important, as it can help to inform needed action(s) to be undertaken. A renewed emphasis on efficiently collecting this data will be implemented to ensure data results are available reflective of the 2026-27 school year.

Metric 5.11 - Metric was added to meet LCFF Priority requirements. Target for Year 3 Outcome was established to align with progress monitoring format.

Action 5.2 - Metric 5.7 has been added a metric to measure Action effectiveness, as there is a direct tie to services provided to students

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Licensed Vocational Nurse	Provide daily school health services and nursing support to address student medical needs and support student attendance and learning.	$114,891.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	School Psychologist	Provide mental health services, student interventions, MTSS leadership, and student support services to promote student well-being and success.	$108,279.00	Yes
5.3	County Nurse Contract	Provide registered nursing services, health trainings, and coordination with county and community health agencies.	$55,000.00	Yes
5.4	SEL Playground Coordinator	Provide structured student engagement and social-emotional learning activities during recess and break times to improve student behavior and school climate. RED INDICATOR - Hispanic Suspension Rates	$103,459.00	Yes
5.5	Part-Time Health Clerk	Provide daily health office support to address student health needs and return students to class promptly.	$41,570.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,375,940	$179,514

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
41.101%	6.228%	$205,793.98	47.329%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Computer Technician **Need:** Action: Computer Technician Need #1 : Local Surveys: In order for unduplicated students to be successful academically, there is a need to improve device management and services. This needs are based on local surveys as indicated below:	The computer technician will provide support that unduplicated students need in regarding access to computer technology and services that allow for extended and effective learning. The computer technician will provide equipment maintenance, implementation of new technology, and serve as primary point of contact for all technology-related matters so unduplicated students have consistent access to necessary technology resources.	Metric 1.1 End of Year Survey on Effectiveness, Availability, and Condition (Students and Staff) Source: https://tinyurl.com/4v2fnkv3 Metric 1.3 (Math) & 1.8 (ELA) - SBAC Assessment

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
	BASELINE DATA TO SUPPORT NEED (24-25 LCAP) Staff: 2.41 on a scale of 3 Parents: 3.94 on a scale of 5 Students: 1.93 on a scale of 3 Better Conditioned Devices is a need expressed in the Sunnyside Comprehensive Needs Assessment performed by Barbara Aved and Associates during the 2023-2024 school year. Need #2 : Better support and access to technology will improve student performance on the SBAC ELA and Math for English Language Leaners, Socio Economically Disadvantaged. (Source: California School Dashboard) English Language Arts Overall - 98.2 Points Below Standard English Learners - 131.1 Points Below Standard Socio Economically Disadvantaged - 102.8 Points Below Standard Math Overall - 124.6 Points Below Standard English Learners - 146.9 Points Below Standard Socio Economically Disadvantaged - 128.7 Points Below Standard Scope: LEA Wide	Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist student populations.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	**Action:** Technology Hardware and Software **Need:** Action: Improved and Increased Technology Hardware and Software BASELINE DATA TO SUPPORT NEED (24-25 LCAP)Need: Students need access to usable technology. Students need usable devices to increase study including devices at home. Source: Comprehensive Needs Assessment Need #2 : Better support and access to technology will improve student performance on the SBAC ELA and Math for English Language Leaners, Socio Economically Disadvantaged. (Source: California School Dashboard) English Language Arts Overall - 98.2 Points Below Standard English Learners - 131.1 Points Below Standard Socio Economically Disadvantaged - 102.8 Points Below Standard Math Overall - 124.6 Points Below Standard	The computer technician will provide support that unduplicated students need in regarding access to computer technology and services that allow for extended and effective learning. The computer technician will provide equipment maintenance, implementation of new technology, and serve as the primary point of contact for all technology-related matters so unduplicated students have consistent access to necessary technology resources. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist student populations.	Metric 1.1 End of Year Survey on Effectiveness, Availability, and Condition (Students and Staff) Source : https://tinyurl.com/4veh66zn California Dashboard Data for Subgroups in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners - 146.9 Points Below Standard Socio Economically Disadvantaged - 128.7 Points Below Standard Scope LEA Wide **Scope:** LEA-wide		
1.4	**Action:** Transitional Kindergarten - Fifth Grade Physical Education Teacher/Teacher Planning **Need:** Action: To improve unduplicated student health and long term healthy lifestyles. BASELINE DATA TO SUPPORT NEED (24-25 LCAP) Need: Students need a highly qualified teacher specific to physical education based upon the data below collected on 5th grades during the Spring of 2024: • Fitness Zone Fifth Grade • Aerobic Capacity: 23/37= 62.2% • Body Composition NA • Abdominal Strength: 9/32= 28.1% • Trunk Extension:26/36= 72.2% • Upper Body Strength:11/34=32.4% • Flexibility: 7/37=18.9% Need: Additional teacher lesson planning/data analyzation opportunities and peer collaboration to increase quality of lesson and better design and deliver student interventions.	The physical education teacher will work with unduplicated students and break down assessment data by subgroup to ensure that the needs of each subgroup are being addressed. By providing a credentialed P.E. teacher, unduplicated pupils will receive expert instruction in building physical skills through structured lessons, as well as learning about healthy lifestyles. In addition to improving student health, by having a dedicated PE teacher, teachers will have more planning and collegial time that will improve student performance on the SBAC ELA and Math for English Language Leaners, Socio Economically Disadvantaged. (Source: California School Dashboard) Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address	Metric 1.4 Healthy Fitness Zone Fifth Grade Physical Fitness Assessment Metric 1.3 (Math) & 1.8 (ELA) - SBAC Assessment

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
	English Language Arts Overall - 98.2 Points Below Standard English Learners - 131.1 Points Below Standard Socio Economically Disadvantaged - 102.8 Points Below Standard Math Overall - 124.6 Points Below Standard English Learners - 146.9 Points Below Standard Socio Economically Disadvantaged - 128.7 Points Below Standard Scope LEA Wide California Dashboard Data for Subgroups in ELA and Math Scope: School Wide **Scope:** LEA-wide	systemic disparities that may exist student populations.	
1.5	**Action:** Learner Trips **Need:** Action: To provide outside of school learning opportunities for students. Due to financial constraints, many Sunnyside Unduplicated Pupils (principally low-income and English Learners) have limited opportunities to participate in enrichment activities that could aid in building comprehension related to academic content.	Providing student learner trips to unduplicated students will help build connections to in-class instructional learning by providing real world contexts to grade level content, promote connections to prior and future learning, and provide many of the benefits included below. The district will use its due diligence to ensure that all unduplicated students participate in extended learning trips. Learning trips, or educational field trips, can significantly benefit unduplicated students, who typically fall under categories such as foster youth,	Metric 1.5 Percentage of Students Participating in Learning Trips Source: https://tinyurl.com/4mv8xwuk Participation Rates in Learning Trips Metric 2.2 Chronic Absenteeism for All Subgroups

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
	Transportation challenges are often times a barrier as well, as many families do not readily have reliable transportation. BASELINE DATA TO SUPPORT NEED (24-25 LCAP) Performance Levels ELA Overall 98.2 Points below standard English Learners 131.1 Points below standard Hispanic: 99.7 Points below standard Socioeconomically Disadvantaged: 102.8 Points Below Standard Math Overall 124.6 Points below standard English Learners 146.9 Points below standard Hispanic: 124.2 Points below standard Socioeconomically Disadvantaged: 128.7 Points Below Standard Source: California School Dashboard 2023 Student Need #2 : Increased student engagement opportunities to improve chronic student absenteeism rates. Absentee Rates Overall - 23.3% English Learners - 15.5% Socio Economically Disadvantaged - 23.8% Hispanic - 21.9% Source: California School Dashboard Scope: LEA Wide	low-income students, and English learners. These trips provide enriching experiences that are crucial to the educational and social-emotional development of these students. Some key benefits include: Exposure to New Learning Environments: Many unduplicated students may have limited access to learning experiences beyond the classroom. Field trips expose them to museums, historical sites, nature centers, or workplaces, offering new ways to understand concepts taught in school and making learning more tangible and meaningful. Cultural and Social Exposure: Educational trips help students build cultural capital by exposing them to environments they might not otherwise have access to. This can foster a sense of belonging, boost confidence, and increase engagement, particularly for students who may not have exposure to such experiences outside of school. Engagement and Motivation: Hands-on learning experiences can increase student interest and motivation in subjects, especially for students who may struggle with traditional classroom-based instruction. Field trips can create lasting memories that make learning more relevant and engaging. Equity in Learning Opportunities: Unduplicated students often face challenges that limit their access to extracurricular or educational activities. Learning trips provide these students with equal opportunities to participate in educational	Metric 1.3 (Math) & 1.8 (ELA) - SBAC Assessment Metric 4.3 Percentage of English Learners Making Progress Toward Proficiency

