



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Clara Unified School District

CDS Code: 43-69674-0000000

School Year: 2023-24

LEA contact information:

Gary Waddell Ed.D.

Superintendent

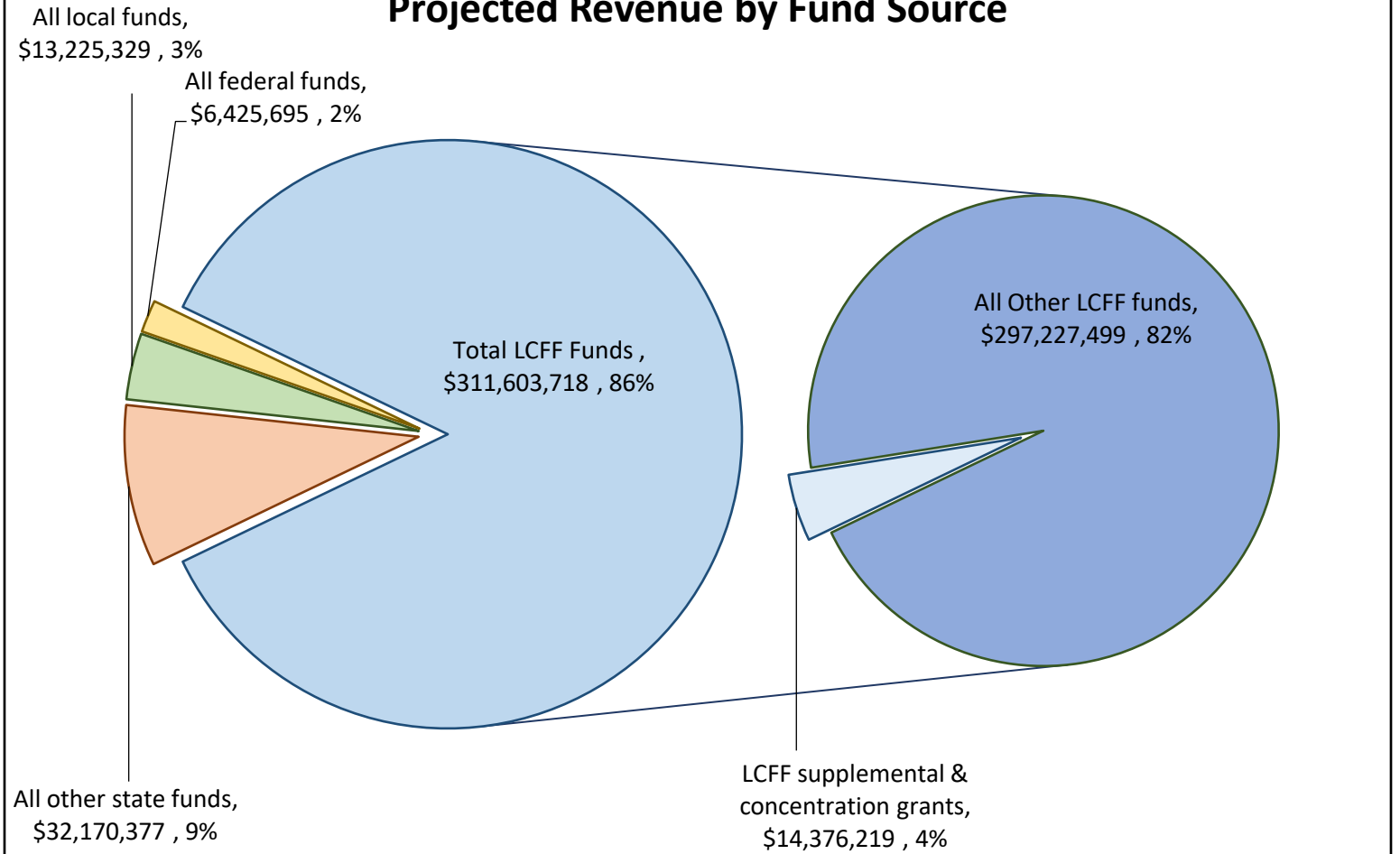
gwaddell@scusd.net

(408) 423-2005

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

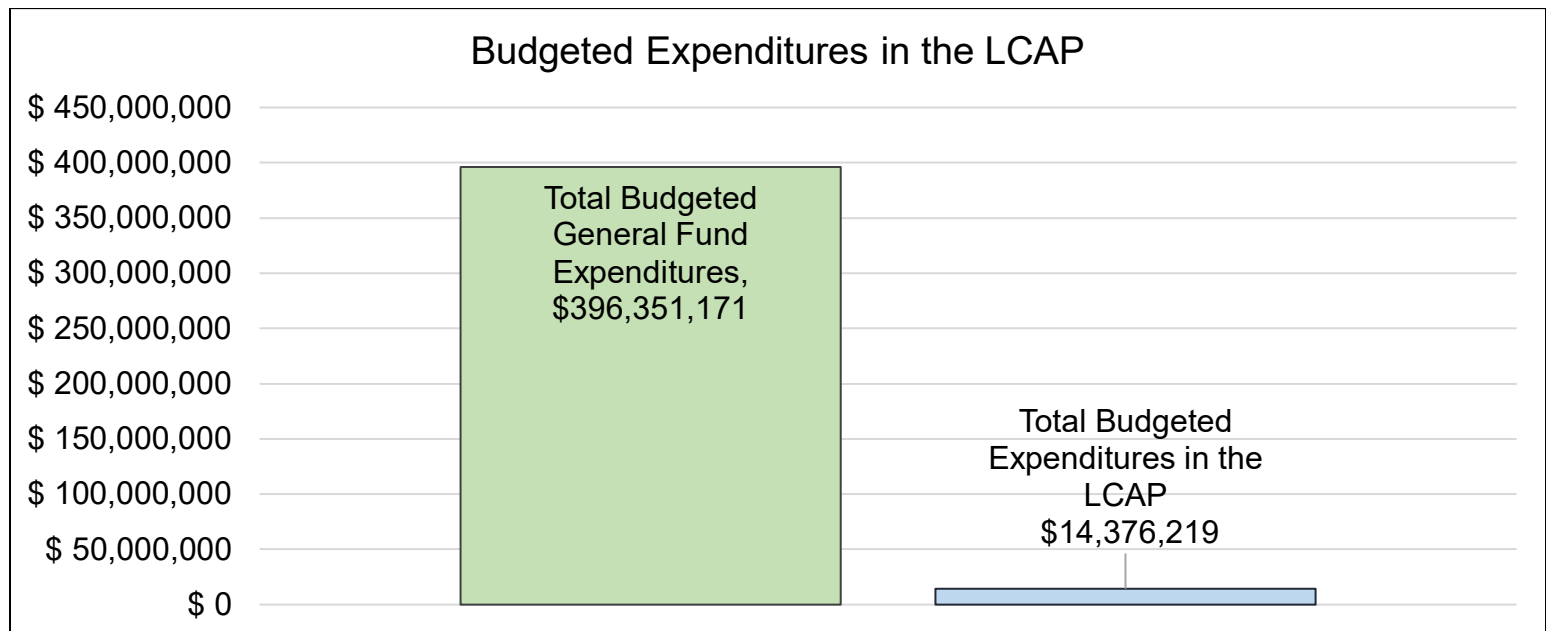


This chart shows the total general purpose revenue Santa Clara Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Clara Unified School District is \$363,425,119, of which \$311,603,718 is Local Control Funding Formula (LCFF), \$32,170,377 is other state funds, \$13,225,329 is local funds, and \$6,425,695 is federal funds. Of the \$311,603,718 in LCFF Funds, \$14,376,219 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Santa Clara Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

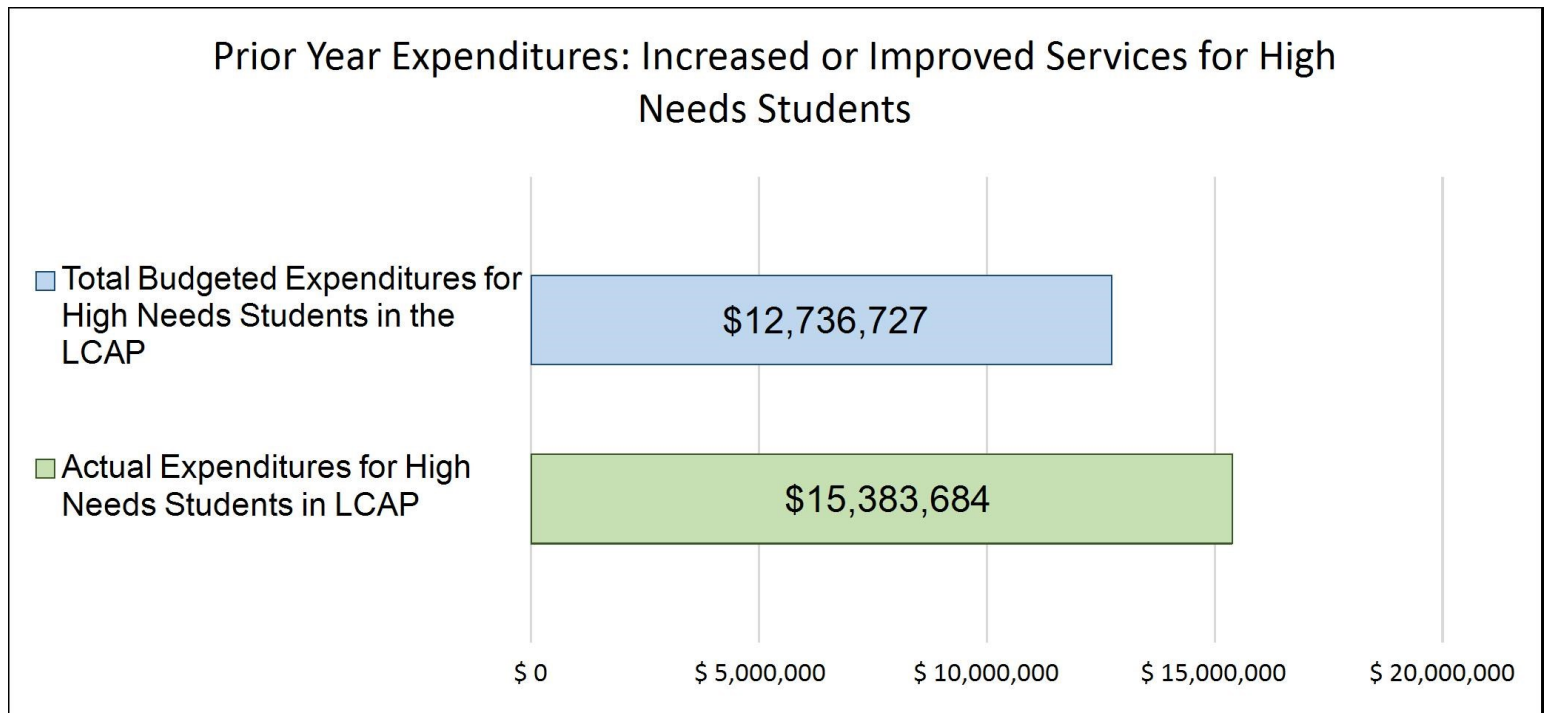
The text description of the above chart is as follows: Santa Clara Unified School District plans to spend \$396,351,171 for the 2023-24 school year. Of that amount, \$14,376,219 is tied to actions/services in the LCAP and \$381,974,952 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Santa Clara Unified School District is projecting it will receive \$14,376,219 based on the enrollment of foster youth, English learner, and low-income students. Santa Clara Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Clara Unified School District plans to spend \$14,376,219 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 2022-23



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

The text description of the above chart is as follows: In 2022-23, Santa Clara Unified School District's LCAP budgeted \$12,736,727 for planned actions to increase or improve services for high needs students. Santa Clara Unified School District actually spent \$15,383,684 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$2,646,957 had the following impact on Santa Clara Unified School District's ability to increase or improve services for high needs students:

Increased spending on professional learning for teachers and classified staff, with a district-wide focus on integrated and designated English language development to support instructional practices that promote the language development and academic achievement of English learners. Expansion of career technical education offering and access to improve participation by high needs students. Investment in instructional coaching skills development for Teachers on Special Assignment as we increased their focus on instructional coaching of classroom teachers K-12, in particular around ELD strategies. Increased opportunities for high needs students to participate in STEAM activities.



Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

Graduates of Santa Clara Unified School District are resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society. Santa Clara Unified School District serves approximately 13,500 PreK-12 students and approximately 5,000 Adult Education students. Neighborhoods in the cities of Santa Clara, Sunnyvale, San Jose, and Cupertino comprise the District's 56 square-mile area. The District has 30 sites: 18 elementary schools, 1 K-8 school, 4 middle schools, 3 comprehensive high schools, 1 Community Day School, 1 6-12 independent study school, and 2 alternative high schools including a

continuation and early college high school. The district currently has 11 TK classrooms throughout the district and with the new Universal Pre-K (UPK) plans, will continue to open up TK classrooms until full implementation in Fall 2025. Our State contracted and district preschool programs are also available for families across the district.

Support programs for students and families begin at the earliest possible time, including pre-natal in the district program for pregnant and parenting teens and continues for students beyond 18 years of age with programs for 5th and 6th year seniors and post-secondary for students with disabilities. This past school year continued to present challenges due to the ongoing effects of COVID-19. The district continues to provide increased supports such as early literacy intervention, summer and after school programs, preschool and aftercare, and a robust wellness program to strengthen social emotional well-being and address learning gaps in order to help our school communities as a whole to reconnect, re-engage and recover.

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

Our TK-12 student population is 23% English learners (EL). 57% of our EL students have a Spanish home language, whereas the remaining highest percentage of non-English home languages are Punjabi, Vietnamese, Japanese, and Mandarin. Each representing under 1% of the EL student population. Overall, SCUSD is richly represented in language diversity with over 50 additional languages other than English spoken by students or families in the district with the remaining 50 languages representing under 3% of our EL population. Our student population identifies with the following ethnic groups: 37% Hispanic/Latinx, 29% Asian, 17% White, 7% Two or more races, 5% Filipino, and 3% African American. 35% of our students qualify for free or reduced priced meals. This LCAP is focused primarily on meeting the needs of our "unduplicated student count" and other high need student groups or programs including students with disabilities. Any student who falls into a category of foster youth, English learner, or low income based on the free/reduced lunch program is counted. If, however, they identify with more than one of these categories, they are only counted once, hence the meaning of "unduplicated" count. Santa Clara Unified has an unduplicated student count of 50.1% of our student population.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Although the district experienced slight reductions in the overall percent of students meeting and exceeding ELA and Math standards on the Smarter Balanced California Assessment of Student Performance and Progress (CAASPP), like most districts within California, there were some increases among grade levels. Most notably, when comparing 2021-22 results to 2018-19, it can be seen that 11th grade increased the percent of students meeting and exceeding ELA standards from 64% to 66%. Additionally, 45% of Santa Clara Unified students in Grades 5,

8 and 11 met and exceeded standards on the 2021-22 California Science Test. This result is 6 percentage points higher than the district's rounded 2018-19 results (39%) and 16 percentage points above the state of California's 2021-22 rounded results (29%).