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	experiences that their more advantaged peers might take for granted. Connection to Real-World Skills: Trips that involve visits to workplaces, colleges, or community institutions can help unduplicated students visualize pathways for their future. This is especially important for students who may not have family members in similar professions or industries, offering them insights into potential career paths and the skills they need to pursue them. Improved Social Skills: Learning trips often require collaboration, communication, and interaction with peers and adults in new settings, which can help unduplicated students develop important social-emotional skills that are vital for success in both school and life. By providing these students with real-world experiences, learning trips can help bridge gaps in learning, inspire personal and academic growth, and create equitable learning opportunities that may not otherwise be available to them. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address	

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
		systemic disparities that may exist student populations.	
1.6	**Action:** Teacher on Special Assignment (TOSA) - Reading and Literacy and/or Writing **Need:** Action: Reading Literacy provided to all students at their ability level to ensure student engagement. BASELINE DATA TO SUPPORT NEED (24-25 LCAP) Need: 100% of the parents responding to the local LCAP survey in Spanish, stated that the students needed a lot of help in reading Source: Local Data According to the California School Dashboard 2022-2023 Unduplicated Students performed at low proficiency levels. This supports the needs for specialized instruction to improve and increase services to unduplicated students. Red Level on ELA SBAC • English Learners Orange Level • Hispanic • Socioeconomically Disadvantaged Source: Comprehensive Needs Assessment Need #2 : By having onsite dedicated teachers to literacy improvement, there will improve student performance on the SBAC ELA and Math for English Language Leaners, Socio	TOSA-Literacy Teachers will break down data to ensure that unduplicated students are being provided support at their level of proficiency. The TOSA will also support teachers in differentiating lessons to meet the unique need of Unduplicated students, in addition to providing model lesson delivery in the classroom. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist student populations.	Metric 1.3 (Math) & 1.8 (ELA) - SBAC Assessment Metric 1.6 DRA Growth Rates Metric 1.9 STAR Growth Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Economically Disadvantaged. (Source: California School Dashboard) English Language Arts Overall - 98.2 Points Below Standard English Learners - 131.1 Points Below Standard Socio Economically Disadvantaged - 102.8 Points Below Standard Math Overall - 124.6 Points Below Standard English Learners - 146.9 Points Below Standard Socio Economically Disadvantaged - 128.7 Points Below Standard Scope LEA Wide Scope: LEA Wide **Scope:** LEA-wide		
1.7	**Action:** Electives (Materials Only) **Need:** Action: To provide a broad course of study for all students BASELINE DATA TO SUPPORT NEED (24-25 LCAP) Need: Data and comments from the Comprehensive Needs Assessment support the needs for more course offerings to our unduplicated junior high students.	Junior High staff will work with students in developing course offerings that are of interest to students, that have meaningful impact and are provided equitably. A broad range of robust and engaging elective courses can have a profound impact on academic performance for unduplicated students, who may include English learners, foster youth, and low-income students. These students often face additional barriers in their education, such as limited access to resources, language barriers, and social-emotional challenges. Elective courses	Metric 1.7 End of Year Survey on Quality and Offerings (Students 6-8) Source: https://docs.google.com/forms/d/1RbYv53tfYHsNiE4xW3-9ekPDx10H7XBxJxMhPd4WLRg/edit#responses

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
	Source: Comprehensive Needs Assessment English Language Arts Overall - 98.2 Points Below Standard English Learners - 131.1 Points Below Standard Socio Economically Disadvantaged - 102.8 Points Below Standard Math Overall - 124.6 Points Below Standard English Learners - 146.9 Points Below Standard Socio Economically Disadvantaged - 128.7 Points Below Standard Scope LEA Wide Scope: LEA Wide **Scope:** LEA-wide	can play a key role in addressing these obstacles and boosting their academic success. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist student populations.	
1.8	**Action:** 5 Additional Certificated Work Days **Need:** Action: Provides opportunities for staff to collaborate with one another and to develop teacher collective efficacy schoolwide. BASELINE DATA TO SUPPORT NEED (24-25 LCAP)	Additional professional development days will focus on strategies that promote increase and improved services to unduplicated students. This includes but is not limited to PAIDEIA Seminar training that focuses on “significantly improved achievement scores in reading and writing, especially among traditionally underserved populations.” Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure	Metric 1.3 (Math) & 1.8 (ELA) - SBAC Assessment Metric 1.6 DRA Growth Rates Metric 1.9 STAR Growth Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Based on ELA and Math performance levels staff needs to continue building their tool box of strategies to improve student outcomes for our unduplicated students. Performance Levels ELA Overall 98.2 Points below standard English Learners 131.1 Points below standard Hispanic: 99.7 Points below standard Socioeconomically Disadvantaged: 102.8 Points Below Standard Math Overall 124.6 Points below standard English Learners 146.9 Points below standard Hispanic: 124.2 Points below standard Socioeconomically Disadvantaged: 128.7 Points Below Standard Source: California School Dashboard 2023 Scope: LEA Wide **Scope:** LEA-wide	equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist student populations.	
1.9	**Action:** Learning Programs **Need:** Action: To provide supplemental support via online learning programs that are enjoyable by all students. BASELINE DATA TO SUPPORT NEED (24-25 LCAP)	Learning Programs will be provided to students. Air Reading will be implemented as after school support along with the continuance of LEXIA at the elementary levels. Programs like LEXIA are powerful tools for supporting the unique needs of unduplicated students. They provide personalized, engaging, and data-driven instruction that helps students build the literacy skills necessary for academic	Metric 1.3 (Math) & 1.8 (ELA) - SBAC Assessment Metric 1.6 DRA Growth Rates Metric 1.9 STAR Growth Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Learning Programs such as LEXIA, and other programs help support the need for reading improvement and overall, ELA improvement for unduplicated students Subgroups on the 2023 California School Dashboard ELA Performance English Learners – Red Hispanic and Socioeconomically Disadvantaged – Orange Source: California School Dashboard 2023 Need #2 : Based on ELA and Math performance levels exposure to a variety of learning programs will improve student outcomes for our unduplicated students. Performance Levels ELA Overall 98.2 Points below standard English Learners 131.1 Points below standard Hispanic: 99.7 Points below standard Socioeconomically Disadvantaged: 102.8 Points Below Standard Math Overall 124.6 Points below standard English Learners 146.9 Points below standard Hispanic: 124.2 Points below standard Socioeconomically Disadvantaged: 128.7 Points Below Standard Source: California School Dashboard 2023 Scope: LEA Wide **Scope:**	success, while also addressing the social-emotional and motivational challenges that these students may face. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist student populations.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.10	**Action:** Professional Development **Need:** Action: Quality professional development (Learning Intentions, Success Criteria, Goal Setting, and Short Cycle Assessments) have been identified as necessary components to overall student success. BASELINE DATA TO SUPPORT NEED (24-25 LCAP) Need: Based on ELA and Math performance levels staff needs to continue building their tool box of strategies to improve student outcomes for our unduplicated students. Performance Levels ELA Overall 98.2 Points below standard English Learners 131.1 Points below standard Hispanic: 99.7 Points below standard Socioeconomically Disadvantaged: 102.8 Points Below Standard Math Overall 124.6 Points below standard English Learners 146.9 Points below standard Hispanic: 124.2 Points below standard Socioeconomically Disadvantaged: 128.7 Points Below Standard Source: California School Dashboard 2023 Scope: LEA Wide	Professional Development opportunities will be provided by the PAIDEIA Institute (www.paideia.org) and Advanced Collaborative Solutions (www.steveventura.com) in providing strategies and techniques that have been found to be effective with unduplicated students. Professional development (PD) strategies play a critical role in improving outcomes for unduplicated students, including English learners, foster youth, and low-income students. By equipping teachers and school staff with the knowledge, skills, and resources needed to meet the unique needs of these students, professional development directly impacts student achievement and well-being, as teachers are better equipped for lesson design and lesson delivery. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist between student populations.	Metric 1.3 (Math) & 1.8 (ELA) - SBAC Assessment Metric 1.6 DRA Growth Rates Metric 1.9 STAR Growth Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.11	**Action:** Library Clerk **Need:** Action: The district library must be fully operational to ensure that all students have equitable access to a wide range of reading materials that align with their individual reading levels and primary languages. A well-functioning library supports literacy development, fosters a love for reading, and enhances academic achievement by providing resources that reflect students' diverse needs and interests. Need: Based on current reading levels as measured by Developmental Reading Assessment (DRA) scores, there is a demonstrated need for increased student exposure to reading materials. Many students are reading below grade level and require greater access to diverse, leveled texts to support fluency, comprehension, and language development. Ensuring adequate and equitable access to library resources is essential to address this need. Performance Level on DRAs: (Unduplicated Students Represent over 90% of the Student Population)	A library clerk can play a meaningful support role in improving reading proficiency, especially for unduplicated students (those who are English learners, foster youth, or socioeconomically disadvantaged), as measured by tools like the Developmental Reading Assessment (DRA). Organize books by DRA level and assist students in finding "just right" books based on their assessed level. Prioritize culturally relevant, engaging, and accessible texts that reflect the backgrounds and interests of unduplicated students. Highlight books in multiple languages or with bilingual text to support English learners. Create a calm, welcoming library space where students feel safe and motivated to read. Focus these programs on DRA-aligned goals (e.g., number of books at DRA level read per month). Work with instructional staff to align library resources with classroom goals, such as comprehension skills or fluency practice. Encourage students to talk about books, recommend titles to each other, or write short book reviews.	1.15 Increase in the percentage of students meeting or exceeding grade-level expectations on reading assessments

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
	Students on grade level in K-5 for reading according to the DRA-2 Reading Assessments at the end of the 2025 school year: 46% Students in K-5 at or above grade level according to Star Reading and Star Early Literacy in May/June of 2025: 42.6% Scope LEA Wide **Scope:** LEA-wide	Help students access digital libraries or audiobook platforms, which support vocabulary and fluency development—especially helpful for English learners or students with limited print access at home. Research consistently demonstrates that well-resourced school libraries play a pivotal role in advancing literacy and academic achievement for students in Kindergarten through 8th grade. These libraries are not merely repositories of books but are dynamic learning hubs that foster reading engagement, support curriculum, and equip students with essential 21st-century skills. Key Research Shows Access to School Libraries: (1) Enhances Literacy and Academic Performance (2) Fosters the Development of Critical Thinking and Research Skills (3) Promotes Reading engagement and Motivation (4) Provides Equitable Access to Resources By fostering a love for reading, developing critical research skills, and providing equitable access to resources, school libraries are indispensable in cultivating informed, literate, and engaged learners in the K–8 educational landscape. Rationale for School Wide Implementation: The district is committed to providing full access to the school library for all students, not just unduplicated pupils, as literacy development is a foundational component of academic success for every learner. A well-functioning school library supports reading engagement, vocabulary growth, and critical thinking across grade levels and student groups. By ensuring that all students—regardless of language proficiency, socioeconomic status, or	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		background—have equitable access to diverse, leveled reading materials and research tools, the district promotes a culture of literacy, supports cross-curricular learning, and upholds its broader vision of educational equity. Universal access to the library enhances the overall learning environment, encourages peer collaboration, and strengthens school-wide academic achievement.	
1.12	**Action:** TOSA - Instructional Coach and Professional Development Coordinator **Need:** Need: A TOSA Instructional coach is needed to ensure that all students—especially English learners, foster youth, and socioeconomically disadvantaged students—receive consistent, high-quality instruction aligned with state standards and district priorities. As teachers respond to increasing student diversity and academic needs, they require real-time, job-embedded professional support. The TOSA instructional coach provides this through collaboration, modeling, and data-driven coaching, helping build teacher capacity and ensure all learners receive rigorous, differentiated instruction. BASELINE DATA TO SUPPORT NEED (25-26 LCAP) Need: Based on ELA and Math performance levels staff needs to continue building their tool box of strategies to improve student outcomes for our unduplicated students.	Impact on Unduplicated Pupils: Unduplicated pupils benefit directly from the support provided by the instructional coach, as the coach focuses on inclusive strategies, scaffolding techniques, academic language development, and intervention planning. This targeted support ensures that students most at risk of academic under performance receive the benefits of high-quality, responsive instruction tailored to their needs. The coach also helps teachers close learning gaps by applying equity-focused strategies and analyzing disaggregated student performance data. Need for School Wide Implementation: While unduplicated students (English learners, foster youth, and socioeconomically disadvantaged students) benefit significantly from high-quality instruction, all students—regardless of demographic background—require effective, standards-aligned teaching to meet grade-level expectations and achieve academic success. An instructional coach supports every teacher in strengthening instructional practice, which in turn impacts every student in the classroom. Providing coaching schoolwide ensures consistency in instructional delivery, promotes	1.3 and 1.8 Student performance growth on state assessments, disaggregated by unduplicated student groups.

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
	Performance Levels ELA Overall 98.6 Points below standard English Learners 125.5 Points below standard Hispanic: 98.5 Points below standard Socioeconomically Disadvantaged: 104.3 Points Below Standard Long Term English Learners:99.9 Points Below Standard Math Overall 119.4 Points below standard English Learners 136 Points below standard Hispanic: 117.5 Points below standard Socioeconomically Disadvantaged: 121.6 Points Below Standard Long Term English Learners: 140.9 Points Below Standard Source: California School Dashboard 2024 Purpose: The TOSA instructional coach serves as a non-evaluative, on-site resource for teachers in Kindergarten through Eighth Grade, supporting effective instructional practices and continuous improvement. Through one-on-one coaching cycles, lesson modeling, co-planning, and professional development, the coach helps teachers strengthen instructional delivery, implement curriculum with fidelity, and use student data to inform instruction. This results in improved teaching quality and increased academic achievement across classrooms.	collaboration across grade levels, and fosters a culture of continuous improvement. It allows for campus-wide alignment in curriculum implementation, assessment use, and intervention strategies. Additionally, a schoolwide approach ensures that all students—whether they are high-achieving, on grade level, or in need of support—have access to rigorous, differentiated instruction that meets their learning needs. Limiting coaching to unduplicated students would restrict its effectiveness and undermine the broader instructional shifts needed to improve outcomes for all learners. Therefore, the inclusion of an instructional coach as a schoolwide action is both justified and necessary for sustaining high-quality teaching and equitable student achievement.	

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
	Providing teachers with embedded instructional support significantly improves teaching quality and student learning outcomes. Research and district-level data consistently show that when instructional support staff—such as Teachers on Special Assignment (TOSAs), instructional coaches, and professional development coordinators—are utilized to team teach, model effective strategies, and provide actionable feedback, student achievement increases across subject areas. Key Data Points Supporting Instructional Support Staff: Student Growth Gains: According to the Visible Learning research by John Hattie, teacher clarity (effect size: 0.84) and feedback (effect size: 0.70) are among the most powerful influences on student achievement. Instructional coaches support both by helping teachers refine goals, clarify instruction, and engage in feedback cycles. Targeted Support for Unduplicated Pupils: In districts where coaching support was provided, English Learner reclassification rates increased by up to 12% over a two-year period, particularly when strategies like Socratic Seminars and academic language scaffolds were implemented with coaching guidance. Professional Growth: Teachers with regular access to a coach were 78% more likely to		

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
	report improvements in instructional planning, student engagement, and assessment use (Annenberg Institute, 2018). District surveys also show increased confidence and satisfaction among staff who receive job-embedded support. **Scope:** LEA-wide		
1.14	**Action:** Air Reading Intervention **Need:** Need: The Air Reading program is a necessary intervention to address the academic needs of our unduplicated students, including English learners, low-income students, and foster youth. These students often experience early literacy gaps due to limited access to language-rich environments, resources, and consistent academic support. Air Reading provides systematic, structured instruction in phonics, fluency, vocabulary, and comprehension, which are foundational skills for academic success. The program allows for targeted, data-driven instruction that can be delivered in small group or individualized settings, ensuring personalized support. For English learners, it builds English language proficiency through integrated literacy instruction. For low-income and foster youth, it creates consistent academic routines and boosts confidence by providing measurable reading growth. Implementing this program	While the Air Reading program is a critical intervention for unduplicated students, it benefits all students by strengthening foundational literacy across the entire school community. Reading is the cornerstone of academic success in all subject areas, and Air Reading provides structured, evidence-based instruction in decoding, fluency, vocabulary, and comprehension that is essential for learners at varying skill levels. The program allows teachers to deliver targeted support based on assessment data, ensuring that students performing below grade level can catch up, while proficient readers can continue progressing. This approach promotes equity by preventing learning gaps from widening and ensures consistency in reading instruction across classrooms and grade levels. By supporting all students—regardless of background—Air Reading helps build a culture of literacy, academic confidence, and long-term success aligned with our district's goals for excellence and high achievement.	Metric 1.15 Percentage of Students Meeting or Exceeding grade-level expectations on reading assessments.