A different picture of district success emerges when we look at a matched dataset between student scale scores pre-pandemic (2018-19) and student scale scores on the last administration of the CAASPP assessments (2021-22). This analysis looked at all tested SCUSD students who had a score in 2018-19 CAASPP ELA or Math and a score on the 2021-22 ELA or Math exams. Upward movement in those scores was closely examined and revealed students who made gains in their overall scale score during the pandemic, even if they had not yet met standard on the assessment. Overall, Santa Clara Unified experienced an increase in student content knowledge, with an average increase of 7.2 scale score points from "Meeting" ELA standards. Furthermore, 11th grade students experienced the greatest increase in distance from "Standard Met", with a change in average distance of 7.9 scale score points above "Standard Met" in 2018-19, to an average distance of 41.3 scale score points above "Standard Met" in 2021-22. Students identifying as Filipino and Asian experienced the greatest increase in distance from ELA "Standard Met", with a respective change in average distance in scale score points above "Standard Met" of 25.3 and 20.8. This result shows a shrinking of the ELA performance gap between Filipino students and those identifying as White or Two or More Races, as students within these two groups stayed relatively unchanged between the 2018-19 and 2021-22 administrations.

During the pandemic, the district adopted a new assessment system (iReady), which allows the district to see student results throughout the year. In relation to Math, the district saw an increase in our overall iReady Math metrics (2022, 48.2% on grade level) to (2023, 53% on grade level). Meanwhile, English Learner/Multilingual learner students saw an increase from 17.5% to 19% on grade level and students with disabilities saw an increase of 16.2% to 21% on grade level. We plan to continue to provide professional learning opportunities in utilizing iReady as a tool to help inform instruction and to support staff in a data cycle of inquiry. We also updated our reclassification criteria to include iReady as one of the multiple data points for reclassification for K-8.

Further successes can be seen thanks to the addition of a new metric which looks at the impact of our summer programming. Each year, the district invites over one thousand students to attend extended learning opportunities over the summer. This year, feedback from our District advisory Committee saw the addition of a metric that looks specifically at the impact of these programs. A new baseline was retroactively calculated for the Elementary & Middle school summer programs that looked at an increase in progress on the iReady assessments among students that participated in the summer programs. Promising results were seen among kindergarten students (68% improved their iReady reading scores, 62% improved their iReady Math scores), 3rd Grade students (45% improved their iReady reading scores, 60% improved their iReady Math scores), and 7th Grade students (68% improved their iReady reading scores, 46% improved their iReady Math scores).

With the first actions of the R3 Learning Recovery Plan beginning with implementation of summer programs, we saw success in significantly increasing the 4-year Cohort Graduation Rate overall and for every student group. At 92.8 percent, the graduation rate in SCUSD is at the "High" Performance Level. The district is 5.4 percentage points above the state, which received a "Medium" Performance. 91% of SCUSD student groups with qualifying scores received a "High" to "Very High" graduation rate. This is a three year high for the district. Additionally, two of our historically underserved student groups (Hispanic/Latino/a/x and Black/African American) received a "High" graduation rate.

Another highlight was a 4th year of increases among several student groups and students overall who completed all coursework for UC/CSU entrance. There was an increase from 54.5% (2021) to 55.6% (2022) of graduates overall who met UC/CSU entrance requirements; an increase from 19.4% (2021) to 21.5% (2022) among English Learner/Emergent Multilingual students meeting UC/CSU requirements and an increase from 14.3% (2021) to 15.3% (2022) among our students with a disability.

In relation to student's social emotional wellness, the district is currently utilizing the SEL survey designed by the Santa Clara County Office of Education. Due to changes in the survey design, we are unable to report progress at this time, but there were promising results in relation to the district's goal to create future-ready citizens. 72.02% of surveyed students reported strong agreement with a desire to be a good student, attend college and become smarter. High percentages were seen among all students to this prompt: White: 76.2%, Asian: 81.97%, Hispanic: 61.06%, Black/African American: 74.11%, Socioeconomically Disadvantaged: 62.72%, English Learners: 57.17% and Students with Disabilities: 56.1%.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Overall, the district is doing well. Four out of the five state indicators show that the district has mid to strong performance in these areas. The one area of major concern would be the “High” status received for the Chronic Absenteeism Indicator. Chronic absenteeism in SCUSD was exacerbated by the pandemic and these results reflect the high degree of student absences that occurred throughout the global pandemic. This problem is a high priority for the district, as students can't achieve if they aren't present in school. SCUSD received Differentiated Assistance from the Santa Clara County Office of Education to craft plans to improve outcomes for Foster Youth (Chronic Absenteeism, suspension), students experiencing Homelessness (Chronic Absenteeism, suspension, academics) and Students with Disabilities (Chronic Absenteeism, academics). Furthermore, our CA School Dashboard results revealed continuing gaps in educational attainment and experiences among our student groups, with some receiving a performance level that is two or more levels below the district "All Student" group. For instance: English Language Arts, District All Student Level = High, whereas Black/African American (Low), Hispanic/Latino (Low), Pacific Islander (Low), Economically Disadvantaged (Low), English Learner (Low), Homeless (Very Low), Students with Disability (Very Low). Mathematics, District All Student Level = Medium, whereas Pacific Islander (Very Low), Homeless (Very Low), Students with Disability (Very Low). Graduation Rate, District All Student Level = High, whereas Homeless (Low). Suspension, District All Student Level = Medium, whereas Foster Youth (Very High), and Homeless (Very High).

Achievement in Math on the 2021-22 Smarter Balanced CAASPP assessment (48% meeting and exceeding standard) continues to lag significantly behind achievement in English Language Arts (60% meeting and exceeding standard). However, the student group with the most academic need in ELA and Math is our English Learner/emergent multilingual learner students, 16% of whom met and exceeded Math standards and 17% met and exceeded ELA standards. Plans to address these challenges in 2023-24 include the continuation of the district's focus on educational outcomes for English language learners. This year, each school site developed two years plans focused on identifying change ideas related to improving student outcomes. Sites are looking at a myriad of factors that impact the performance of our English Learner/Emergent Multilingual students, including chronic absenteeism, student voice, and testing accommodations. Each factor has both

actions for improvement and progress monitoring metrics. Sites will use the data generated from their metrics to make programmatic changes. Additionally, sites have begun adopting designated English Language Development (dELD) strategies within their classrooms and conducting classroom observations to measure the implementation of these strategies. The focused work sites are doing is grounded in strong teaching practices and using data to drive decision making. As such, all students will benefit from the improvements sites make through this continuous improvement work.

While the district has emerged from the COVID crisis, improving attendance and decreasing chronic absenteeism continue to be a priority and present a challenge. Average daily attendance has decreased to around 93% and chronic absenteeism is at an all time high of 20%. COVID absences continue to affect student groups served by the LCAP, the chronic absenteeism of those student groups is also disproportionate and significantly higher than absenteeism overall. Plans to continue to address these challenges in 2023-24 include: Continuing a community of practice with SCCOE and AttendanceWorks; continuing to focus attendance improvement support efforts that were started under Differentiated Assistance for BOTH McKinney-Vento & Foster Youth; increase engagement with families to identify root causes of absenteeism and improve support; expand Social Work Intern Program, focused on attendance/engagement; continue chronic absenteeism review cycles between Student Services and school leadership teams and add new progress monitoring metrics around chronic absenteeism among students with disabilities at the high school level.

Suspension rates and disproportionality of suspensions of Low-Income, EB/EL and other student groups have now exceeded pre-COVID levels. To continue to reduce suspension and disproportionality of suspension, several strategies are continuing in 2023-2024. These include: A cross-district discipline group to support shifts in systems and practices, exploration of restorative practices, development of district Multi-Tiered Systems of Support, including MTSS Plan and MTSS Network, collaboration with Counseling and SPED Leadership teams to create a stronger continuum of student support and the restart and planned expansion of SafetyCare Training for general education staff.

We will continue to work towards our goals for closing the graduation rate gap for student groups. There will be an increased effort to provide additional credit recovery options, strengthen counseling supports prioritizing students at risk of not graduating and outreach from our community liaisons to help parents and families navigate and understand graduation requirements.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

It is with intent that Santa Clara Unified's Vision 2035, the 2021-2025 Strategic Plan and the 2021-2024 LCAP are tightly aligned and that each have a clear purpose. The Strategic Plan informs all aspects of the district's goals, actions, and budgets. The LCAP identifies our high need areas and drills down to specific actions and targeted budget allocations that support those high need areas and our more vulnerable student populations. Though the LCAP can address the needs of all students, many of the actions specifically address English Learners, Foster Youth and Low Income students. The LCAP also addresses students with disabilities. Three goals have been identified for focus during the 2021-2024 three year period of the current LCAP to improve outcomes for all students.

- GOAL 1 - High quality academics and equitable opportunities: All students will make measurable annual progress toward mastering California Standards and toward graduation as indicated in the metrics for each goal. We will raise student achievement overall and reduce the achievement gap between student groups as indicated in the metrics for each goal. 6 Actions/Services (\$10,226,071)
- GOAL 2 - Addressing the whole child: All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait. 7 Actions/Services (\$3,696,404)
- GOAL 3 - Community involvement: SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait. 6 Actions/Services (\$441,864)

Comprehensive Support and Improvement

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

Schools Identified

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

Wilson Alternative High School

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The district solicited input on the LCAP Annual Update goals, strategies, actions and investments through multiple meetings. Four District Advisory Committee meetings that included parents, students, Board members, labor and community partners, teachers, administrators and other staff members were held on November 1st, February 1st, March 14th and April 12th. The LCAP was shared for input and feedback with the District English Learner Advisory Committee (DELAC) on March 15th, and a meeting with the SELPA VII Director was held on May 3rd. A public hearing was held on June 8th. The DRAFT plan was also posted on the district website for public review and comment via google forms. A link was sent to DAC and DELAC members as well and their feedback was responded to in writing. These community inputs were carefully reviewed and considered in both the early drafting prior to the June 8, 2023 Board Public Hearing, and revisions of the LCAP prior to the June 22, 2022 Board vote to approve the LCAP.

A summary of the feedback provided by specific educational partners.

There was agreement that the current strategies were appropriate and effective. Feedback included recommendations for increased efforts to assess impact related to professional learning, increasing ways to track data related to volunteer hours and the impact of community partnerships, and the expansion of STEAM related opportunities for students.

These recommendations continue to be important to our educational partner groups:

- After school, summer school and tutoring support
- Improve EL access to STEAM, student-centered learning, career technical education pathways
- Professional Learning focused on instruction that supports language acquisition, SEL, and culturally responsive practices
- ELSATs (English Language Support and Assessment Technicians) provide key support for EL students and their families
- continued focus on SEL and trauma-informed practices
- focus on restorative practices

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

There was a high degree of alignment and agreement among educational partners on the types of strategies and actions that they wanted us to continue. The key areas of feedback from our educational partners reinforced most if not all of the priorities in the current LCAP and Annual Update. The key areas given more emphasis after receiving input are professional learning in culturally responsive practices, improving access to STEAM, project based learning, and career pathways, and a continued focus on social emotional supports and trauma informed practices. Another key area that resulted in increased supports, not only addressed in our LCAP and Expanded Learning Opportunity plan, but especially in our English Learner Master Plan, is supports for English Learners. The 2023-2024 Annual Update reflects the continuation of significant investment in Designated and Integrated ELD as a top district instructional priority. ELSATs as key supports for EL students and families, the SEAL program and professional development on English Language Development have been enhanced by this plan. Feedback continues to underline the importance of supporting students with Individual Education Plans (IEPs). Students with IEPs were added to the priority student groups and a separate action created for that group. Our Special Education Plan is aligned with the LCAP and

details additional supports to students with IEPs. Tutoring has also been a key interest of educational partners in order to mitigate the loss of schooling that we've experienced and the potential widening of achievement gaps. Through our Research Practice Learning Partnership with Stanford Graduate School of Education, the primary focus of the work together will be inclusivity for students with learning differences.

Goals and Actions

Goal

Goal #	Description
1	All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.

An explanation of why the LEA has developed this goal.

Annual student progress toward proficiency in state standards and student graduation are critical goal elements. We have added an equity-focused element to this goal focusing on raising student academic performance overall while also reducing the gap in academic performance between student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3-8 and grade 11 CAASPP/SBA ELA "Distance from Level 3"/CA Dashboard color	Spring 2019 All: 26.2 points above standard, "Green" Hispanic: 27.9 points below standard, "Yellow" Black or African American: 2 points below standard, "Green" Socioeconomically Disadvantaged: 23 points below standard, "Yellow" English Learners: 15.4 points below standard, "Yellow" Students with Disabilities: 71.2	Spring 2021 There were no CAASPP/SBA scores in Spring 2021 due to COVID (district provided local assessments instead). CA Dashboard suspended until 2022-23.	Spring 2022 All: 23.5 points above standard "High" Hispanic: 38.1 points below standard "Low" Black or African American: 20 points below standard "Low" Socioeconomically Disadvantaged: 35.5 points below standard "Low" English Learners: 26.6 points below standard "Low" Students with Disabilities: 80.7 points below standard "Very Low"		All: 45 or more points above standard "Blue" Hispanic: 9 or more points above standard "Green" Black or African American: 20 points above standard, "Green" Socioeconomically Disadvantaged: 3 or fewer points below standard "Green" English Learners: 5 or fewer points below standard, "Green" Students with Disabilities: 5 or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	points below standard, "Orange" McKinney-Vento: NA Foster Youth: NA		McKinney-Vento (Homeless Youth): 104.4 points below standard "Very Low" Foster Youth: NA (Student count too small to receive dashboard results)		fewer points below standard "Green" ADDED MISSING DESIRED OUTCOME(S): McKinney-Vento (Homeless): 84.4 points below standard Foster Youth: N/A (Student count is historically too small to receive dashboard results) THE FOLLOWING INFORMATION WAS PREVIOUSLY ADDED TO THIS SECTION IN ERROR: Additional Metric to be added fall, 2022: Percent meeting standard: All: % Hispanic: % Black or African American: % Socioeconomically Disadvantaged: % English Learners: % Students with Disabilities: % McKinney-Vento: % (n=)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Foster Youth: % (n=)
3-8 and grade 11 CAASPP/SBA Math "Distance from Level 3"/CA Dashboard color	Spring 2019 All: 1.2 points below standard, "Green": Met (maintained) Hispanic: 66.8 points below standard, "Orange": Not met Black or African American: 52.1 points below standard, "Yellow": Met Socioeconomically Disadvantaged: 59.3 points below standard, "Orange": Not met English Learners: 33.9 points below standard, "Orange": Not met Students with Disabilities: 105.3 points below standard, "Orange": Met McKinney-Vento: NA Foster Youth: NA	Spring 2021 There were no CAASPP/SBA scores in Spring 2021 due to COVID (district provided local assessments instead). CA Dashboard suspended until 2022-23.	Spring 2022 All: 11 points below standard "Medium" Hispanic: 84.6 points below standard "Low" Black or African American: 69 points below standard "Low" Socioeconomically Disadvantaged: 79.2 points below standard "Low" English Learners: 54.9 points below standard "Low" Students with Disabilities: 116.9 points below standard "Very Low" McKinney-Vento (Homeless Youth): 132 points below standard "Very Low" Foster Youth: NA (Student count too small to receive dashboard results)		All: 35 or more points above standard, "Blue" Hispanic: 5 or fewer points below standard, "Green" Black or African American: 5 or fewer points below standard, "Green" Socioeconomically Disadvantaged: 5 or fewer points below standard, "Green" English Learners: 5 or fewer points below standard, "Green" Students with Disabilities: 5 or fewer points below standard, "Green" McKinney-Vento: Foster Youth: ADDED MISSING DESIRED OUTCOME(S): McKinney-Vento (Homeless): 105.6 points below standard Foster Youth: N/A (Student count is historically too small