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
	supports our LCAP goals to improve student achievement, increase reclassification rates, and ensure equitable access to rigorous instruction for all students. Assessment data shows that unduplicated students score significantly below their peers, making them the students most in need of this targeted intervention. Need 2024 Dashboard - ELA: Socioeconomically Disadvantaged Students - 104.3 points from proficiency standard • Red • Status Maintained (-1.5 points) English Learners: • 125.5 points from proficiency standard • Orange • Status Increased (+5.7 points) Long – Term English Learners • 99.9 points from proficiency standard • Orange • Status Increased (+59.3 points) 2024 Dashboard - Math: Socioeconomically Disadvantaged • 121.6 points from proficiency standard • Red • Status Increased (+7.1points) English Learners • 136 points from proficiency standard • Orange		

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
	• Status Increased (+10.9 points) Long – Term English Learners • 140.9 points from proficiency standard • Orange • Status Increased (56.5 points) Performance Level on DRAs: Students on grade level in K-5 for reading according to the DRA-2 Reading Assessments at the end of the 2025 school year: 46% Students in K-5 at or above grade level according to Star Reading and Star Early Literacy in May/June of 2025: 42.6% **Scope:** LEA-wide		
1.15	**Action:** Teacher on Special Assignment (TOSA) - Math **Need:** As indicated by the results of the 2025 Dashboard, the Math performance of English Learners (EL) and Socioeconomically Disadvantaged students continues to improve. The rate of achievement must be accelerated, as their exists a large achievement gap between the district's EL and low-income students when compared to the State average for the same groups. There achievement gap between other district significant student groups and the State average SBAC	With the addition of a Math teacher dedicated to providing focused intervention support to the district's Unduplicated Pupils at the TK-8 level, these students needs can be addressed much quicker, thus leading to their ability to catch up and maintain grade level performance, ensuring increased possibilities for success as they matriculate through their grade level education. By providing this support to Unduplicated Pupils in a small group format, individual student needs can be more effectively addressed and thus increase the opportunity for accelerated learning. The Math TOSA will also work to support teachers through collaborative opportunities to strengthen teacher effectiveness in planning of math lessons	Metric 1.3

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
	performance average for these groups is still significant. 2025 Dashboard Results • All Students: 111 points below Standard • English Learners: 122.7 points below Standard • Socioeconomically Disadvantaged: 115.2 points below Standard • Hispanic: 112.1 points below Standard **Scope:** LEA-wide	and delivery of math instruction utilizing effective strategies and practices. Providing more effective math instruction will lead to increased understanding of math concepts by Unduplicated Pupils, and lessen the need for remedial instruction. As indicated by the results of the 2025 Dashboard, other student groups exhibit similar SBAC performance results and have a need for increased support in the area of Mathematics. Therefore, to address the needs of all students needing support in Math, this Action is being implemented district-wide.	
2.2	**Action:** Attendance-Business Technician **Need:** Action: Provide support and guidance to students exhibiting chronic absenteeism . Need: Based on comments such as “figure out the attendance issues and hands-on parent involvement” there is a need to have a designed person addressing chronic absenteeism for our unduplicated students. Source: Comprehensive Needs Assessment	The district administrative team and designated Attendance Technician will work collaboratively in identifying those unduplicated students whose attendance is considered to be chronic. They will assist the family in developing strategies to improve attendance. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address	Metric 2.2 - Chronic Absence Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need #2: By having a dedicated position to address attendance, there will be continuous improvement to student absentee rates for unduplicated students. Yellow Level: English Learners, Hispanic and Socioeconomically Disadvantaged English Learners: 15.5% Hispanic: 17.2 % Socioeconomically Disadvantaged: 17.3% California School Dashboard 2022-2023 Scope: LEA Wide **Scope:** LEA-wide	systemic disparities that may exist student populations.	
2.3	**Action:** Parent Communication System **Need:** Action: Provide adequate and effective parent communication. Need: In order to communicate more effectively the district needs to implement a better system of parental communications. Based on the Comprehensive Needs Assessment parents expressed a concern about communications and notifications being received (and in a timely manner). Source: Comprehensive Needs Assessment	The district will continue to use ParentSquare as its main communication tool with parents. This program allows for interactive engagement and communication in both directions. Effective parent communication plays a crucial role in supporting unduplicated students—English learners, foster youth, and low-income students—by creating a partnership between families and schools. When schools engage parents meaningfully, it enhances student performance, fosters a supportive learning environment, and bridges gaps that may otherwise hinder academic success. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and	Metric 2.3 Percentage of ParentSquare Messages Delivered Source: ParentSquare Metric 1.3 (Math) & 1.8 (ELA) - SBAC Assessment

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
	Comments: Other concerns have been expressed by both staff and parents regarding timely communications. Source: Local Data and Observations Need #2 - With more engaged parents, student performance on state wide testing will improve for unduplicated students. Performance Levels ELA Overall 98.2 Points below standard English Learners 131.1 Points below standard Hispanic: 99.7 Points below standard Socioeconomically Disadvantaged: 102.8 Points Below Standard Math Overall 124.6 Points below standard English Learners 146.9 Points below standard Hispanic: 124.2 Points below standard Socioeconomically Disadvantaged: 128.7 Points Below Standard Source: California School Dashboard 2023 Scope: LEA Wide **Scope:** LEA-wide	opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist student populations.	
2.4	**Action:** Parent Engagement Activities **Need:** Action: To provide quality parent engagement activities that support student learning.	Parent engagement activities like Paideia Seminars can significantly benefit unduplicated students—those who are English learners, foster youth, or socioeconomically disadvantaged—by strengthening the connection between school, home, and learning. Here's how:	Metric 2.4 Participation (number) in Parent Paideia Seminars Source: Agendas and Sign In Sheets

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The district will continue to use ParentSquare as its main communication tool with parents. This program allows for interactive engagement and communication in both directions. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist student populations. Need #2 - By actively engaging parents in the learning process, unduplicated student performance will improve on statewide testing. Performance Levels ELA Overall 98.2 Points below standard English Learners 131.1 Points below standard Hispanic: 99.7 Points below standard Socioeconomically Disadvantaged: 102.8 Points Below Standard Math Overall 124.6 Points below standard English Learners 146.9 Points below standard Hispanic: 124.2 Points below standard	Paideia Seminars promote discussion-based learning, where students develop speaking, listening, and reasoning skills. When parents participate or observe, they learn strategies to support academic conversations at home, especially useful for English learners. Parent involvement in seminars creates a shared learning experience that makes families feel welcome and valued in the school community. This connection can increase student confidence, motivation, and attendance, all of which support academic growth. Parents who engage with the content and format of Paideia Seminars can reinforce discussion skills and reading comprehension at home. This is especially important for unduplicated students, who may benefit from more structured support and academic modeling at home. When parents see their children participating in rich academic dialogue, it helps reinforce the belief that all students are capable of rigorous thinking and learning. This can be powerful for families of students who may have traditionally been underserved or marginalized. Paideia-based parent engagement encourages families to see themselves as active contributors	Metric 1.3 (Math) & 1.8 (ELA) - SBAC Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged: 128.7 Points Below Standard Source: California School Dashboard 2023 Scope: LEA Wide **Scope:** LEA-wide	to their child's academic success, not just observers. It offers entry points into academic dialogue, even for those who may feel uncertain about navigating school systems, especially in cases where language or past experiences have created barriers. The district will provide learning opportunities for parents that will allow for transfer of knowledge to their students. Engagement will focus around seminar style learning and language is not a barrier. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist student populations.	
2.5	**Action:** Behavior Support Aides **Need:** Action: Provide behavior supports for students exhibiting a need. Need: In order to perform at their highest levels, unduplicated students need to feel supported and in a safe learning environment.	Support aides will be provided on an as needed basis to assist with behavior and academic growth. Support services will include mental and academic support. They will provide support moving around campus. Behavior support aides play a crucial role in helping unduplicated students—including English learners, foster youth, and low-income students—by providing individualized behavioral support,	Metric 1.3 (Math) & 1.8 (ELA) - SBAC Assessment Metric 5.7 Suspension Rate Metric 5.9 School Safety Metric of All Educational Partners

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
	According to the Comprehensive Needs Assessment, 61% Students Need More SEL Support Source: Comprehensive Needs Assessment Behavior support aides can help create a safe and effective learning environment. Students need to feel safe for any learning environment to be successful. Based on the Healthy Kids Survey 2024, around 50% of the students felt neither safe or unsafe. Source: California Healthy Kids Survey Need #2 - We a less restrictive and less interrupted learning environment, the unduplicated student progress will improve on statewide assessments. Performance Levels ELA Overall 98.2 Points below standard English Learners 131.1 Points below standard Hispanic: 99.7 Points below standard Socioeconomically Disadvantaged: 102.8 Points Below Standard Math Overall 124.6 Points below standard English Learners 146.9 Points below standard Hispanic: 124.2 Points below standard Socioeconomically Disadvantaged: 128.7 Points Below Standard Source: California School Dashboard 2023 Scope: LEA Wide Need #3 - Improve suspension rates	fostering a positive learning environment, and addressing social-emotional challenges. These aides contribute directly to student success in the classroom by helping manage behavior, build emotional resilience, and ensure students stay engaged in their learning. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	Metric 5.8 Expulsion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All Students - 5.7% Socioeconomically Disadvantaged - 5.8% English Learners - 2.8% Hispanic - 5.7% White - 6.3% **Scope:** LEA-wide		
3.1	**Action:** Climate and Culture **Need:** Action: Provide a climate and culture that supports student learning. Sunnyside wants to establish a safe, engaging environment that allows students the best opportunity to succeed. Need: Providing a friendly environment (including safety), in addition to providing an environment that supports emotional growth (friendly, and inclusive environment), plus facilities and items that support extracurricular activities will increase and improve services for unduplicated students. Source: Comprehensive Needs Assessment Need #2 - With an improved, more friendly and inclusive learning environment, students absentee rates will improve for unduplicated students	The district will work collaboratively with parents and unduplicated students to identify things they feel create a friendlier and inclusive learning environment both academically and emotionally. A positive school climate and culture significantly enhance unduplicated student performance by fostering an environment that supports their academic, social, and emotional needs. Unduplicated students—such as English learners, foster youth, and low-income students—often face unique challenges that can affect their success in school. A supportive school climate can mitigate these challenges and help these students thrive. Providing a supportive school climate will include: indoor/outdoor enhancements including banners, posters, outdoor learning area, and/or celebrations to engage and motivate unduplicated students. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth).	Metric 3.1 End of Year Stakeholder Survey (Students Grades 5-8) Source: https://tinyurl.com/yc4nnvsd Metric 3.5 - Facilities in Good Repair Metric 2.2 - California School Dashboard Chronic Absenteeism for All Subgroups Metric 5.9 - Student Safety and Connectedness Survey Metric 5.7 Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Yellow Level: English Learners, Hispanic and Socioeconomically Disadvantaged English Learners: 15.5% Hispanic: 17.2 % Socioeconomically Disadvantaged: 17.3% Need #3 - Improve suspension rates All Students - 5.7% Socioeconomically Disadvantaged - 5.8% English Learners - 2.8% Hispanic - 5.7% White - 6.3% California School Dashboard 2022-2023 Scope: LEA Wide **Scope:** LEA-wide	By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist student populations.	
3.2	**Action:** Facility Support **Need:** Action: To provide a facility where learning, socialization and reflective ownership is developed. Need: Upgraded facilities will help students feel more safe and allow for more focus on academic performance. This includes school security and overall facility usage. According the Comprehensive Needs Assessment there is a need for increased security, and also facilities to provide a greater learning experience.	Educational Partners will work collaboratively to develop a facility support plan that benefits unduplicated students. Adequate school facilities play a crucial role in improving the performance of unduplicated students—including English learners, foster youth, and low-income students—by creating an environment conducive to learning, promoting well-being, and addressing their unique needs. Quality school facilities such as play structures, shade structures, and improvements to extracurricular activities like music, performing arts, and athletics create a more engaging environment for unduplicated students and	Metric 3.2 End of Year Stakeholder Survey (Students Grades 5-8) Source: https://tinyurl.com/yc4nnvsd Metric 5.9 - Student Safety and Connectedness Survey Metric 5.11 - Staff and Parent Safety and Connectedness Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need #2 - With an improved facilities, students absentee rates will improve for unduplicated students Yellow Level: English Learners, Hispanic and Socioeconomically Disadvantaged English Learners: 15.5% Hispanic: 17.2 % Socioeconomically Disadvantaged: 17.3% California School Dashboard 2022-2023 Source: Comprehensive Needs Assessment Scope: LEA Wide **Scope:** LEA-wide	therefore increase their attendance. Facilities are fundamental to the student's success because they directly impact comfort, health, engagement, and access to educational resources. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist student populations.	Metric 2.2 - California School Dashboard Chronic Absenteeism for All Subgroups
3.3	**Action:** Special Services Learning Enviornment **Need:** Action: Students currently in alternative settings are unduplicated students. They need a setting that is more conducive to their learning and not interfering with the learning of other students, including unduplicated students. Participation in Special Services Consortium. Need: In order to perform at their highest levels, unduplicated students need to feel supported and in a safe learning environment. According to the Comprehensive Needs	Unduplicated students who would benefit from an alternative learning environment will be provided the supports necessary to thrive in such an environment. This includes but is not limited to Community Day School, IRC Classes, or similar environments. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address	Metric 3.3 - Number of Students Enrolled in Alternative Program Metric 5.9 Safety Response California Healthy Kids Survey or Local Safety-Climate Survey Metric 1.3 (Math) & 1.8 (ELA) - SBAC Assessment

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
	Assessment, 61% Students Need More SEL Support Source: Comprehensive Needs Assessment Students need to feel safe for any learning environment to be successful. Based on the Healthy Kids Survey 2024, around 50% of the students felt neither safe or unsafe. Source: California Healthy Kids Survey Need #2 - With appropriate environmental settings conducive to learning needs, the unduplicated student progress will improve on statewide assessments. Performance Levels ELA Overall 98.2 Points below standard English Learners 131.1 Points below standard Hispanic: 99.7 Points below standard Socioeconomically Disadvantaged: 102.8 Points Below Standard Math Overall 124.6 Points below standard English Learners 146.9 Points below standard Hispanic: 124.2 Points below standard Socioeconomically Disadvantaged: 128.7 Points Below Standard Source: California School Dashboard 2023 Scope: LEA Wide **Scope:**	systemic disparities that may exist student populations.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.4	**Action:** Extra Curricular Activities Support **Need:** Action: Provide extracurricular activities and opportunities outside of the core curriculum. Need: According the Comprehensive Needs Assessment, the district needs to “Create opportunities for more students to participate in after-school and summertime programs that allow more choices for children not interested in or able to participate in sports (e.g., dance, music), and to reduce time spent alone on computer entertainment, providing every participant with transportation assistance and help with fees/clothing. “Include activities and events that some parents can’t provide that gives students higher insights/goals.” 14.3% stated that they do not participate in outside of school activities due to financial constraints. Source: Comprehensive Needs Assessment Need #2 - By providing outside learning and engagement activities, the unduplicated student progress will improve on statewide assessments.	Sunnyside will provide extensive support for programs outside the core that unduplicated students might not have access to. This includes electives, life skills class, after school sports, performing arts, ELOP Program and band/music. Providing extracurricular activities plays a crucial role in supporting unduplicated student performance—such as English learners, foster youth, and low-income students—by enhancing academic achievement, building social-emotional skills, and promoting engagement and motivation in school. These activities offer unduplicated students opportunities to connect with their peers, explore their interests, and develop skills that can contribute to their academic success and overall well-being. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist student populations.	Metric 1.3 (Math) & 1.8 (ELA) - SBAC Assessment

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
	Performance Levels ELA Overall 98.2 Points below standard English Learners 131.1 Points below standard Hispanic: 99.7 Points below standard Socioeconomically Disadvantaged: 102.8 Points Below Standard Math Overall 124.6 Points below standard English Learners 146.9 Points below standard Hispanic: 124.2 Points below standard Socioeconomically Disadvantaged: 128.7 Points Below Standard Source: California School Dashboard 2023 Scope: LEA Wide **Scope:** LEA-wide		
3.5	**Action:** Performing Arts **Need:** There is a demonstrated high level of student interest in the performing arts, as evidenced by strong participation in both the beginning and intermediate music programs. This interest indicates that performing arts not only engage students creatively but also serve as a valuable outlet for self-expression, collaboration, and confidence-building.	By integrating the performing arts into the elementary experience, the district provides equitable access to enrichment activities that may otherwise be unavailable to low-income students There is a demonstrated high level of student interest in the performing arts, as evidenced by strong participation in both the beginning and intermediate music programs. This interest indicates that performing arts not only engage students creatively but also serve as a valuable outlet for self-expression, collaboration, and confidence-building.	Metrics 1.11 and 5.9