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>to receive dashboard results)</p> <p>THE FOLLOWING INFORMATION WAS PREVIOUSLY ADDED TO THIS SECTION IN ERROR: Additional Metric to be added fall, 2022: Percent meeting standard: All: % Hispanic: % Black or African American: % Socioeconomically Disadvantaged: % English Learners: % Students with Disabilities: % McKinney-Vento: % (n=) Foster Youth: % (n=)</p>
K-8 students at/above grade level standard on Local Assessments in ELA /Reading (iReady)	Spring 2021 All: 65% Hispanic: 41% Black or African American: 55% Socioeconomically Disadvantaged: 41% English Learners: 24%	Spring 2022 3-8 students; see below for K/1 and 2nd grades All: 63.2% Hispanic: 39.9% Black or African American: 46.7%	Spring 2023: Reading Students 3-8 (N=5,759) All: 58% Hispanic: 34% Black or African American: 43% Socioeconomically Disadvantaged: 24%		All: 85% or greater Hispanic: 85% or greater Black or African American: 85% or greater Socioeconomically Disadvantaged: 85% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities: 25% McKinney-Vento: 26% (n=6) Foster Youth: 20% (n=5)</p> <p>Revised 6/8/22: 3-8 students only: All: 61% Hispanic: 36% Black or African American: 49% Socioeconomically Disadvantaged: 36% English Learners: 17%</p> <p>Students with Disabilities: 20% McKinney-Vento: 26% (n=21) Foster Youth: 0% (n=5)</p>	<p>Socioeconomically Disadvantaged: 40.1% English Learners: 20.5%</p> <p>Students with Disabilities: 26.6% McKinney-Vento: 26.7% (n=15) Foster Youth: 57.1% (n=7)</p>	<p>English Learners: 16%</p> <p>Students with Disabilities: 25% McKinney Vento: 13% Foster Youth: NA</p>		<p>English Learners: 60% or greater</p> <p>Students with Disabilities: 60% or greater</p> <p>McKinney-Vento: 60% or greater</p> <p>Foster Youth: 60% or greater</p>
K-8 students at/above grade level standard on Local Assessments in Mathematics (i-Ready)	<p>Spring 2021 All: 47% Hispanic: 17% Black or African American: 28% Socioeconomically Disadvantaged: 20% English Learners: 18% Students with Disabilities: 15%</p>	<p>Spring 2022 3-8 students; see below for K/1 and 2nd grades All: 48.2% Hispanic: 19.6% Black or African American: 28.3% Socioeconomically Disadvantaged: 23.5%</p>	<p>Spring 2023: Math Students 3-8 (N=5,646)</p> <p>All: 53% Hispanic: 24% Black or African American: 26% Socioeconomically Disadvantaged: 16%</p>		<p>All: 75% or greater</p> <p>Hispanic: 75% or greater</p> <p>Black or African American: 75% or greater</p> <p>Socioeconomically Disadvantaged: 75% or greater</p> <p>English Learners: 50% or greater</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>McKinney-Vento: 19% N=21 Foster Youth: 0% (N=6)</p> <p>Revised 6/8/22: 3-8 students only: All: 56% Hispanic: 25% Black or African American: 41% Socioeconomically Disadvantaged: 27% English Learners: 17% Students with Disabilities: 18% McKinney-Vento: 19% N=6/23 Foster Youth: 0% (N=0/6)</p>	<p>English Learners: 17.5% Students with Disabilities: 16.2% McKinney-Vento: 5.9% (n=17) Foster Youth: 40% (n=5)</p>	<p>English Learners: 19% Students with Disabilities: 21% McKinney Vento: 10% Foster Youth: NA</p>		<p>Students with Disabilities: 50% or greater McKinney-Vento: 50% or greater Foster Youth: 30% or greater</p>
9-11 On track for on-time graduation [Aeries/DataZone]	<p>Fall 2021: All: 73.1% Hispanic: 59.7% Black or African American: N=56 P=66.7% Socioeconomically Disadvantaged: 58.7% English Learners: 52% Students with Disabilities: 53.5%</p>	<p>Spring 2021 All: 68.9% Hispanic: 53.4% Black or African American: 60.0% Socioeconomically Disadvantaged: 53.6% English Learners: 43.6% Students with Disabilities: 48.0%</p>	<p>Spring, 2022 All: 69.8% Hispanic: 53.4% Black or African American: 67.3% Socioeconomically Disadvantaged: 53.6% English Learners: 39.9% Students with Disabilities: 50.0%</p>		<p>All: 90% or higher Hispanic: 90% or higher Black or African American: 90% or higher Socioeconomically Disadvantaged: 90% or higher English Learners: 90% Students with Disabilities: 90%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Homeless or Foster Youth: N=13 P= 43.3%</p> <p>Corrected Baseline: Spring 2020 All: 72% Hispanic: 56.3% Black or African American: 59.3% Socioeconomically Disadvantaged: 57.9% English Learners: 45% Students with Disabilities: 50.8% Homeless or Foster Youth: 37.1% (n=35)</p>	Homeless or Foster Youth: 38.7% (n=12)	Homeless or Foster Youth: 32.1% (n=9)		Homeless or Foster Youth: 90%
4 -year Cohort Graduation rates [Preliminary locally calculated, official in DataQuest]	<p>Spring 2021 (preliminary): All: 88% Hispanic: 85% Black or African American: 93% English Learners: 69% Economically Disadvantaged: 83% Students with Disabilities: 74% Homeless: 53% Foster: 50%</p>	<p>Spring 2021 All: 90.5% Hispanic: 87.0% Black or African American: 92.7% English Learners: 76.7% Economically Disadvantaged: 86.3% Students with Disabilities: 79.7% Homeless: 73.2%</p>	<p>Spring 2022 All: 93% Hispanic: 91% Black or African American: 91% English Learners: 83% Economically Disadvantaged: 90% Students with Disabilities: 84% Homeless: 78%</p>		<p>All: 95% or greater "Blue" Hispanic: 92% or greater "Green or Blue" Black or African American: 95% or greater "Green or Blue" English Learners: 80% or greater "Green or Blue"</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Corrected Baseline: Spring 2020 All: 86.9% Hispanic: 83.9% Black or African American: 89.2% English Learners: 72.9% Economically Disadvantaged: 82.5% Students with Disabilities: 73.9% Homeless: 53.3% Foster: 50.0%	Foster Youth: NA (Data suppressed due to N value less than 10)	Foster: NA (Data unavailable due to small population size)		Economically Disadvantaged: 90% or greater "Blue" Students with Disabilities: 85% or greater "Green" Homeless or Foster: % ADDED MISSING DESIRED OUTCOME(S): McKinney-Vento (Homeless): 88% or higher Foster Youth: N/A (Student count is historically too small to receive DataQuest results)
6-12 Math course grade ("C or better") [Aeries/DataZone]	Fall 2020 Based on Spring Semester, 2020 All: 81.6% Hispanic: 66.5% Black or African American: 82.5% Socioeconomically Disadvantaged: 68.2% English Learners: 62.4% Students with Disabilities: 75.7%	Fall 2021 Based on Spring Semester, 2021 All: 87.8% Hispanic: 78.3% Black or African American: 83.4% Socioeconomically Disadvantaged: 79.1% English Learners: 74.3% Students with Disabilities: 82.9%	Fall 2022, Semester 1 All: 85.8% Hispanic: 75% Black or African American: 82.5% Socioeconomically Disadvantaged: 78.2% English Learners: 68.6% Students with Disabilities: 77.3%		All: 85% or greater Hispanic: 85% or greater Black or African American: 85% or greater Socioeconomically Disadvantaged: 85% or greater English Learners: 85% or greater Students with Disabilities: 85% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	DATA IS FROM FALL 2020, SEMESTER 1. PREVIOUS LABEL INCORRECTLY STATED “BASED ON SPRING SEMESTER, 2020”	DATA IS FROM FALL 2021, SEMESTER 1. PREVIOUS LABEL INCORRECTLY STATED “BASED ON SPRING SEMESTER, 2021”			
6-12 ELA course card grade ("C or better") [Aeries/DataZone]	<p>Fall 2020 Based on Spring Semester, 2020 All: 81.1% Hispanic: 67.3% Black or African American: 80.4% Socioeconomically Disadvantaged: 68.4% English Learners: 65.2% Students with Disabilities: 71.9%</p> <p>DATA IS FROM FALL 2020, SEMESTER 1. PREVIOUS LABEL INCORRECTLY STATED “BASED ON SPRING SEMESTER, 2020”</p>	<p>Fall, 2021 Based on Spring Semester, 2021 All: 89.5% Hispanic: 82.5% Black or African American: 84.6% Socioeconomically Disadvantaged: 82.2% English Learners: 78.7% Students with Disabilities: 85.1%</p> <p>DATA IS FROM FALL 2020, SEMESTER 1. PREVIOUS LABEL INCORRECTLY STATED “BASED ON SPRING SEMESTER, 2020”</p>	<p>Fall 2022, Semester 1 All: 87.6% Hispanic: 79.2% Black or African American: 87.4% Socioeconomically Disadvantaged: 82.1% English Learners: 75.6% Students with Disabilities: 82.4%</p>		<p>All: 85% or greater Hispanic: 85% or greater Black or African American: 85% or greater Socioeconomically Disadvantaged: 85% or greater English Learners: 85% or greater Students with Disabilities: 85% or greater</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career counseling aligned to ASCA model (percent of student contacts with counselors that align to the ASCA CC counseling model.) [Aeries]	Baseline will be established based on 20-21 percentages All: Hispanic: Black or African American: Socioeconomically Disadvantaged: English Learners: Students with Disabilities: Homeless or Foster Youth: (Baseline is Spring, 2022 due to COVID)	Spring 2022 % and Number of Counseling Records (Grades 9-12) All: 77% (20,930) Hispanic: 76% (8,456) Black or African American: 76% (677) Socioeconomically Disadvantaged: 76% (9,417) English Learners: 75% (3,042) Students with Disabilities: 76% (3,038) Homeless or Foster Youth: 71% (148)	Spring 2023 % and Number of Counseling Records (Grades 9-12) All: 84% Hispanic: 81% Black or African American: 84% Socioeconomically Disadvantaged: 81% English Learners: 79% Students with Disabilities: 78% Homeless or Foster Youth: 77%		All: 80% Hispanic: 80% Black or African American: 80% Socioeconomically Disadvantaged: 80% English Learners: 80% Students with Disabilities: 80% Homeless or Foster Youth: 80%
College and Career Readiness Indicator [DataQuest]	Fall 2020 All: 53% Hispanic: 27% Black or African American: 2.7% Socioeconomically Disadvantaged: 40% English Learners: 6.1% Students with Disabilities: 6.2%	Fall, 2021 Not available due to suspension of CA Dashboard	Fall, 2022 Not available due to suspension of the CCI in the fall 2022 CA School Dashboard		All: 80% or more Hispanic: 80% or more Black or African American: 80% or more Socioeconomically Disadvantaged: 80% or more English Learners: 50% or more Students with Disabilities: 50% or more