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
	Expanding access to performing arts supports whole-child development, fosters student voice, and can contribute to increased school connectedness—especially important for unduplicated students who may benefit from non-traditional avenues of academic and social engagement. Advance language acquisition for English learners through interactive and contextual learning. Mitigate opportunity inequities for low-income and marginalized populations. Boost social–emotional wellbeing, crucial for students facing trauma, low school engagement, or lower self-confidence. Improve behavior and engagement, especially for students at risk of suspension or chronic absenteeism. **Scope:** LEA-wide Schoolwide	Expanding access to performing arts supports whole-child development, fosters student voice, and can contribute to increased school connectedness—especially important for unduplicated students who may benefit from non-traditional avenues of academic and social engagement. All students—whether they are high achieving, struggling academically, or somewhere in between—benefit from creative outlets that enhance engagement, boost confidence, and support social-emotional growth. Music, drama, and dance have been shown to improve memory, focus, and self-regulation, contributing to stronger academic performance. In addition, schoolwide access to the arts supports a positive climate and broad course of study, as outlined in California's LCAP priorities. Offering performing arts to all ensures every child has access to the same rich, well-rounded educational experience, and reflects the district's commitment to equity through inclusion—not exclusion.	
5.1	**Action:** Licensed Vocational Nurse **Need:** Action: To provide adequate and effective health services leading to improved attendance and engagement.	A licensed vocational nurse will be available full-time, including the ELOP After School Program to ensure that unduplicated students will be in attendance as best possible. Having a Licensed Vocational Nurse (LVN) on campus can significantly enhance the performance of unduplicated students—such as English learners, foster youth, and low-income students—	Metric 5.1 End of Year Health Survey (Grades 6 - 8 and Parents) Source: https://tinyurl.com/3vbr62yh Metric 2.2 - California School Dashboard Chronic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Improved and increased services will help support unduplicated student outcomes. According the Comprehensive Needs Assessment, increasing the RN capacity (number of contracted days) to identify and address student health issues/concerns, ensure timely referrals and follow-through, and educate and train school staff in health needs of their students. it will also help with chronic absenteeism rates for unduplicated students. Source: Comprehensive Needs Assessment Scope: LEA Wide **Scope:** LEA-wide	by addressing their physical, emotional, and mental health needs. Many unduplicated students face unique challenges related to access to healthcare, and having an LVN available on campus ensures they receive timely medical care, regardless of access to transportation or financial constraints, which can positively impact their academic success. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist student populations.	Absenteeism for All Subgroups
5.2	**Action:** School Psychologist **Need:** Action: To utilize a full-time school psychologist to meet the mental health needs of students. Need: There is a high need to provide greater mental health services to unduplicated students. This is supported by comments in the Comprehensive Needs Assessment, such as hiring an additional counselor who is a therapist (mental health specialist) at each school to increase onsite services; ensure	A school psychologist will be available full-time, including the ELOP After School Program to ensure that unduplicated students will be in attendance as best possible. Having a school psychologist on campus provides essential support for unduplicated students—including English learners, foster youth, and low-income students—by addressing their mental health, emotional, and behavioral needs, which directly impacts their academic performance and engagement in school. Unduplicated students often face unique challenges such as trauma, instability, language barriers, and financial hardships, all of which can hinder their ability to	Metric 5.2 End of Year Psychology Case Load Data Metric 2.2 - California School Dashboard Chronic Absenteeism for All Subgroups Metric 5.7 - Pupil Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Districts commit to retain the position at the end of the grant period. Source: Comprehensive Needs Assessment Need #2 - With an improved mental health, absentee rates will improve for unduplicated students Yellow Level: English Learners, Hispanic and Socioeconomically Disadvantaged English Learners: 15.5% Hispanic: 17.2 % Socioeconomically Disadvantaged: 17.3% California School Dashboard 2022-2023 Scope: LEA Wide **Scope:** LEA-wide	succeed academically. A school psychologist offers critical services that help these students overcome obstacles and thrive in school. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist student populations.	
5.3	**Action:** County Nurse Contract **Need:** Action: To provide health services for students to ensure they are maximizing time in the classroom and have greater engagement. Need: Improved and increased services will help support unduplicated student outcomes. According the Comprehensive Needs Assessment, increasing the RN capacity	A registered nurse will be available a minimum of 45 days during the school year to support students and families of unduplicated students, including the ELOP After School Program to ensure that unduplicated students will be in attendance as best possible. Having a Registered Nurse (RN) on campus provides critical health services that can significantly improve the performance of unduplicated students—including English learners, foster youth, and low-income students—by	Metric 5.9 End of Year Health Survey (Grades 6 - 8 and Parents) Source: https://tinyurl.com/3vbr62yh Metric 2.2 - California School Dashboard Chronic Absenteeism for All Subgroups

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
	(number of contracted days) to identify and address student health issues/concerns, ensure timely referrals and follow-through, and educate and train school staff in health needs of their students. Source: Comprehensive Needs Assessment Need #2 - With an improved health, absentee rates will improve for unduplicated students Yellow Level: English Learners, Hispanic and Socioeconomically Disadvantaged English Learners: 15.5% Hispanic: 17.2 % Socioeconomically Disadvantaged: 17.3% California School Dashboard 2022-2023 Scope: LEA Wide **Scope:** LEA-wide	addressing their physical, emotional, and mental health needs. Unduplicated students often face barriers to healthcare outside of school, such as lack of access or financial constraints. An RN can facilitate communication with parents and external health agencies to help bridge this gap, ensuring that these students are healthy, engaged, and ready to learn. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist student populations. .	
5.4	**Action:** SEL Playground Coordinator **Need:** Action: To provide engaging positive activities to students to remove them from potential engagement in disciplinary required activities. Need: Suspension rates are below standard for Hispanic and Socioeconomically Disadvantaged subgroups. According to the California School Dashboard, the Hispanic	The SEL Playground coordinator will build relationships with students to improve student connectedness to school, and develop lunch time activities for unduplicated students to engage in, leaving less time for potential behavior issues that may result in a suspension. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English	Metric 5.4 Suspension Rates Outside of Classroom - Local Metric 5.7 - California School Dashboard Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Subgroup is at the Red Level, and the Socioeconomically Disadvantaged are performing at the Orange Level. California School Dashboard 2022-23 Need #2 - By providing designed activities during breaks, there will be a reduction in the number of suspensions for unduplicated students. Overall: 5.7% Hispanic: 5.7% Socioeconomically Disadvantaged: 5.8% English Learners: 2.8% Source: California School Dashboard Scope: LEA Wide **Scope:** LEA-wide	Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist student populations.	
5.5	**Action:** Part-Time Health Clerk **Need:** Action: To provide support to Registered Nurse and LVN to encourage good health and expedite the process of getting kids into the classroom. Need: Improved and increased services will help support unduplicated student outcomes. According the Comprehensive Needs Assessment, increasing the RN capacity (number of contracted days) to identify and address student health issues/concerns,	A health clerk and the LVN will be available daily to support unduplicated students and families, including providing support for the ELOP After School Program to ensure that unduplicated students' health needs are met in order to maximize attendance in the program. A health clerk plays a vital role in supporting unduplicated students—such as English learners, foster youth, and low-income students—by assisting with the management of student health needs, promoting wellness, and ensuring that students receive timely care. While a health clerk may not have the medical training of a registered nurse (RN) or licensed vocational nurse (LVN),	Metric 5.9 End of Year Health Survey (Grades 6 - 8 and Parents) Source: https://tinyurl.com/3vbr62yh Metric 2.2 - California School Dashboard Chronic Absenteeism for All Subgroups

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
	ensure timely referrals and follow-through, and educate and train school staff in health needs of their students. Source: Comprehensive Needs Assessment Need #2 - With an improved health, chronic absentee rates will improve for unduplicated students Yellow Level: English Learners, Hispanic and Socioeconomically Disadvantaged English Learners: 15.5% Hispanic: 17.2 % Socioeconomically Disadvantaged: 17.3% California School Dashboard 2022-2023 Scope: LEA Wide **Scope:** LEA-wide	they provide essential administrative and supportive services that contribute to the overall well-being of students, helping to create a healthier and more conducive learning environment. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist student populations.	