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Conditions for learning	Fall 2020 Fully credentialed teachers: 100% Facilities in good standing: 100% Instructional materials provided to all students: 100%	Spring 2022 Fully credentialed teachers: 100% Facilities in good standing: 100% Instructional materials provided to all students: 100%	Spring 2023 Fully credentialed teachers: 99% Facilities in good standing: 100% Instructional materials provided to all students: 100%		Maintain full implementation levels Fully credentialed teachers: 100% Facilities in good standing: 100% Instructional materials provided to all students: 100%
Implementation of state standards	Fall 2020 Full 100% implementation (Level 5) of state standards in ELA, ELD, Math, Social Science and Science	Spring 2022 Full 100% implementation (Level 5) of state standards in ELA, ELD, Math, Social Science and Science	Spring 2023 100% Full Implementation of state standards in ELA, ELD, Math, Social Science and Science		Maintain full 100% implementation of state standards in ELA, ELD, Math, Social Science and Science.
High School Dropout Rate, Four-Year Adjusted Cohort Outcome [Dataquest]	2020-2021 All: 3.6% Hispanic: 4.8% Black or African American: 2.4% (n=41) Socioeconomically Disadvantaged: 5.7% English Learners: 10.4% Students with Disabilities: 4.0% Homeless Youth: 10.4% (n=41) Foster Youth: NA	Not Applicable (New metric added, first year of outcome data will be reported in 2023-24 LCAP)	2021-2022 All: 3.9% Hispanic: 4.5% Black or African American: 3.1% (n=22) Socioeconomically Disadvantaged: 5.0% English Learners: 8.4% Student with Disabilities: 4.4% Homeless Youth: 20.0% (n=30) Foster Youth: NA		All: 3% Hispanic: 3% Black or African American: 3% Socioeconomically Disadvantaged: 3% English Learners: 3% Students with Disabilities: 3% Homeless Youth: 3% Foster Youth: 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout, Grades 6-8 [CALPADS-8.1c Student Profile Dropouts - State View]	2020-2021 Number: 1	Not Applicable (New metric added, first year of outcome data will be reported in 2023-24 LCAP)	2021-2022 Number: 1		Reduce or maintain dropout rate to zero.
11th Grade ELA EAP/CAASPP, Standard Met/Exceeded [CDE CAASPP Test Results]	2020-2021 All: 67.0% Hispanic: 47.1% Black or African American: 29.4% Socioeconomically Disadvantaged: 43.5% English Learners: 15.2% Students with Disabilities: 24.7% Homeless Youth: NA Foster Youth: NA	Not Applicable (New metric added, first year of outcome data will be reported in 2023-24 LCAP)	2021-2022 All: 65.77% Hispanic: 45.65% Black or African American: 60.72% Socioeconomically Disadvantaged: 47.34% English Learners: 7.41% Students with Disabilities: 19.83% Homeless Youth: NA Foster Youth: NA		All: 75% Hispanic: 75% Black or African American: 75% Socioeconomically Disadvantaged: 75% English Learners: 50% Students with Disabilities: 50% Homeless Youth: 50% Foster Youth: 50%
11th Grade Math EAP/CAASPP, Standard Met/Exceeded [CDE CAASPP Test Results]	2020-2021 All: 50.3% Hispanic: 22.3% Black or African American: 26.3% Socioeconomically Disadvantaged: 23.5% English Learners: 16.9% Students with Disabilities: 12.3% Homeless Youth: NA	Not Applicable (New metric added, first year of outcome data will be reported in 2023-24 LCAP)	2021-2022 All: 38.46% Hispanic: 11.54% Black or African American: 17.86% Socioeconomically Disadvantaged: 17.59% English Learners: 2.06% Students with Disabilities: 5.08% Homeless Youth: NA		All: 75% Hispanic: 75% Black or African American: 75% Socioeconomically Disadvantaged: 75% English Learners: 50% Students with Disabilities: 50% Homeless Youth: 50% Foster Youth: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth: NA		Foster Youth: NA		
K-1 Fountas and Pinnell Spring Standard Met [Local Google Studio or DataZone]	Spring 2021 All: 66 % Hispanic: 35% Black or African American: 71% Socioeconomically Disadvantaged: 37% English Learners: 42% Students with Disabilities: 24% Homeless Youth: 25% (1/4) Foster Youth: 0% (0/2)	Spring, 2022 All: 62% Hispanic: 36% Black or African American: 67% Socioeconomically Disadvantaged: 39% English Learners: 42% Students with Disabilities: 24% Homeless Youth: 14% (n=7) Foster Youth: 0% (n=2)	Spring 2023 All: 61% Hispanic: 42% Black or African American: 52% Socioeconomically Disadvantaged: 44% English Learners: 42% Students with Disabilities: 29% Homeless Youth: 0% (n=2) Foster Youth: 0% (n=4)		All: 85% or greater Hispanic: 85% or greater Black or African American: 85% or greater Socioeconomically Disadvantaged: 85% or greater English Learners: 60% or greater Students with Disabilities: 60% or greater McKinney-Vento: 60% or greater Foster Youth: 60% or greater
K-1 i-Ready Reading Spring only [Local i-Ready or DataZone]	Spring 2022 All: 71% Hispanic: 46% Black or African American: 72% (N=34) Socioeconomically Disadvantaged: 46% English Learners: 51% Students with Disabilities: 41%	Not Applicable (New metric added, first year of outcome data will be reported in 2023-24 LCAP)	SPRING 2023: Reading K-1 Students (N=2,001) All: 68% (N=1,370) Hispanic: 50% (N=307/610) Black or African American: 56% (N=39/70)		All: 85% or greater Hispanic: 85% or greater Black or African American: 85% or greater Socioeconomically Disadvantaged: 85% or greater English Learners: 60% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless Youth: NA Foster Youth: 25% (N=1/4)		Socioeconomically Disadvantaged: 29% (N=19/66) English Learners: 50% (N=341/679) Students with Disabilities: 38% (N=61/160) McKinney Vento: 40% (N=2/5) Foster Youth: NA (N=0/3)		Students with Disabilities: 60% or greater McKinney-Vento: 60% or greater Foster Youth: 60% or greater
K-1 i-Ready Math Spring only [Local i-Ready or DataZone]	Spring 2022 All: 61% Hispanic: 37% Black or African American: 63% (N=48) Socioeconomically Disadvantaged: 39% English Learners: 46% Students with Disabilities: 28% Homeless Youth: NA Foster Youth: 0% (N=0/5)	Not Applicable (New metric added, first year of outcome data will be reported in 2023-24 LCAP)	SPRING 2023: Math K-1 Students (N=2,043) All: 56% Hispanic: 36% Black or African American: 35% Socioeconomically Disadvantaged: 25% English Learners: 39% Students with Disabilities: 29% McKinney Vento: 25% Foster Youth: NA		All: 75% or greater Hispanic: 75% or greater Black or African American: 75% or greater Socioeconomically Disadvantaged: 75% or greater English Learners: 50% or greater Students with Disabilities: 50% or greater McKinney-Vento: 50% or greater Foster Youth: 30% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade 2 i-Ready Reading [Local i-Ready or DataZone]	Spring 2022 All: 64% Hispanic: 39% Black or African American: 50% (N=20) Socioeconomically Disadvantaged: 38% English Learners: 36% Students with Disabilities: 30% Homeless Youth: NA Foster Youth: NA	Not Applicable (New metric added, first year of outcome data will be reported in 2023-24 LCAP)	SPRING 2023: Reading Grade 2 Students (N=1,036) All: 63% Hispanic: 35% Black or African American: 56% Socioeconomically Disadvantaged: 31% English Learners: 32% Students with Disabilities: 29% McKinney Vento: 20% Foster Youth: NA		All: 85% or greater Hispanic: 85% or greater Black or African American: 85% or greater Socioeconomically Disadvantaged: 85% or greater English Learners: 60% or greater Students with Disabilities: 60% or greater McKinney-Vento: 60% or greater Foster Youth: 60% or greater
Grade 2 i-Ready Math, Spring [Local i-Ready or DataZone]	Spring 2022 All: 58% Hispanic: 29% Black or African American: 35% (N=20) Socioeconomically Disadvantaged: 34% English Learners: 36% Students with Disabilities: 34% Homeless Youth: NA Foster Youth: NA	Not Applicable (New metric added, first year of outcome data will be reported in 2023-24 LCAP)	SPRING 2023: Math Grade 2 Students (N=1,056) All: 54% Hispanic: 23% Black or African American: 39% Socioeconomically Disadvantaged: 23% English Learners: 23% Students with Disabilities: 23% McKinney Vento: 40% Foster Youth: 50%		All: 75% or greater Hispanic: 75% or greater Black or African American: 75% or greater Socioeconomically Disadvantaged: 75% or greater English Learners: 50% or greater Students with Disabilities: 50% or greater McKinney-Vento: 50% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Foster Youth: 30% or greater
Graduates Meeting UC/CSU Requirements (Four-Year Adjusted Cohort)	Spring 2021 All: 54.5% Hispanic: 31.3% Black or African American: 39.5% (N=38) Socioeconomically Disadvantaged: 36.7% English Learners: 19.4% Students with Disabilities: 14.3% Homeless Youth: 23.3% Foster Youth: NA	Not Applicable (New metric added, first year of outcome data will be reported in 2023-24 LCAP)	Spring 2022 All: 55.6% Hispanic: 30.7% Black or African American: 27.6% Socioeconomically Disadvantaged: 32.4% English Learners: 21.5% Students with Disabilities: 15.3% Homeless Youth: 8.7% Foster Youth: NA		All: 70% Hispanic: 70% Black or African American: 70% (N=38) Socioeconomically Disadvantaged: 70% English Learners: 60% Students with Disabilities: 60% Homeless Youth: 60% Foster Youth: 60%
Number and Percent of Graduates completing both a CTE pathway and CSU/UC a-g requirements (Four-Year Adjusted Cohort)	Spring, 2021 56 (5.4%)	Not Applicable (New metric added, first year of outcome data will be reported in 2023-24 LCAP)	Spring, 2022 51 (4.6%)		100 (10%)
NEW - Percent of 1st -4th Grade students invited to attend Elementary summer school programming who have registered.	Spring 2023 40.5% of invited students have registered.	N/A	N/A		Desired Outcome: 50% of invited students have registered.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NEW - Percent of credentialed summer Elementary school teachers.	Spring 2023 100% Credentialed	N/A	N/A		Desired Outcome: 100% Credentialed
NEW - Percent of K - 7th Grade summer school students one or more grade levels below on iReady, showing an improvement in their relative iReady Reading and Mathematics performance level between the spring Diagnostic 3 and the fall Diagnostic 1.	Fall 2022 Elementary Summer School Programs Kindergarten Reading: 68% Math: 62% 1st Grade Reading: 49% Math: 40% 2nd Grade Reading: 32% Math: 38% 3rd Grade Reading: 45% Math: 60% 4th Grade Reading: 32% Math: 43% Middle School Summer School Programs 5th Grade Reading: 53% Math: 36% 6th Grade Reading: 36% Math: 47% 7th Grade Reading: 68% Math: 46%	N/A	N/A		Desired Outcome: Fall 2022 Elementary Summer School Programs Kindergarten Reading: 75% Math: 70% 1st Grade Reading: 55% Math: 45% 2nd Grade Reading: 40% Math: 42% 3rd Grade Reading: 50% Math: 65% 4th Grade Reading: 40% Math: 50% Middle School Summer School Programs 5th Grade Reading: 60% Math: 45% 6th Grade Reading: 45% Math: 55% 7th Grade Reading: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Math: 55%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide professional learning for certificated and classified staff on effective instruction for students from diverse backgrounds.	<p>The focus of our professional development will be in three priority areas including English Learner instructional support, using data to inform instruction, and multi-tiered systems of support (MTSS). These three priorities continually rise to importance when looking at data and analyzing through root cause analysis for our English Learner and low income students. Though these areas of professional development will support all learners, the professional learning will target supports for English Learners and low income students.</p> <p>District TOSAs will be assigned and deployed to sites to support school staff in these areas. The district professional development days will be focused on looking at data and Integrated/Designated English Language Development strategies.</p>	\$933,210.00	Yes
1.2	Provide K-12 summer programs for students in need of additional support.	<p>For summer programs, we are planning for multiple structures. For all summer programs, English Learners, Students with IEPs, foster students and students who are homeless will be prioritized. If there is additional space, students performing below grade level or needing credit recovery will be served.</p> <ul style="list-style-type: none"> • EL Level 1 Summer Program (K-12): Opportunities for Newcomer and Lvl 1 EL students will include SEL and project based learning. • Extended School Year (PreK-12+): Extended school year services for students with learning regression and recoupment struggles over extended breaks, additional para support in each classroom. 	\$1,832,558.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Math Preparation: (Rising 3-8): Teachers provide math support using Silicon Valley Education Foundation's Elevate Math curriculum & Stanford's YouCubed curriculum. The program is 4 hours a day for 19 days for grades 3-8. Students are invited to participate based upon their needs. • Literacy Intervention (K-2): Small group instruction in reading and writing, SEL lessons. • Literacy/SEL (6-8): Social Justice and Self-Empowerment through Reading, Writing, and Multimedia. • Integrated subject classes - elective/academic (6-8): Electives will include multimedia, culinary, art, etc. with an academic support component. • Credit recovery for high school (9-12): Credit recovery in all academic areas will be in-person and will focus on the individual credit needs of students. 		
1.3	Provide before and after school programs for students in need of additional support	Schools offer, site funded extended small group support beyond the school day by classroom teachers and paraeducators. This will supplement the core instruction and provide Tier 2 supports in ELA and math. School site staff work specifically with their students to improve outcomes.		Yes
1.4	Provide intensive Tier 2 and 3 early literacy support to students with the highest need	Small group literacy instruction and Reading Recovery will be provided to targeted students district wide. 18 highly skilled literacy intervention specialists travel in teams to schools, starting with Title I schools, to provide intensive intervention in 8-week cycles to primary students. Intensive intervention will be based on students who are 3 or more years below grade level. English Learners, Foster Youth and Low income students will be prioritized.	\$3,565,236.00	Yes
1.5	Focus all staff on analysis of data in order to inform	The district has prioritized building the capacity of teachers, administrators, and other staff to engage in regular cycles of data analysis and inquiry. Due to this prioritization, additional data	\$323,085.00	Yes

Action #	Title	Description	Total Funds	Contributing
	decisions about instruction, interventions, supports and services to accelerate student achievement in mathematics and literacy	technicians are necessary to support the increase in volume and complexity of data requests coming from schools.		
1.6	Allocate funds to sites based proportionally on targeted student population in order to meet the individual site needs for at risk students	<p>Sites will use the funds to support students in the following ways including, but not limited to:</p> <ul style="list-style-type: none"> • additional hours for intervention specialists in reading and/or math • PBIS materials • additional wellness and counseling hours • professional development • additional ELD, small group instruction • SEL lessons/resources • collaborative cycle of inquiry hourly time for teachers • additional books & materials • parent education • classroom supports • afterschool support • partnerships with YMCA to provide extra support • engaging extracurricular activities • school culture events and incentives • STEAM, PBL and CTE resources 	\$3,583,862.00	Yes

Goal Analysis [2022-23]

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

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

1.3 Before/After School Programs will be funded differently. Due to the 10% increase in salary, some items had to be moved out of targeted funding.

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.

1.1 - Increased professional learning opportunities by including salaries for a full-time dedicated Professional Development Director and a full-time classified Professional Learning Specialist as part of the District's Professional Development department.

An explanation of how effective the specific actions were in making progress toward the goal.

1.2 - Summer Programs: Summer programs occur between June and July allowing students to avoid the "summer slide" and at high school, to recoup credits where they are deficient moving them closer to graduation.

1.3 - Before/After School Programs: Teachers were able to extend learning time by holding small group instruction in the areas of ELA and math in order to support students with learning gaps. Teachers met with students a minimum of three hours a week before or after school, and at the high school level, students worked after hours on recovering credits using CyberHigh curriculum.

1.4 Literacy Intervention: Highly trained literacy intervention teachers worked in teams to provide literacy instruction to first grade students who were far below grade level in reading. District wide data was used to prioritize high need schools in an equity based model.

With the adoption of the iReady assessment system during the pandemic, SCUSD gained a powerful progress monitoring tool. The district spent the school year hosting coaching sessions with iReady consults to familiarize teachers with their student's results. Currently, the district has outcome metrics related to the percent of students scoring "Early On" or "Mid or Above" on the iReady Math and ELA diagnostic assessments. A review of our K-8 Year 2 Outcomes reveals that our "All Students" percentages decreased between spring 2021 (65%) and spring 2022 (58%) in Reading. This may in-part be due to the fact that the spring 2021 iReady assessment was given later in the year. However, K-8 iReady Math results saw a 6 percentage point increase over the same timeframe, spring 2021 (47%) and spring 2022 (53%).

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

The following metrics "3-8 and grade 11 CAASPP/SBA ELA "Distance from Level 3"/CA Dashboard color" and "3-8 and grade 11 CAASPP/SBA Math "Distance from Level 3"/CA Dashboard color" previously had missing desired outcomes for McKinney-Vento and Foster Youth students. These have now been updated. Additionally, erroneous information was reported that stated a new metric: percent Meeting standard, would be added. This has since been corrected. The following metric "4 -year Cohort Graduation rates [Preliminary locally calculated, official in DataQuest]" previously had missing desired outcomes for McKinney-Vento and Foster Youth students. These have now been updated. The following metrics: "6-12 Math course grade ("C or better") [Aeries/DataZone]" and "6-12 ELA course card grade ("C or better") [Aeries/DataZone]" previously contained labels that stated the available data was from the spring semester. Baseline and Year 1 data has been updated to note that data is actually from the fall semester.

In response to feedback from the District Advisory Committee (DAC) and the District English Learner Advisory Committee, new metrics have been added in relation to the percent of students invited to attend school programming who have registered, Percent of 1st -4th Grade students invited to attend Elementary summer school programming who have registered, Percent of credentialed summer Elementary school teachers, and the percent of K - 7th Grade summer school students one or more grade levels below on iReady, showing an improvement in their relative iReady Reading and Mathematics performance level between the spring Diagnostic 3 and the fall Diagnostic 1. Lastly, to align with State Priority 1, we have revised the "% fully credentialed teachers" metric" to include the percent of teachers appropriately assigned and fully credentialed.

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

Goals and Actions

Goal

Goal #	Description
2	All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait

An explanation of why the LEA has developed this goal.

The SCUSD school board adopted Vision 2035 as the long range vision document for the district. This visionary document includes at its center a "Graduate Portrait," a description of the interdisciplinary competencies that students will demonstrate. These include demonstration of grade level proficiency on state academic standards, critical competencies such as communication, collaboration, critical thinking, and also measures of social emotional intelligence, empathy and physical and mental well being. While we are using currently available metrics for our baseline, over the next several years, SCUSD will be working as a collaborative community to develop measurable performance expectations tied to the competencies in the Graduate Portrait. SCUSD will hold these high expectations for all of our students, including our targeted populations. We are excited to embark upon this journey.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism (Dataquest for K-12)	2018-19 (Dataquest for K-12) All: 10.6% Black or African American: 9% American Indian or Alaska Native: N=91 P=23% Asian: 6.7% Filipino: 7.3% Hispanic/Latino: 15% Pacific Islander: N=98 P=25.5% Economically Disadvantaged: 15%	2020-21 (Dataquest K-12) All: 5.9% Black or African American: 9.4% American Indian or Alaska Native: N=72 P=9.7% Asian: 1.4% Filipino: 4.3% Hispanic/Latino: 10.6% Pacific Islander: N=71 P=22.5%	2021-22 (Dataquest K-12) All: 20.1% Black or African American: 25.2% American Indian or Alaska Native: N=68 P=16.2% Asian: 9.8% Filipino: 14.5% Hispanic/Latino: 32.0% Pacific Islander: N=75 P=32.0%		All: 5% or less Black or African American: 5% or less American Indian or Alaska Native: 5% or less Asian: 5% or less Filipino: 5% or less Hispanic/Latino: 5% or less Pacific Islander: 5% or less Economically Disadvantaged: 5% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners: 11%</p> <p>Students with Disabilities: 19%</p> <p>Homeless Youth: N=45 P=64%</p> <p>Foster Youth: 43%</p>	<p>Economically Disadvantaged: 11.1%</p> <p>English Learners: 7.1%</p> <p>Students with Disabilities: 12.5%</p> <p>Homeless Youth: N=121 P=36.4%</p> <p>Foster Youth: N=22 P=59.1%</p> <p>Majority of year was virtual/alternative attendance method</p>	<p>Economically Disadvantaged: 32.2%</p> <p>English Learners: 25.1%</p> <p>Students with Disabilities: 32.5%</p> <p>Homeless Youth: N=64 P=56.3%</p> <p>Foster Youth: N=23 P=60.9%</p>		<p>English Learners: 5% or less</p> <p>Students with Disabilities: 5% or less</p> <p>Homeless Youth: 10% or less</p> <p>Foster Youth: 10% or less</p>
Attendance (Aeries/SIS)	<p>2018-19 (Local/DataZone and Tableau)</p> <p>Overall: 95.8%</p> <p>Hispanic-Latino: 95.3%</p> <p>Black or African American: 96.5%</p> <p>Economically Disadvantaged: 95.4%</p> <p>English Learners: 95.9%</p> <p>Students with Disabilities: 94.4%</p> <p>Homeless Youth: NA</p> <p>Foster Youth: NA</p>	<p>2020-21 (Aeries/SIS)</p> <p>Overall: 97.5%</p> <p>Hispanic/Latino: 95.7%</p> <p>Black or African American: 96.5%</p> <p>Economically Disadvantaged: 95.6%</p> <p>English Learners: 96.9%</p> <p>Students with Disabilities: 95%</p> <p>Homeless Youth: N=114 P=90.5%</p> <p>Foster Youth: N=17 P=81.7%</p>	<p>2021-22</p> <p>All: 93.4%</p> <p>Hispanic: 90.9%</p> <p>Black or African American: 92.5%</p> <p>Socioeconomically Disadvantaged: 90.7%</p> <p>English Learners: 91.8%</p> <p>Students with Disabilities: 90.4%</p> <p>Homeless: 82.6%</p> <p>Foster Youth: 90.3%</p>		<p>All: 96% or better</p> <p>Hispanic: 96% or better</p> <p>Black or African American: 96% or better</p> <p>Socioeconomically Disadvantaged: 96% or better</p> <p>English Learners: 96% or better</p> <p>Students with Disabilities: 96% or better</p> <p>Homeless: 95% or better</p> <p>Foster Youth: 95% or better</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Majority of year was virtual/alternative attendance method			
Suspension Rate (Dataquest)	2019-20 Overall: 2% Hispanic/Latino: 4% Black or African American: Economically Disadvantaged: 4% English Learners: 3% Special Education: 5% Homeless Youth: 8.4% Foster Youth: 0 BASELINE CORRECTION: Baseline for Black or African American students: 4.6% (Previously unreported) Baseline for Foster Youth students: 5.6% (Previously unreported)	2020-21 (Dataquest) Overall: 0.1% Hispanic/Latino: 0.2% Black or African American: 0.3% Economically Disadvantaged: 0.2% English Learners: 0.2% Special Education: 0.6% Homeless Youth: 8.4% Foster Youth: 0 DATA CORRECTION: Foster Youth students: 0.1% (Correction)	2021-22 (Dataquest) Overall: 2.6% Hispanic/Latino: 4.6% Black or African American: 5.5% Economically Disadvantaged: 4.7% English Learners: 2.9% Special Education: 5.9% Homeless Youth: 8.6% Foster Youth: 14.3%		All: 1.5% or less Hispanic: 1.5% or less Black or African American: 1.5% or less Socioeconomically Disadvantaged: 1.5% or less English Learners: 1.5% or less Students with Disabilities: 1.5% or less Homeless Youth: 1.5% or less Foster Youth: 1.5% or less
Expulsion Rate (Dataquest)	2019-20 Overall: .01% (2 students) Hispanic-	2020-21 (Dataquest) Overall: 0 Hispanic/Latino: 0	2021-22 (Dataquest) Overall: 0% Hispanic/Latino: 0%		All: .01% or less Hispanic: .01% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Latino: .04% (2 students) Black or African American: 0 Economically Disadvantaged: 0 English Learners: 0 Special Ed: 0 Homeless Youth: NA Foster Youth: NA	Black or African American: 0 Economically Disadvantaged: 0 English Learners: 0 Special Education: 0 Homeless Youth: 0 Foster Youth: 0	Black or African American: 0% Economically Disadvantaged: 0% English Learners: 0% Special Education: 0% Homeless Youth: NA Foster Youth: NA		Black or African American: .01% or less Socioeconomically Disadvantaged: .01% or less English Learners: .01% or less Students with Disabilities: .01% or less Homeless Youth: .01% or less Foster Youth: .01% or less
ELPAC/ELPI Academic achievement of English learners based on K-2 local assessment, 3-8 CAASPP ELA and Math, 9-12 GPA	Spring 2019 ELPI: 54.1% of English learners making progress towards English language proficiency K-2 EL 52% met/exceeded grade level on Fountas & Pinnell Grades 3-8: CAASPP/SBA Math: 83.9 points below standard CAASPP/SBA ELA: 67.9 points below standard	Spring 2021: ELPI (locally calculated/Not Available from State in Spring 2021): 48% of English learners making progress towards English language proficiency K-2: 52% Met/Exceeded grade level on local assessment (F&P) Grades 3-8 CAASPP/SBA ELA and MATH NOT TAKEN Grade levels 9-12 EL GPA: 2.4	Spring 2022: ELPI: 50.5% of English learners making progress towards English language proficiency K-2: 39% Met/Exceeded grade level on Fountas & Pinnell (F&P T2, F&P T3 TBD) CAASPP/SBA ELA: 91.3 points below standard CAASPP/Math: 117.5 points below standard		95% of English learners will meet English Learner Performance Indicator (ELPI) target 60% of English learners grades K-2 will meet grade level standard based on local assessments. Grades 3-8 English learners will achieve at 5 or fewer points below standard on CAASPP/SBA Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>BASILENE CORRECTION: CAASPP/SBA Math and CAASPP/SBA ELA baseline calculation reflects students in Grades 3-8 and students in Grade 11.</p> <p>ADDED MISSING BASILENE: Grade levels 9-12 EL GPA: 2.34</p>	<p>Additional metrics added Grades 3-8 i-Ready in lieu of CAASPP/ELA: 24% Met/Exceeded Standard Grades 3-8 i-Ready in lieu of CAASPP/Math: 18% Met/Exceeded Standard Grade 11 CAASPP/ELA: 18% Met/Exceeded Standard Grade 11 CAASPP/Math: 18% Met/Exceeded Standard</p>	<p>Grade levels 9-12 EL GPA: 2.47</p>		<p>5 or fewer points below standard on CAASPP/SBA ELA</p> <p>ADDED MISSING DESIRED OUTCOME: Grade Levels 9-12 EL GPA: 3.0</p>
English Learner student Reclassification Rate (Dataquest)	<p>Original Baseline: Fall 2020 6.9% (of all SCUSD English Learners) *Corrected Baseline Spring, 2020 Reclassification Rate (Dataquest) 21.3%</p> <p>Missing Baseline data added: 77.3% of English Learners who have</p>	<p>Spring 2021 Reclassification Rate (Dataquest): 5.6%</p> <p>73.1% of English Learners who have attended Santa Clara Unified for 7 or more years qualified for reclassification</p>	<p>Spring 2022 Reclassification Rate (calculated locally using Census data): 4.6%</p> <p>76.6% of English Learners who have attended Santa Clara Unified for 7 or more years qualified for reclassification</p>		<p>15% of all English Learners will be reclassified annually.</p> <p>95% of English Learners who have attended Santa Clara Unified for 7 or more years will qualify for reclassification</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	attended Santa Clara Unified for 7 or more years qualified for reclassification				
Reclassified (RFEP) student academic achievement based on K-2 local assessment (F&P) 3-8 CAASPP ELA and Math 9-12 GPA	<p>Baseline Metrics Added: Spring 2019 K-2 F&P: 89% met/exceeded standard</p> <p>Spring 2019 Grades 3-8 CAASPP/SBA Math: 57.2 points above standard CAASPP/SBA ELA: 33.5 points above standard</p> <p>Baseline Metric Added: Spring, 2019 9-12 GPA: 3.3</p>	<p>Metric Added Spring 2021 (2020 Not administered due to COVID) K-2 F&P: 88% met/exceeded standard</p> <p>Spring, 2021 Grades 3-8 CAASPP/SBA Math and ELA NOT TAKEN due to LEA flexibility to administer local assessment Additional Metric added: Grades 3-8 i-Ready in lieu of CAASPP/Math: 63% met/exceeded standard Grades 3-8 i-Ready in lieu of CAASPP/ELA: 83 % met/exceeded standard</p> <p>Metric Added Spring, 2021 9-12 GPA: 3.3</p>	<p>Spring 2022 K-2 F&P: 83.4% met/exceeded standard</p> <p>Spring 2022 Grades 3-8, 11 CAASPP/SBA Math: 0.8 points above standard CAASPP/SBA ELA: 34.7 points above standard</p> <p>Spring, 2022 9-12 GPA: 3.23</p>		<p>Reclassified English Learners will achieve at least:</p> <p>K-2: 95% percent at/above grade level standard on Local Assessment</p> <p>3-8 50 points above standard on CAASPP ELA 3-8 43 points above standard on CAASPP Math</p> <p>9-12 GPA: 3.0 or above</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic motivation based on CA Healthy Kids Survey (CHKS)	<p>Fall 2020, Percent of students reporting academic motivation: GR 4-5: 85.5% GR 6-8: 63.6% GR 9-12: 55.4% GR NT: 49.8%</p> <p>NEW BASELINE DATA DUE TO CHANGE IN SURVEY: December 2021, Percent of students reporting academic motivation: GR 5: 87% GR 7: 66% GR 9: 62% GR 11: 58% GR NT: 63%</p>	<p>December 2021, Percent of students reporting academic motivation: GR 5: 87% GR 7: 66% GR 9: 62% GR 11: 58% GR NT: 63%</p>	The district administers CHKS every other year. This metric will be available again in 2023-24.		<p>GR 4-5: 90% or higher GR 6-8: 80% or higher GR 9-12: 80% or higher GR NT: 80% or higher</p> <p>22-23 Updated Desired Outcome GR 5: 90% or higher GR 7: 80% or higher GR 9: 80% or higher GR 11: 80% or higher GR NT: 80% or higher</p>
Caring Relationships with school adults (CHKS)	<p>Fall 2020, Percent of students reporting caring relationships with school adults. GR 4-5: 84.1% GR 6-8: 73.9% GR 9-12: 70.8% GR NT: 75.3%</p> <p>NEW BASELINE DATA DUE TO</p>	<p>December 2021, Percent of students reporting caring relationships with school adults. GR 5: 74% GR 7: 59% GR 9: 50% GR 11: 54% GR NT: 66%</p>	The district administers CHKS every other year. This metric will be available again in 2023-24.		<p>GR 4-5: 90% or higher GR 6-8: 80% or higher GR 9-12: 80% or higher GR NT: 80% or higher</p> <p>22-23 Updated Desired Outcome GR 5: 90% or higher GR 7: 80% or higher GR 9: 80% or higher GR 11: 80% or higher</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>CHANGE IN SURVEY: December 2021, Percent of students reporting caring relationships with school adults. GR 5: 74% GR 7: 59% GR 9: 50% GR 11: 54% GR NT: 66%</p>				GR NT: 80% or higher
NEW - Percent of 5th grade students reporting “Yes, most of the time” or “Yes, all of the time” when asked if they feel safe at school on the California Healthy Kids Survey (CHKS)	<p>NEW BASELINE (ADDED 2022-23)</p> <p>December 2021, Percent of students reporting “Yes, most of the time” or “Yes, all of the time” when asked if they feel safe at school.</p> <p>5th Grade: 86%</p>	N/A	N/A		Desired Outcome: 5th Grade: 90% or more
NEW - Percent of 7th Grade, 9th Grade and 11th Grade students that perceive school as “Safe” or “Very Safe” on the California Healthy Kids Survey (CHKS).	<p>NEW BASELINE (ADDED 2022-23)</p> <p>December 2021, Percent of students that perceive school as “Safe” or “Very Safe”.</p>	N/A	N/A		Desired Outcome: 7th Grade: 80% or higher 9th Grade: 80% or higher 11th Grade: 80% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7th Grade: 67% 9th Grade: 65% 11th Grade: 61%				
SCCOE SEL Survey	<p>February 2021 Overall percent positive (agree/strongly agree) responses in the following domains: (Some student group data was not available as of 7/19/21)</p> <p>Academic Behaviors: All: 79% White: 78% Asian: 86% Hispanic: 72% Black/African American: 80% Socioeconomically Disadvantaged: English Learners: Students with Disabilities: 71%</p> <p>Academic Mindset: All: 83% White: 81% Asian: 88% Hispanic: 79% Black/African American: 85%</p>	SCCOE SEL Survey not administered in 2021-22	<p>2022-23 SURVEY QUESTIONS/STRUCTURE:</p> <p>Percent of students indicating "High" to "Very High" levels of agreement:</p> <p>Relationship Skills: All: 30.1% White: 33.83% Asian: 35.36% Hispanic: 26.61% Black/African American: 29.9% Socioeconomically Disadvantaged: 26.91% English Learners: 29.55% Students with Disabilities: 26.47%</p> <p>Responsible Decision-Making: All: 32.33% White: 29.42% Asian: 36.39% Hispanic: 30.56%</p>		<p>Academic Behaviors: 80% or higher overall and for each student group.</p> <p>Academic Mindset 83% or higher overall and 80% or higher for each student group.</p> <p>Academic Perseverance 80% or higher overall and for each student group.</p> <p>Classroom Context 80% or higher overall and for each student group.</p> <p>Learning Strategies 80% or higher overall and for each student group.</p> <p>Social Skills 80% or higher overall and for each student group.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged: English Learners: Students with Disabilities: 77%</p> <p>Academic Perseverance: All: 80% White: 79% Asian: 88% Hispanic: 75% Black/African American: 83% Socioeconomically Disadvantaged: English Learners: Students with Disabilities: 73%</p> <p>Classroom Context: All: 74% White: 71% Asian: 78% Hispanic: 70% Black/African American: 77% Socioeconomically Disadvantaged: English Learners: Students with Disabilities: 75%</p> <p>Learning Strategies: All: 72%</p>		<p>Black/African American: 40.72% Socioeconomically Disadvantaged: 31.55% English Learners: 37.98% Students with Disabilities: 31.81%</p> <p>Self-Awareness - Future: All: 72.02% White: 76.2% Asian: 81.97% Hispanic: 61.06% Black/African American: 74.11% Socioeconomically Disadvantaged: 62.72% English Learners: 57.17% Students with Disabilities: 56.1%</p> <p>Self-Awareness - Learning: All: 27.75% White: 29.51% Asian: 37.24% Hispanic: 20.15% Black/African American: 25.26%</p>		<p>ADDED NEW DESIRED OUTCOMES DUE TO CHANGES IN 2022-23 SURVEY QUESTIONS/STRUCTURE:</p> <p>Relationship Skills: All: 35% White: 40% Asian: 40% Hispanic: 35% Black/African American: 45% Socioeconomically Disadvantaged: 36% English Learners: 40% Students with Disabilities: 35%</p> <p>Responsible Decision-Making: All: 35% White: 35% Asian: 40% Hispanic: 35% Black/African American: 45% Socioeconomically Disadvantaged: 36%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>White: 71% Asian: 79% Hispanic: 69% Black/African American: 76% Socioeconomically Disadvantaged: English Learners: Students with Disabilities: 68%</p> <p>Social Skills: All: 78% White: 79% Asian: 83% Hispanic: 74% Black/African American: 77% Socioeconomically Disadvantaged: English Learners: Students with Disabilities: 72%</p> <p>NEW BASELINE DATA DUE TO CHANGES IN SURVEY QUESTIONS/STRUCTURE:</p> <p>Percent of students indicating "High" to "Very High" levels of agreement:</p>		<p>Socioeconomically Disadvantaged: 19.94% English Learners: 24.93% Students with Disabilities: 22.5%</p> <p>Self-Management - School: All: 33.82% White: 35.21% Asian: 43.57% Hispanic: 24.81% Black/African American: 41.71% Socioeconomically Disadvantaged: 27.7% English Learners: 26.86% Students with Disabilities: 27.62%</p> <p>Self-Awareness - Classroom: All: 37.81% White: 44.44% Asian: 44.25% Hispanic: 29.41% Black/African American: 49.48% Socioeconomically Disadvantaged: 31.88%</p>		<p>English Learners: 40% Students with Disabilities: 36%</p> <p>Self-Awareness - Future: All: 82% White: 80% Asian: 85% Hispanic: 65% Black/African American: 80% Socioeconomically Disadvantaged: 70% English Learners: 65% Students with Disabilities: 65%</p> <p>Self-Awareness - Learning: All: 35% White: 35% Asian: 45% Hispanic: 25% Black/African American: 30% Socioeconomically Disadvantaged: 25% English Learners: 30% Students with Disabilities: 30%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Relationship Skills: All: 30.1% White: 33.83% Asian: 35.36% Hispanic: 26.61% Black/African American: 29.9% Socioeconomically Disadvantaged: 26.91% English Learners: 29.55% Students with Disabilities: 26.47%</p> <p>Responsible Decision-Making: All: 32.33% White: 29.42% Asian: 36.39% Hispanic: 30.56% Black/African American: 40.72% Socioeconomically Disadvantaged: 31.55% English Learners: 37.98% Students with Disabilities: 31.81%</p> <p>Self-Awareness - Future: All: 72.02%</p>		<p>English Learners: 29.01% Students with Disabilities: 33.79%</p> <p>Self-Awareness - School: All: 57.29% White: 57.48% Asian: 63.1% Hispanic: 54.3% Black/African American: 48.13% Socioeconomically Disadvantaged: 53.76% English Learners: 56.09% Students with Disabilities: 55.85%</p>		<p>Self-Management - School: All: 38% White: 40% Asian: 50% Hispanic: 30% Black/African American: 45% Socioeconomically Disadvantaged: 33% English Learners: 31% Students with Disabilities: 33%</p> <p>Self-Awareness - Classroom: All: 42% White: 50% Asian: 50% Hispanic: 34% Black/African American: 55% Socioeconomically Disadvantaged: 36% English Learners: 34% Students with Disabilities: 38%</p> <p>Self-Awareness - School: All: 64% White: 64% Asian: 68%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>White: 76.2% Asian: 81.97% Hispanic: 61.06% Black/African American: 74.11% Socioeconomically Disadvantaged: 62.72% English Learners: 57.17% Students with Disabilities: 56.1%</p> <p>Self-Awareness - Learning: All: 27.75% White: 29.51% Asian: 37.24% Hispanic: 20.15% Black/African American: 25.26% Socioeconomically Disadvantaged: 19.94% English Learners: 24.93% Students with Disabilities: 22.5%</p> <p>Self-Management - School: All: 33.82% White: 35.21% Asian: 43.57% Hispanic: 24.81%</p>				<p>Hispanic: 60% Black/African American: 54% Socioeconomically Disadvantaged: 59% English Learners: 61% Students with Disabilities: 60%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Black/African American: 41.71%</p> <p>Socioeconomically Disadvantaged: 27.7%</p> <p>English Learners: 26.86%</p> <p>Students with Disabilities: 27.62%</p> <p>Self-Awareness - Classroom:</p> <p>All: 37.81%</p> <p>White: 44.44%</p> <p>Asian: 44.25%</p> <p>Hispanic: 29.41%</p> <p>Black/African American: 49.48%</p> <p>Socioeconomically Disadvantaged: 31.88%</p> <p>English Learners: 29.01%</p> <p>Students with Disabilities: 33.79%</p> <p>Self-Awareness - School:</p> <p>All: 57.29%</p> <p>White: 57.48%</p> <p>Asian: 63.1%</p> <p>Hispanic: 54.3%</p> <p>Black/African American: 48.13%</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: 53.76% English Learners: 56.09% Students with Disabilities: 55.85%				
Digital Citizenship/Cyberbullying reporting (CHKS and additional TBD)	<p>Fall 2020, Percent of students reporting cyberbullying GR 4-5: 6.5% GR 6-8: 16.4% GR 9-12: 12.6% GR NT: 11.8%</p> <p>NEW BASELINE DATA DUE TO CHANGE IN SURVEY:</p> <p>December 2021: Percent of students reporting cyberbullying GR 5: 18% GR 7: 27% GR 9: 17% GR 11: 14% GR NT: 17%</p>	<p>NEW BASELINE DATA DUE TO CHANGE IN SURVEY:</p> <p>December 2021: Percent of students reporting cyberbullying GR 5: 18% GR 7: 27% GR 9: 17% GR 11: 14% GR NT: 17%</p>	The district administers CHKS every other year. This metric will be available again in 2023-24.		<p>GR 4-5: 0% GR 6-8: 0% GR 9-12: 0% GR NT: 0%</p> <p>22-23 Updated Desired Outcome GR 5: 0% GR 7: 0% GR 9: 0% GR 11: 0% GR NT: 0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enrollment in CTE Pathways Grades 9-12 (Aeries/SIS)	2020-21 Overall: 42.9% Hispanic-Latino: 40.9% Black or African American: 31.7% Economically Disadvantaged: 40.3% English Learners: 39.2% Special Ed: 36.1% Foster Youth: N=2 P=33.3% Homeless: N=12 P=31.6%	December 2021: Overall: 40.2% Hispanic-Latino: 37.6% Black or African American: 29.9% Economically Disadvantaged: 38.8% English Learners: 35.4% Special Ed: 33.0% Foster Youth: N=1 P=0% Homeless: 33.3%	2021-22 Overall: 30.4% Hispanic-Latino: 13% Black or African American: 0.8% Economically Disadvantaged: 11.6% English Learners: 4% Special Ed: 4.7% Foster Youth: N=2 P=0% Homeless: N=6 P=0%		2020-21 Overall: 53% or more Hispanic-Latino: 51% or more Black or African American: 42% or more Economically Disadvantaged: 50% or more English Learners: 50% or more Special Ed: 50% or more Foster Youth: 43% or more Homeless: 42% or more
CTE pathway completion-Grades 10-12 (Aeries/SIS)	2019-20 Overall: 5.3% Hispanic-Latino: 7.5% Black or African American: 3.5% Economically Disadvantaged: 6% English Learners: 6.6% Special Ed: 6.4% Foster Youth: 0% Homeless: N=2 P=5.1%	2020-21 Overall: 5.5% Hispanic-Latino: 6.8% Black or African American: 6.4% Economically Disadvantaged: 5.4% English Learners: 4.9% Special Ed: 6.5% Foster Youth: 0% Homeless: 0%	2021-22 Overall: 6.6% Hispanic-Latino: 7.7% Black or African American: 5.8% Economically Disadvantaged: 6.5% English Learners: 5.8% Special Ed: 5.2% Foster Youth: 0% Homeless: 0%		Overall: 15% or more Hispanic-Latino: 17% or more Black or African American: 14% or more Economically Disadvantaged: 16% or more English Learners: 17% or more Special Ed: 17% or more Foster Youth: TBD Homeless: 15% or more