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
4.1	**Action:** Teacher on Special Assignment (TOSA) - English Language Development **Need:**	The district will develop a plan to address Long Term English Learners utilizing small group instruction base upon performance levels. Air Reading will support English Learner Reading Intervention and the district will implement small	Metrics 4.1, 4.2, and 4.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Action: To improve academic performance of English Learners and Socioeconomically Disadvantaged in ELA and Mathematics Need: The need to help unduplicated students achieve at a higher level through specialized support is based on the following needs: According to the California School Dashboard 2022-2023 Maintained ELPI Level 2023: 37.4% Decreased ELPI 2023: 22.4% A total of 59.8% of the English Learners did not show growth on the Summative ELPAC Source: California School Dashboard 2023 100% of the parents responding to the local LCAP survey in Spanish, stated that the students needed a lot of help in reading Source: Local Survey 2024 Scope: LEA Wide **Scope:** Limited to Unduplicated Student Group(s)	group English Language Development Seminar opportunities. A Teacher on Special Assignment (TOSA) for English Language Development (ELD) plays a crucial role in supporting unduplicated students—which typically includes English learners (ELs), foster youth, and low-income students—by providing targeted instruction, professional development for other teachers, and tailored interventions that directly improve academic outcomes. An English Language Development (ELD) teacher plays a crucial role in supporting unduplicated students, particularly English learners, but also those in foster care and from low-income backgrounds. Their targeted instruction can address both academic and social-emotional needs, helping these students achieve greater success in school. Here are some key ways an ELD teacher helps unduplicated students: 1. Tailored Instruction for Language Development Personalized Language Support: ELD teachers focus on teaching English learners (ELs) academic language skills in listening, speaking, reading, and writing, adapting instruction to their current English proficiency levels. This personalized support helps students progress at their own pace, ensuring they can access the core curriculum and improve their language abilities simultaneously. Scaffolding Content Learning: ELD teachers use strategies like scaffolding and differentiated instruction to make complex content more	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		accessible, which helps unduplicated students understand subjects like math, science, and social studies while also developing their English skills. 2. Improving Academic Outcomes Vocabulary and Literacy Skills: ELD teachers explicitly teach academic vocabulary and reading comprehension strategies, which are essential for success across all subjects. Unduplicated students, especially English learners, often need this targeted support to close achievement gaps. Data-Driven Instruction: ELD teachers frequently assess students' language development and use data to provide feedback, set learning goals, and modify instruction to meet each student's needs. This data-driven approach ensures that unduplicated students are making measurable progress. 3. Building Confidence and Engagement Cultural Relevance and Sensitivity: ELD teachers often incorporate students' cultures and backgrounds into lessons, creating a more inclusive classroom environment where unduplicated students feel seen and valued. This builds student confidence, making them more engaged and willing to participate in learning activities. Encouraging Student Voice: ELD teachers provide a safe space for students to practice their English skills without fear of judgment, boosting their confidence in both academic and social situations. This can also foster leadership skills and self-advocacy, which are crucial for long-term success.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		4. Social-Emotional Support Caring Adult Relationships: Many unduplicated students benefit from strong, supportive relationships with teachers, especially those who understand their unique challenges. ELD teachers often serve as mentors and advocates, helping students navigate both academic and personal challenges, particularly for foster youth or those from low-income backgrounds. Emotional Resilience and Growth: Learning a new language can be challenging, but ELD teachers provide encouragement and guidance, helping students develop perseverance and resilience. This emotional support helps unduplicated students cope with their challenges and feel more capable in the school setting. 5. Bridging the Home-School Gap Parent Communication and Involvement: ELD teachers often play a role in facilitating communication between schools and families, particularly for those whose parents or guardians are not fluent in English. This improves parent engagement in their child's education, which is a key factor in student success. Connecting Students with Resources: ELD teachers may also connect unduplicated students and their families with additional resources, such as tutoring, after-school programs, or community services, which can be particularly valuable for low-income and foster youth. 6. Preparing for Long-Term Success	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Transition Support: ELD teachers help unduplicated students transition smoothly into mainstream classes by ensuring they have the language and academic skills necessary to succeed. This can prevent long-term academic struggles and help students stay on track for graduation. Overall, an ELD teacher's role is not only about helping unduplicated students learn English but also about empowering them to succeed academically, socially, and emotionally. By offering targeted language instruction, fostering a supportive learning environment, and advocating for their unique needs, ELD teachers help unduplicated students overcome barriers and reach their full potential.	
4.2	**Action:** Additional ELD Support **Need:** Action: Provide support services for ELD student and Socioeconomically Disadvantaged (math) Need: The need to help unduplicated students achieve at a higher level through specialized support is based on the following needs: According to the California School Dashboard 2022-2023 Maintained ELPI Level 2023: 37.4% Decreased ELPI 2023: 22.4% SED: Red Level Math	The district will develop a plan to address Long Term English Learners utilizing small group instruction base upon performance levels. Air Reading will support English Learner Reading Intervention and the district will implement small group English Language Development Seminar opportunities. Small group instruction is particularly effective in supporting Long-Term English Learners (LTELs)—students who have been learning English for six or more years but have not yet reached proficiency—by providing targeted, personalized instruction that addresses their unique language needs. Rationale for LEA School Wide: The action is provided on an LEA-wide basis to ensure equitable access to resources, programs, and opportunities that support all students, including	Metrics 4.1, 4.2, and 4.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	A total of 59.8% of the English Learners did not show growth on the Summative ELPAC Source: California School Dashboard 2023 100% of the parents responding to the local LCAP survey in Spanish, stated that the students needed a lot of help in reading Source: Local Survey 2024 Scope: LEA Wide **Scope:** Limited to Unduplicated Student Group(s)	our unduplicated student groups (English Learners, low-income students, and foster youth). By implementing this action across the entire Local Educational Agency (LEA), we can standardize the quality of educational experiences and address systemic disparities that may exist student populations.	

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.

NA

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.

Sunnyside Union is estimated to receive $179,514. Additional Concentration Grant Funding was applied to the TOSA positions (Goal 1 - Action 6 and Goal 1 - Action 12) that will provide direct instruction to Unduplicated Pupils.

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,347,667	1,375,940	41.101%	6.228%	47.329%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,703,422.27	$306,904.00	$0.00	$194,630.00	$2,368,642.27	$1,841,049.00	$527,593.27

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	Computer Technician	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$102,152.00	$0.00	$81,522.00			$20,630.00	$102,152.00	
1	1.2	Technology Hardware and Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.3	Instructional Cabinet	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.4	Transitional Kindergarten - Fifth Grade Physical Education Teacher/Teacher Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Transitional Kindergarten - Fifth (80%) 6-8 (20%)	On-going	$111,847.00	$0.00	$111,847.00				$111,847.00	
1	1.5	Learner Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$55,602.27	$55,602.27				$55,602.27	
1	1.6	Teacher on Special Assignment (TOSA) - Reading and Literacy and/or Writing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Target Grade Levels (1-5)	On-going	$123,966.00	$0.00	$123,966.00				$123,966.00	
1	1.7	Electives (Materials Only)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$32,291.00	$32,291.00				$32,291.00	
1	1.8	5 Additional Certificated Work Days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$57,722.00	$0.00	$57,722.00				$57,722.00	

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	Learning Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.10	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$25,000.00	$25,000.00				$25,000.00	
1	1.11	Library Clerk	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$35,015.00	$0.00	$35,015.00				$35,015.00	
1	1.12	TOSA - Instructional Coach and Professional Development Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$156,086.00	$0.00	$156,086.00				$156,086.00	
1	1.13	Instructional Support	All	No			All Schools	On-going	$227,000.00	$0.00		$227,000.00			$227,000.00	
1	1.14	Air Reading Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$54,000.00	$54,000.00				$54,000.00	
1	1.15	Teacher on Special Assignment (TOSA) - Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$163,686.00	$0.00	$163,686.00				$163,686.00	
1	1.16	Paraprofessional Support	All	No			All Schools	On-going	$160,000.00	$0.00				$160,000.00	$160,000.00	
2	2.1	Save the Children Contribution														
2	2.2	Attendance-Business Technician	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$85,316.00	$0.00	$42,658.00	$42,658.00			$85,316.00	
2	2.3	Parent Communication System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$5,700.00	$5,700.00				$5,700.00	
2	2.4	Parent Engagement Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.5	Behavior Support Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$71,447.00	$0.00	$71,447.00				$71,447.00	
3	3.1	Climate and Culture	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	On-going	$0.00	$35,000.00	$35,000.00				$35,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	3.2	Facility Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$75,000.00	$75,000.00				$75,000.00	
3	3.3	Special Services Learning Enviornment	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	On-going	$0.00	$75,000.00	$75,000.00				$75,000.00	
3	3.4	Extra Curricular Activities Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.5	Performing Arts	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$25,000.00	$25,000.00				$25,000.00	
4	4.1	Teacher on Special Assignment (TOSA) - English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$159,675.00	$0.00	$145,675.00			$14,000.00	$159,675.00	
4	4.2	Additional ELD Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$18,938.00	$0.00	$18,938.00				$18,938.00	
5	5.1	Licensed Vocational Nurse	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$114,891.00	$0.00	$114,891.00				$114,891.00	
5	5.2	School Psychologist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$108,279.00	$0.00	$108,279.00				$108,279.00	
5	5.3	County Nurse Contract	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$55,000.00	$55,000.00				$55,000.00	
5	5.4	SEL Playground Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$103,459.00	$0.00	$66,213.00	$37,246.00			$103,459.00	
5	5.5	Part-Time Health Clerk	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$41,570.00	$0.00	$41,570.00				$41,570.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,347,667	1,375,940	41.101%	6.228%	47.329%	$1,867,108.27	0.000%	55.773 %	**Total:**	$1,867,108.27
								LEA-wide Total:	$1,702,495.27
								Limited Total:	$164,613.00
								Schoolwide Total:	$25,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Computer Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$81,522.00	
1	**1.2**	Technology Hardware and Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	**1.4**	Transitional Kindergarten - Fifth Grade Physical Education Teacher/Teacher Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,847.00	
1	**1.5**	Learner Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,602.27	
1	**1.6**	Teacher on Special Assignment (TOSA) - Reading and Literacy and/or Writing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$123,966.00	
1	**1.7**	Electives (Materials Only)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,291.00	

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	1.8	5 Additional Certificated Work Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,722.00	
1	1.9	Learning Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.10	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1	1.11	Library Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,015.00	
1	1.12	TOSA - Instructional Coach and Professional Development Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$156,086.00	
1	1.14	Air Reading Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$54,000.00	
1	1.15	Teacher on Special Assignment (TOSA) - Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$163,686.00	
2	2.2	Attendance-Business Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,658.00	
2	2.3	Parent Communication System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,700.00	
2	2.4	Parent Engagement Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.5	Behavior Support Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,447.00	
3	3.1	Climate and Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
3	3.2	Facility Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Special Services Learning Enviornment	Yes	LEA-wide	English Learners Foster Youth	All Schools	$75,000.00	
3	3.4	Extra Curricular Activities Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.5	Performing Arts	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
4	4.1	Teacher on Special Assignment (TOSA) - English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$145,675.00	
4	4.2	Additional ELD Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$18,938.00	
5	5.1	Licensed Vocational Nurse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$114,891.00	
5	5.2	School Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$108,279.00	
5	5.3	County Nurse Contract	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,000.00	
5	5.4	SEL Playground Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,213.00	
5	5.5	Part-Time Health Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,570.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,046,956.27	$1,890,114.39

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**	Computer Technician	Yes	$102,152.00	$100,500.00
1	**1.2**	Technology Hardware and Software	Yes	$50,000.00	$51,000.00
1	**1.3**	Instructional Cabinet	No	$0.00	$0.00
1	**1.4**	Transitional Kindergarten - Fifth Grade Physical Education Teacher/Teacher Planning	Yes	$111,847.00	$112,697.00
1	**1.5**	Learner Trips	Yes	$55,602.27	$30,000.00
1	**1.6**	Teacher on Special Assignment (TOSA) - Reading and Literacy and/or Writing	Yes	$123,966.00	$127,500.00
1	**1.7**	Electives (Materials and Stipends)	Yes	$32,291.00	$25,000.00
1	**1.8**	5 Additional Certificated Work Days	Yes	$57,722.00	$60,000.00
1	**1.9**	Learning Programs	Yes	$20,000.00	$14,141.20
1	**1.10**	Professional Development	Yes	$25,000.00	$43,889.85
1	**1.11**	Library Clerk	Yes	$35,015.00	$18,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	TOSA - Instructional Coach and Professional Development Coordinator	Yes	$156,086.00	$0.00
1	1.13	Instructional Support	No	$227,000.00	$191,780.00
1	1.14	Air Reading Intervention	Yes	$54,000.00	$55,660.10
2	2.1	Save the Children Contribution	Yes	$16,000.00	$8,000.00
2	2.2	Attendance-Business Technician	Yes	$85,316.00	$94,000.00
2	2.3	Parent Communication System	Yes	$5,700.00	$19,191.37
2	2.4	Parent Engagement Activities	Yes	$10,000.00	$17,000.00
2	2.5	Behavior Support Aides	Yes	$71,447.00	$34,000.00
3	3.1	Climate and Culture	Yes	$35,000.00	$75,000.00
3	3.2	Facility Support	Yes	$75,000.00	$138,937.70
3	3.3	Special Services Learning Enviornment	Yes	$75,000.00	$17,000.00
3	3.4	Extra Curricular Activities Support	Yes	$10,000.00	$12,500.00
3	3.5	Performing Arts	Yes	$25,000.00	$1,022.17

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.1**	Teacher on Special Assignment - English Language Development	Yes	$145,675.00	$146,834.00
4	**4.2**	Additional ELD Support	Yes	$18,938.00	$20,000.00
5	**5.1**	Licensed Vocational Nurse	Yes	$114,891.00	$114,891
5	**5.2**	School Psychologist	Yes	$108,279.00	$150,000.00
5	**5.3**	County Nurse Contract	Yes	$55,000.00	$55,000.00
5	**5.4**	SEL Playground Coordinator	Yes	$103,459.00	$115,000.00
5	**5.5**	Part-Time Health Clerk	Yes	$41,570.00	$41,570.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,371,237	$1,719,422.27	$1,509,291.39	$210,130.88	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	Computer Technician	Yes	$81,522.00	$100,500.00		
1	1.2	Technology Hardware and Software	Yes	$50,000.00	$51,000.00		
1	1.4	Transitional Kindergarten - Fifth Grade Physical Education Teacher/Teacher Planning	Yes	$111,847.00	$112,697.00		
1	1.5	Learner Trips	Yes	$55,602.27	$30,000.00		
1	1.6	Teacher on Special Assignment (TOSA) - Reading and Literacy and/or Writing	Yes	$123,966.00	$127,500.00		
1	1.7	Electives (Materials and Stipends)	Yes	$32,291.00	$25,000.00		
1	1.8	5 Additional Certificated Work Days	Yes	$57,722.00	$60,000.00		
1	1.9	Learning Programs	Yes	$20,000.00	$14,141.20		
1	1.10	Professional Development	Yes	$25,000.00	$43,889.85		
1	1.11	Library Clerk	Yes	$35,015.00	$18,000.00		
1	1.12	TOSA - Instructional Coach and Professional Development Coordinator	Yes	$156,086.00	$0.00		
1	1.14	Air Reading Intervention	Yes	$54,000.00	$55,660.10		

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	2.1	Save the Children Contribution	Yes	$16,000.00	$8,000.00		
2	2.2	Attendance-Business Technician	Yes	$42,658.00	$47,000.00		
2	2.3	Parent Communication System	Yes	$5,700.00	$19,191.37		
2	2.4	Parent Engagement Activities	Yes	$10,000.00	$17,000.00		
2	2.5	Behavior Support Aides	Yes	$71,447.00	$34,000.00		
3	3.1	Climate and Culture	Yes	$35,000.00	$75,000.00		
3	3.2	Facility Support	Yes	$75,000.00	$45,594.70		
3	3.3	Special Services Learning Enviornment	Yes	$75,000.00	$17,000.00		
3	3.4	Extra Curricular Activities Support	Yes	$10,000.00	$12,500.00		
3	3.5	Performing Arts	Yes	$25,000.00	$322.17		
4	4.1	Teacher on Special Assignment - English Language Development	Yes	$145,675.00	$146,834.00		
4	4.2	Additional ELD Support	Yes	$18,938.00	$20,000.00		
5	5.1	Licensed Vocational Nurse	Yes	$114,891.00	$114,891.00		
5	5.2	School Psychologist	Yes	$108,279.00	$150,000.00		
5	5.3	County Nurse Contract	Yes	$55,000.00	$55,000.00		
5	5.4	SEL Playground Coordinator	Yes	$66,213.00	$67,000.00		
5	5.5	Part-Time Health Clerk	Yes	$41,570.00	$41,570.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,304,328	1,371,237	10.406	51.904%	$1,509,291.39	0.000%	45.676%	$205,793.98	6.228%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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