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP course enrollment- Grades 9-12, SCHS and WHS Only (Aeries/SIS)	2019-20 Overall: 30.6% Hispanic-Latino: 16.4% Black or African American: 15.8% Economically Disadvantaged: 18.2% English Learners: 6.7% Special Ed: 3.2% Foster Youth: 0% Homeless: N=3 P=14.3%	2020-21 (REPORTING YEAR CORRECTED, PREVIOUSLY STATED AS 2021-22) Overall: 28.6% Hispanic-Latino: 13.7% Black or African American: 12.0% Economically Disadvantaged: 14.1% English Learners: 9.3% Special Ed: 3.7% Foster Youth: NA Homeless: 0%	2021-22 Overall: 27.4% Hispanic-Latino: 12.6% Black or African American: 29.0% Economically Disadvantaged: 14.0% English Learners: 2.2% Special Ed: 1.8% Foster Youth: 26.7% Homeless: 0.0%		Overall: 40% or more Hispanic-Latino: 40% or more Black or African American: 40% or more Economically Disadvantaged: 40% or more English Learners: 20% or more Special Ed: 15% or more Foster Youth: TBD Homeless: 25% or more
AP exam pass rate (CollegeBoard, Aeries/SIS)	2019-20 Overall: 72.6% Hispanic-Latino: 68% Black or African American: N=11 P=36.7% Economically Disadvantaged: 61.1% English Learners: N=13 P=42% Special Ed: 64.3% Foster Youth: NA	2020-21 Overall: 64.7% Hispanic-Latino: 52.4% Black or African American: N= P=26.7% Economically Disadvantaged: 48.5% English Learners: N= P=41.2% Special Ed: 63.2% Foster Youth: NA	2021-22 Overall: 72.2% Hispanic-Latino: 71.1% Black or African American: 70.7% Economically Disadvantaged: 69.2% English Learners: N = 17 64.7% Special Ed: N = 15 53.3%		Overall: 80% or more Hispanic-Latino: 80% or more Black or African American: 80% or more Economically Disadvantaged: 80% or more English Learners: 80% or more Special Ed: 75% Foster Youth: NA Homeless: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless: N=1 P=25%	Homeless: N= P=100%	Foster Youth: N = 5 80.0% Homeless: NA		
Course Access	100% of students have access to a broad course of study.	100% of students have access to a broad course of study.	100% of students have access to a broad course of study.		Maintain 100% course access.
NEW - Percent of comprehensive high school (i.e. Wilcox, Santa Clara High, Kathleen McDonald) students with disabilities who are “Chronically Absent”.	NEW BASELINE (ADDED 2022-23) Spring 2023 Baseline TBD Baseline (as of April 20, 2023), percent of students with disabilities that are Chronically Absent: 9th Grade: 25% 10th Grade: 34% 11th Grade: 39% 12th Grade: 30%	N/A	N/A		Desired Outcomes: 9th Grade: 22.0% or less 10th Grade: 31.0% or less 11th Grade: 36.0% or less 12th Grade: 27.0% or less
NEW - Percent of 12th grade students completing a CTE pathway who scored at standard Met or Exceeded on the ELA & Math SBA/CAASPP assessments (11th Grade).	NEW BASELINE (ADDED 2022-23) Baseline (2021-22 CTE Completers, 2020-21 SBA/CAASPP results):	N/A	N/A		Desired Outcome: All students: ELA: 40% Math: 30% Hispanic/Latino/a/x: ELA: 35% Math: 13% White:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All students: ELA: 34% Math: 25% Hispanic/Latino/a/x: ELA: 30% Math: 8% White: ELA: 28% Math: 34% Asian: ELA: 60% Math: 70% Black/African American: ELA: 0% Math: 0% Two or More Races: ELA: 60% Math: 40% Pacific Islander: ELA: 0% Math: 0% Filipino: ELA: 44% Math: 33% Economically Disadvantaged: ELA: 17% Math: 13% Students with Disabilities: ELA: 15% Math: 5%				ELA: 33% Math: 39% Asian: ELA: 65% Math: 75% Black/African American: ELA: 10% Math: 10% Two or More Races: ELA: 65% Math: 45% Pacific Islander: ELA: 10% Math: 10% Filipino: ELA: 49% Math: 38% Economically Disadvantaged: ELA: 22% Math: 18% Students with Disabilities: ELA: 20% Math: 10% English Learner/Multilingual Learner: ELA: 11% Math: 11%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learner/Multilingual Learner: ELA: 6% Math: 6%				
NEW - Percent of students completing a CTE pathway who graduate with a regular high school diploma.	NEW BASELINE (ADDED 2022-23) Baseline (2021-22): All students: 99% Hispanic/Latino/a/x: 100% White: 100% Asian: 100% Black/African American: 80% Two or More Races: 100% Pacific Islander: 100% Filipino: 100% Economically Disadvantaged: 100% Students with Disabilities: 98% English Learner/Multilingual Learner: 100%	N/A	N/A		Desired Outcome: All students: 100% Hispanic/Latino/a/x: 100% White: 100% Asian: 100% Black/African American: 100% Two or More Races: 100% Pacific Islander: 100% Filipino: 100% Economically Disadvantaged: 100% Students with Disabilities: 100% English Learner/Multilingual Learner: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Support sites to identify, plan, implement and monitor early behavior interventions.	As a part of our MTSS framework, our three PBIS coaches support schools in positive behavior intervention strategies by designing tiered intervention systems and supporting the creations of school teams. Supplies for PBIS are also provided to the sites for their behavior support programming. Project Cornerstone is also provided to assist schools in building students' developmental assets.	\$409,757.00	Yes
2.2	Provide staff with professional learning and coaching support to strengthen and implement instructional priorities, a socio-emotionally safe environment, and equitable culture building practices to support students to achieve the Graduate Portrait in Vision 2035.	<p>As described in Vision 2035, adults in our system are to be supported with targeted and relevant professional learning, with a focus on cross site/departmental learning. We will need to implement and measure high quality professional learning experiences so we can achieve success across the system at our schools and with our students. There will be a focused approach throughout the year on key priority areas, with opportunities for deeper learning in between district professional development days. In addition, we will offer self-paced, asynchronous learning opportunities/courses.</p> <ul style="list-style-type: none"> English Language Development and data inquiry cycles will be a priority. Over the next two years teachers will have professional learning in integrated and designated strategies for English Learners and building collaborative structures around a data inquiry cycle. Universal Design For Learning: UDL will be the professional learning that unites and ties everything together. As we strive to meet all students' learning needs, UDL is a pivotal component as teachers learn how to help students demonstrate their skills and knowledge through a variety of ways to keep them engaged and excelling in their learning. <p>Professional development expenditures are mentioned under Goal 1, Action 1; no additional funds added for this action item.</p>		No

Action #	Title	Description	Total Funds	Contributing
2.3	Plan, pilot, implement and monitor STEAM, Project Based Learning, culturally responsive opportunities in all schools.	We have updated our goal language to better align it with Vision 2035, and to reflect our focus on the whole child. The aligned strategies also emphasize rigorous high interest, high engagement instructional innovations such as STEAM, project-based learning, and cultural responsive pedagogy in order to better serve our targeted populations.	\$199,128.00	Yes
2.4	Increase and improve mental health, safety and wellness supports for targeted students.	The district has a robust wellness program that includes licensed therapists and counseling interns as well as ERMHS Therapists. Each secondary site has a student wellness center staffed with licensed Wellness Coordinators and counseling interns. Elementary sites have Wellness Coordinators and counseling interns as well. Secondary academic counselors, school psychologists and behaviorists also collaboratively support the health and wellness of students. The district offers professional learning opportunities for teachers and staff as well as SEL lessons and tools for direct instruction. In addition to these wellness initiatives, the district is increasing safety related investments.	\$428,944.00	Yes
2.5	Provide supports to students and families to increase regular school attendance.	<p>SCUSD attendance focus is on student engagement, chronic absenteeism and truancy. Classroom teachers regularly communicate with parents/guardians regarding a student's academic progress and participation.</p> <p>We have written procedures for tiered re-engagement strategies for all students who are absent for more than 3 school days or 60% of the instructional days in a school week. Attendance Tier 1 interventions include: Auto-dialer to call families each day if a student does not attend, teacher will contact family to see if there is a technology issue or if the student is sick, site multi-disciplinary teams regularly review the daily/weekly data on student attendance and engagement. Attendance Tier 2 interventions include: providing outreach to determine student/family needs, including, technology, connection with health and social services, sending truancy letters home, referrals to site administrators for Student Support Team meetings, entering contacts in Aeries Attendance Notes, referrals to site multi-disciplinary</p>		No

Action #	Title	Description	Total Funds	Contributing
		<p>Team for development of individualized support plan, referrals to the Family Resource Center, and entering contacts in Aeries Guidance Visitation.</p> <p>Tier 3 interventions include but are not limited to referrals to individualized services, such as: Student Services Referral, Assessment Support, School Attendance Review Board, and California Youth Outreach. This is funded out of unrestricted general funds and there are no additional LCFF funds added here.</p>		
2.6	Provide additional targeted support for students with disabilities	In our efforts to continue inclusive practices for our students with disabilities, inclusive practices will be supported. Additional time is needed for the general education and special education teachers to collaborate and plan for classroom instruction in the co-teaching model, professional learning on inclusive practices is also needed.	\$257,606.00	Yes
2.7	Provide additional targeted support for English Learners, foster, and homeless youth.	<p>Supplemental supports for English Learners include English Learner Support and Assessment Technicians (ELSATs) at each site who interface with families and act as liaisons between school and family. The Coordinator of English Learner and Supplemental Programs will focus deeply on implementation of our EL Master Plan. We have 4 elementary staff, all TK teachers and some pre-school teachers trained in the Sobrato Early Academic Language (SEAL) program. SEAL coaches support the program as well as spread best practices throughout the district. Finally, for our Foster Youth, a district community liaison support both Foster Youth and McKinney-Vento students and their families by providing additional support and resources to them.</p>	\$2,400,969.00	Yes

Goal Analysis [2022-23]

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

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

2.3 We have updated our goal language to better align it with Vision 2035, and to reflect our focus on the whole child.

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.

2.3 - Certificated teachers provide robust Career Technical Education (CTE) programs in the culinary arts, computer and technology, art and digital arts and media, home economics, business and retail sales to provide technical learning opportunities for students with a pathway to postsecondary education and careers. Certificated teachers provide a middle and high school Science, Technology, Engineering, Art & Mathematics (STEAM) program to promote critical thinking and analysis by developing STEAM skills and college and career competencies. The District hosted the 2023 Innovation Expo in April at Mission College highlighting STEAM education, health & wellness and community enrichment, and wants to recognize continued financial commitment to the CTE and STEAM programs. The estimated actual expenditures exceed budgeted expenditures due to fully recognizing the District's financial support of these programs to meet the goals and actions in the LCAP.

2.4 - Increased mental health and wellness supports for targeted students by including salary for the Wellness Coordinator position, which provides full-time leadership and guidance to the Wellness Coordinators and Counseling Interns working with students, families/caregivers, certificated, classified and administrative staff and community-based providers in promoting of an inclusive student-centered learning environment, identifying student needs through assessments and creation of intervention plans, and developing and providing health and wellness initiatives. The estimated actual expenditures exceed budgeted expenditures due to fully recognizing the District's financial support of the Wellness program to meet the goals and actions in the LCAP.

2.6 - The District's co-teaching program to support inclusive practices between general education and special education teachers within general education classes started as a pilot program in 2021/22 and has continued to grow. Planned expenditures for travel and conferences, and associated variable salaries and benefits, were delayed and will likely be spent in subsequent fiscal years.

An explanation of how effective the specific actions were in making progress toward the goal.

In terms of our action to "Provide supports to students and families to increase regular school attendance", SCUSD experienced a large increase in Chronic absenteeism. This increase was both reflected within our overall results on the CA School Dashboard "high" and among our student groups. All of which were "High" or "Very High". Due to these results, the district is both receiving Differentiated Assistance (Foster Youth, Homeless, Students with Disabilities) and several schools (noted in the identified needs section) qualified for ATSI. The district is currently exploring ways to reduce chronic absenteeism amongst our student populations while recognizing the challenges the pandemic still presents. For instance, the district has also seen an increase in our suspensions overall, and among our historically underrepresented student groups between our baseline (2019-20) and 2022-2023. In relation to the action "Plan, pilot, implement and monitor STEAM, Project Based Learning, Career Technical Education (CTE) and Computer Science opportunities in all schools", CTE pathway completion has

increased from 2020-21, overall and among historically underrepresented student groups. For instance, CTE pathway completion among our Latino/a/x student population increased from 6.8% (2020-21) to 7.7% (2021-22). However, we are also seeing a decline in Hispanic/Latino/a/x and English learner enrollment within CTE pathways. Likewise, AP exam pass rates have increased from 2020-21, overall and among historically underrepresented student groups. For instance AP exam pass rates among our Latino/a/x students increased from 52.4% (2020-21) to 71.1% (2021-22). However, we are also seeing a decline in Hispanic/Latino/a/x and English learner AP course enrollment over the same timeframe.

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

The baseline data provided for the Suspension Rate metric was updated to reflect the 2019-20 suspension rate for our Black/African American students and Foster Youth students. Furthermore, the Foster Youth 2020-21 suspension rate was updated under our Year 1 Outcome. There was a correction made to our baseline data under the "ELPAC/ELPI Academic achievement of English learners based on K-2 local assessment, 3-8 CAASPP ELA and Math, 9-12 GPA" metric that reflects the CAASPP ELA & Math results include grade 11. Further corrections to this metric include providing a baseline calculation for the Grade levels 9-12 EL GPA (previously omitted), as well as adding a desired outcome for the Grade levels 9-12 EL GPA (previously omitted). Furthermore, a new baseline and associated desired outcomes were added in relation to our "SCCOE SEL Survey" metric, due to substantial changes that were made in the survey items and reporting structure between our administration cycles. The reporting year under the "AP course enrollment-Grades 9-12, SCHS and WHS Only (Aeries/SIS)" metric, Year 1 outcome was also updated to reflect that the reported data was actually from the 2020-21 school year and not 2021-22. Two new metrics were added under this goal to align reporting with district board policy, they include: "Percent of 12th grade students completing a CTE pathway who scored at standard Met or Exceeded on the ELA & Math SBA/CAASPP assessments (11th Grade)" and "Percent of students completing a CTE pathway who graduate with a regular high school diploma."

In response to feedback from the District Advisory Committee (DAC) and the District English Learner Advisory Committee, new metrics have been added in relation to the Percent of 5th grade students reporting feeling safe at school on the California Healthy Kids Survey (CHKS), the Percent of 7th Grade, 9th Grade and 11th Grade students that perceive school as "Safe" or "Very Safe" on the California Healthy Kids Survey (CHKS). Lastly, in response to the district's Differentiated Assistance designation, a new metric was added that measures the percent of students with disabilities at our comprehensive high schools who are "Chronically Absent".

Lastly, "safety" has been added to our Wellness Action 2.4. Changes have been made to the description to reflect the district's desire to foster confidence among our students that our campuses are safe and secure places to learn and socialize.

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

Goals and Actions

Goal

Goal #	Description
3	SCUSD will partner with family, business and community educational partners to ensure that all students make progress in elements of the Graduate Portrait.

An explanation of why the LEA has developed this goal.

The SCUSD school board adopted Vision 2035 as the long range vision document for the district. This visionary document includes at its center a "Graduate Portrait," a description of the interdisciplinary competencies that students will demonstrate. These include demonstration of grade level proficiency on state academic standards, critical competencies such as communication, collaboration, critical thinking, and also measures of social emotional intelligence, empathy and physical and mental well being. While we are using currently available metrics for our baseline, over the next several years, SCUSD will be working as a collaborative community with family, business and community educational partners to develop measurable performance expectations tied to the competencies in the Graduate Portrait. SCUSD will hold these high expectations for all of our students, including our targeted populations. We are excited to embark upon this journey with our educational partners as well to increase opportunities for our students to learn beyond the walls of the classroom and the schoolyard as they develop the competencies in the Graduate Portrait.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Records of events and attendance data	285 participants at each district wide event UPDATED BASELINE: 2021 STEAM EXPO 0 in-person attendance (virtual) 2020 STEAM EXPO 0 in-person attendance (Cancelled due to COVID)	2022 STEAM EXPO 0 in-person attendance (virtual) 2021 PROMOTIONS AND GRADUATIONS Hundreds of student, family, staff, and community attendees	2023 INNOVATION EXPO (previously STEAM EXPO) 1,000 in-person participants and attendees (SCUSD promotions and graduations are not ticketed events, therefore in-person attendance cannot be calculated)		An average of 500 participants at district wide events REVISED DESIRED OUTCOME: 1,200 in-person participants at the INNOVATION EXPO

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019 STEAM EXPO 3,800 in-person attendance				
Family Resource Center utilization and referral reports	700 families served	Spring 2021-22 1,500 families served	Spring 2022-23 1,029 families served		1000 families served
Educational partner group records including agendas and attendance records.	75% attendance at each educational partner group meeting	DAC MEETINGS DELAC MEETINGS ESJC MEETINGS SSCCC MEETINGS LQBTQQIA+ MEETINGS SSCABE MEETINGS ESSER III INPUT SESSIONS DAC 5/18/21 -- 12 attendees DELAC 5/19/21 -- 22 attendees Scott Lane 5/20/21 -- 16 RSVP Mayne 5/24/21 -- 20 RSVP	Spring 2023 Average District English Learner Advisory Committee (DELAC) meeting attendance across 5 meetings (2022-23 School Year): 59.5% Average District Advisory Committee (DAC) meeting attendance across 4 meetings (2022-23 School Year): 57.8% THE LISTING OF SCHOOL SITE ESSER MEETINGS AND VARIOUS DISTRICT MEETINGS WAS DISCONTINUED DUE TO A NEED TO SHOW ATTENDANCE PERCENTAGES.		85% at each educational partner group meeting REVISED DESIRED OUTCOME: Average District English Learner Advisory Committee (DELAC) meeting attendance across all DELAC meetings (2022-23 School Year): 65% Average District Advisory Committee (DAC) meeting attendance across all DAC meetings (2022-23 School Year): 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Bracher 5/26/21 -- 8 RSVP</p> <p>Bowers 9/7/21 -- 8 RSVP</p> <p>Briarwood 9/14/21 -- 11 RSVP</p> <p>Hughes 9/15/21 -- 11 RSVP</p> <p>Montague 9/20/21 -- 16 RSVP</p> <p>Pomeroy 9/21/21 -- 8 RSVP</p> <p>Presentation File: https://docs.google.com/presentation/d/1wNlmbD_T2W8rjVR92Z1Vn83NmX4Cm3AihhvVuZGCs/edit</p> <p>Planning File: https://docs.google.com/document/d/1LPH0mJT6wGmW8l7TSzmop4EDsHNnjMZskqUo5ZRNxT0/edit#</p>			
Annual Partnership report	50 partners identified	Between July 1, 2021, and April 25, 2022, 34 volunteer hours were	(2022-23) 56 partners identified		Increase partnerships by 5% (53 partners identified)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>donated by Business Partner employees specifically for hands-on activities to help students better understand an industry, hosting virtual field trips connected classroom learning with real-world applications, or joining a class as an expert guest speaker. Between July 1, 2021 - and April 25, 2022, 23 business partners engaged in partnership activities. Between July 1, 2021 - and April 25, 2022, \$212,076.07 worth of donations were facilitated through SCUSD's Business Partnerships Office.</p> <p>REVISED OUTCOME (2021-22) 50 partners identified</p>			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase meaningful engagement, through educational opportunities for parents and families, district events and volunteerism.	Through parent orientations, parent education workshops, English Language Development parent classes, website enhancements, events such as our English Learner Conference, annual Innovation Expo, and individual site family events, we intend to strengthen existing partnerships with parents and families in order to support educational success for all of our students and to cultivate a community that learns together. For example, a new tool will be built out that gives parents access to testing information on our district website in order to provide families and students with information regarding available state testing accessibility supports. These activities are funded out of unrestricted general funds and there are no additional LCFF funds used.		No
3.2	Provide necessary resources and expand the Family Resource Center to better enable at-risk students and families to address basic needs and access community services.	Our Family Resource Center staff provides additional support to families and students in need by providing food and clothing distribution, community resources including legal, immigration, housing and mental health services. We have a satellite center to serve our families from the north side of the district. Our bilingual, foster and homeless youth liaisons work through our Family Resource Center. Our enrollment center staff also supports family enrollment and communication to Spanish speaking families.	\$236,619.00	Yes
3.3	Continue the District Advisory Committee to annually review and evaluate the LCAP and Strategic Plan goals and actions.	The District Advisory Committee is comprised of administrators, teachers, classified staff, parents and students. The committee will meet 3 times per year beginning in October to review student data, monitor, evaluate and adjust the LCAP, and Strategic plan and give feedback on other district initiatives as needed. This is funded out of unrestricted general funds and there are no additional LCFF funds added here.		No

Action #	Title	Description	Total Funds	Contributing
3.4	Continue with all advisory committees including but not limited to PTA Council, CAC, DELAC, Student Councils, Labor Union Leadership, CTE Advisory Board, and District Advisory Committee. Members include business, community, parents, students, and staff.	<p>Our educational partner groups are critical to the success of our students. This variety of educational partner groups helps us to incorporate diverse viewpoints into the planning of our educational opportunities for students. The educational partner groups also act as two way communication tools from educational partner to the district and from the district to the educational partner groups. This is funded out of unrestricted general funds and there are no additional LCFF funds added here.</p> <p>A family engagement event will be held at the beginning of the year for families where they learn information about the various district and sites committees they can join, along with the purpose and benefits of joining each type. Examples include: DELAC, ELAC, DAC, Parent Organizations, and Districtwide Committees.</p> <p>This event will also include the various program supports and offerings the district provides to our English Learners/Emergent Multilingual Learner (EL/EM) EL/EM students.</p>		No
3.5	Provide translation/interpretation services to allow non-English speaking families to participate in school and district services and activities.	An in-house translator/interpreter provides Spanish translation services in addition to our contract with translation agencies.	\$205,245.00	Yes
3.6	Develop a system to build upon existing business partnerships, career exploration and professional learning	Our business partnerships department will work to continue to build strong partnerships in our community in order to support student success and lead us to Vision 2035. This is funded out of unrestricted general funds and there are no additional LCFF funds added here.		No

Action #	Title	Description	Total Funds	Contributing
	opportunities for students and staff.			

Goal Analysis [2022-23]

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

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

There were no substantive differences in planned actions and actual implementations of these actions.

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 are no material differences in this area.

An explanation of how effective the specific actions were in making progress toward the goal.

Santa Clara Unified holds an annual Innovation Expo each year that showcases the creativity and ingenuity of our students. First established as the "STEAM Expo" in 2019, the district has sought to increase the attendance of both students and our entire community. Due to the pandemic, the district was unable to hold in-person events from 2020-2022. Although we did virtual events in 2021 and 2022, the goal was to always return to in-person interactions and first-hand experiences of student work. With 1,000 in-person families attending the Innovation Expo this year, we see this as a promising step towards returning to our introductory attendance. The district is pleased to see an exponential increase in the number of families served by our Family Resource Center. With 1,029 families served, the Family Resource Center has surpassed our desired outcome for the 2023-24 school year. Additionally, the district was able to add 6 additional community partners, bringing our total to 56. This result surpasses our 2023-24 desired outcome of increasing the baseline number of partners by 5%.

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

The baseline for the metric "Records of events and attendance data" was updated to reflect in-person attendance counts at the only districtwide event that is Targeted to the entire district, the STEAM Expo. Year 1 outcomes under this metric were updated to reflect a count of in-person attendees at the STEM Expo, which was zero due to COVID restrictions. Under the Year 2 outcomes associated with this metric, it was noted that "graduations and promotions" previously reported under the Year 1 Outcome was added in error, as the district does not track a count of attendees to these events. Lastly, the desired outcome was updated to reflect in-person attendance goals related to the Innovation Expo (previously titled STEAM Expo). The metric "educational partner records including agendas and attendance records" has been discontinued due to difficulties aligning the stated measurements with current data collection and reporting practices. The district will establish a comprehensive and consistent data collection protocol related to our education partner attendance in a future LCAP. The Year 1 Outcome for the metric "Annual Partnership report" was revised to provide a count of the district partners, in accordance with the listed

baseline data. The Year 1 outcome for the metric "Family Resource Center utilization and referral reports" was missing from the previous LCAP. it has now been added.

A clarification was added to the description for Action 3.1 in recognition of feedback received from the District English Learner Advisory Committee (DELAC). When discussing how best to support students with district assessments, it was suggested that the district provide families and students with information related to testing accessibility resources.

Action 3.4 description has been updated in recognition of feedback received from the District English Learner Advisory Committee (DELAC). When discussing enhancements to the district's parent engagement, it was suggested that the district attempt to increase and diversify representation by holding an event at the beginning of the year for families where they learn information about the various district and site committees they can join. Understanding the purpose and benefits of joining these committees were stated outcomes, along with an understanding of the various program supports and offerings the district provides to our English Learner/Emerging Multilingual Learners.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$14,376,219.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.47%	0.00%	\$0.00	9.47%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1, Action 1: Professional development focused on the need to improve instruction for English Learners, and low income students. Three areas were identified as focus areas for professional development through a comprehensive, coordinated early intervention services data and root cause analysis. The three areas are cultural responsive pedagogy, English Language Development supports and Universal Design for Learning. By providing learning and support for teachers, we believe that the learning outcomes for our English Learners and low income students will improve.

Goal 1, Action 2: Extended learning during summer. Because SCUSD English Learners, low income students and foster youth demonstrate the greatest needs for academic improvement and for closing achievement gaps, they will receive priority enrollment in all summer programming. Transportation and meal service will be provided as well as additional wellness and counseling supports. We believe that this action will be effective because programming and supports are focused on these groups of students and we expect that the program will result in improved academic outcomes for these groups.

Goal 1, Action 3: Before & After School Small Group Instruction. Because English Learners, low income students and foster youth demonstrate the greatest needs for academic improvement and for closing achievement gaps, they will receive priority enrollment in before and afterschool small group instruction. We believe that this action will be effective because instructional support will be tailored to meet the

exact needs of these students and we expect that these extra supports will result in improved academic outcomes for these groups in literacy and math.

Goal 1, Action 4: Intensive Tier 2 & 3 Literacy Intervention. Because our English Learners, low income students and foster youth in the primary grades show significant needs for support in literacy, they will receive priority scheduling into our literacy intervention and reading recovery supports. We believe that this action will be effective because this small group and 1:1 intervention will be intensely targeted to the needs of individual students in these groups and we expect that the program will result in improved academic outcomes in reading/literacy.

Goal 1, Action 5: Data analysis through a cycle of inquiry. Because our English Learners, low income students, and foster youth demonstrate the greatest needs for academic improvement and for closing achievement gaps, our teachers must be engaged in a continuous cycle of inquiry to look at student data for these groups in particular, in order to inform their instruction so that individual student academic needs in math and literacy are being met. We believe that this action will be effective because instruction will be targeted specifically for individual students in these groups and we expect that this will result in improved academic outcomes.

Goal 1, Action 6: Site specific supports. Because our English Learners, low income students and foster youth demonstrate the greatest needs for academic improvement and for closing achievement gaps, sites must, through their SPSAs, plan for supporting students through intervention in ELA/Math, English Learner supports and social emotional/wellness supports must be implemented so that student needs are being met. We believe the actions at the sites will be effective because instruction will be targeted specifically for individual students in these groups and we expect that this will result in improved academic, social emotional, and language acquisition outcomes.

Goal 2, Action 1: Early behavior interventions. Because we have continued disproportionality of discipline and suspensions of low-income and foster youth, we will provide coaching for Positive Behavior Intervention for our teachers from PBIS coaches and developing the 41 developmental assets in our students through Project Cornerstone so that the social emotional and behavioral needs of our students will improve. We believe these actions will be effective because supports are targeted for these groups and we expect that this will result in improved academic, behavioral and social emotional outcomes.

Goal 2, Action 3: STEAM, PBL programming. English Learners, low income students and foster youth have consistently responded lower on several domains of the SCCOE SEL/CCR Survey which is an indicator of academic engagement and mindset, and of student perception of instructional relevance, we must provide opportunities to engage these students in STEAM and Project Based Learning through targeted programming across the district in order to give them opportunities that they may not otherwise have experienced. We believe these actions will be effective because it will give these student groups a foundation of real world learning and we expect that this will result in improved academic, behavioral and social emotional outcomes.

Goal 2, Action 4: Wellness/mental health supports. Because English Learners, low income students and foster youth have shown several indicators of higher need for wellness and mental health support through both surveys and according to past years' referral and service data, we must provide support in mental health and wellness by providing licensed therapists and counselors to these priority students that they feel safe and connected to school and community to improve student outcomes. We believe these actions will be effective because supports are targeted for these groups and we expect that this will result in improved academic, behavioral and social emotional outcomes.

Goal 2, Action 6: Additional supports for students with disabilities. Because 25% of English Learners, low income students and foster youth are also student with IEP's students with disabilities, we must provide opportunities for co-teaching in order to allow for the least restrictive environment. These three student groups that also have disability are prioritized to receive specific instructional practices in order to improve

their outcomes. We believe these actions will be effective because supports are targeted for these groups and we expect that this will result in improved academic, language acquisition, behavioral and social emotional outcomes regardless of their disability.

Goal 2, Action 7: Additional support for English Learners & Foster Youth. Because English Learners and Foster Youth have demonstrated significant additional academic and social-emotional needs, we provide additional staffing at the site and district level (English Learner Support and Assessment Technicians and Foster Youth Community Liaisons) to ensure that these students have additional supports above and beyond what the average student would receive.

This support includes outreach to families and to the students themselves regarding all aspects of our education system and building educational partnerships with families to support the success of English Learners and Foster Youth. We believe that this action will be effective because when families are in partnership with educators, student wellness and achievement is improved.

Goal 3, Action 2: The Family Resource Center. Because English Learners, Foster Youth and low-income students and families have basic needs that may prevent them from succeeding in school, we must provide services such as food and clothing distribution, connection with community resources such as legal and immigration aid, housing, and mental health supports in order to improve the educational outcomes of these student groups. We believe that providing these services will be effective because meeting the basic needs of food, clothing and shelter, sets students up for success in school.

Goal 3, Action 5: Enhanced translation services. Because our English Learner families speak multiple languages with Spanish being the most common language other than English, we have chosen to provide an additional Spanish language translator/interpreter to support families with written and oral translations. We believe that this additional service which supplements our translation services department and the TransAct translation service available district-wide will be effective in connecting more of our English Learner families to our school community which will improve student outcomes.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Santa Clara Unified School District is required to increase or improve services for EL, Foster Youth, and Low Income students by 9.2% which is equal to \$11,486,727 as shown above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students.

Actions In the Local Control Accountability Plan

In the plan you will see the following actions marked as contributing which are included as part of the increased percentage

Goal 1 Action 1, 2, 3, 4, 5, 6 Addressing Academic Achievement for English Learners, Foster Youth and Low Income

Goal 2 Action 1, 3, 4, 5, 6, 7 Addressing Graduate Portrait attributes including social emotional and well being for English Learners Foster Youth and Low Income

Goal 3 Action 2, 5 Addressing family engagement and outreach for English Learners, Foster Youth and Low Income

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$14,376,219.00				\$14,376,219.00	\$14,376,219.00	

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Provide professional learning for certificated and classified staff on effective instruction for students from diverse backgrounds.	English Learners Low Income	\$933,210.00				\$933,210.00
1	1.2	Provide K-12 summer programs for students in need of additional support.	English Learners Foster Youth Low Income	\$1,832,558.00				\$1,832,558.00
1	1.3	Provide before and after school programs for students in need of additional support	English Learners Foster Youth Low Income					
1	1.4	Provide intensive Tier 2 and 3 early literacy support to students with the highest need	English Learners Foster Youth Low Income	\$3,565,236.00				\$3,565,236.00
1	1.5	Focus all staff on analysis of data in order to inform decisions about instruction, interventions, supports and services to accelerate student achievement in mathematics and literacy	English Learners Foster Youth Low Income	\$323,085.00				\$323,085.00
1	1.6	Allocate funds to sites based proportionally on targeted student population in order to	English Learners Foster Youth Low Income	\$3,583,862.00				\$3,583,862.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		meet the individual site needs for at risk students						
2	2.1	Support sites to identify, plan, implement and monitor early behavior interventions.	English Learners Foster Youth Low Income	\$409,757.00				\$409,757.00
2	2.2	Provide staff with professional learning and coaching support to strengthen and implement instructional priorities, a socio-emotionally safe environment, and equitable culture building practices to support students to achieve the Graduate Portrait in Vision 2035.	All					
2	2.3	Plan, pilot, implement and monitor STEAM, Project Based Learning, culturally responsive opportunities in all schools.	English Learners Foster Youth Low Income	\$199,128.00				\$199,128.00
2	2.4	Increase and improve mental health, safety and wellness supports for targeted students.	English Learners Foster Youth Low Income	\$428,944.00				\$428,944.00
2	2.5	Provide supports to students and families to increase regular school attendance.	All					
2	2.6	Provide additional targeted support for students with disabilities	English Learners Foster Youth Low Income	\$257,606.00				\$257,606.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Provide additional targeted support for English Learners, foster, and homeless youth.	English Learners Foster Youth	\$2,400,969.00				\$2,400,969.00
3	3.1	Increase meaningful engagement, through educational opportunities for parents and families, district events and volunteerism.	All					
3	3.2	Provide necessary resources and expand the Family Resource Center to better enable at-risk students and families to address basic needs and access community services.	English Learners Foster Youth Low Income	\$236,619.00				\$236,619.00
3	3.3	Continue the District Advisory Committee to annually review and evaluate the LCAP and Strategic Plan goals and actions.	All					
3	3.4	Continue with all advisory committees including but not limited to PTA Council, CAC, DELAC, Student Councils, Labor Union Leadership, CTE Advisory Board, and District Advisory Committee. Members include business, community, parents, students, and staff.	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	Provide translation/interpretation services to allow non-English speaking families to participate in school and district services and activities.	English Learners	\$205,245.00				\$205,245.00
3	3.6	Develop a system to build upon existing business partnerships, career exploration and professional learning opportunities for students and staff.	All					

2023-24 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
\$151,775,960	\$14,376,219.00	9.47%	0.00%	9.47%	\$14,376,219.00	0.00%	9.47 %	Total:	\$14,376,219.00
								LEA-wide Total:	\$14,376,219.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Provide professional learning for certificated and classified staff on effective instruction for students from diverse backgrounds.	Yes	LEA-wide	English Learners Low Income	All Schools	\$933,210.00	
1	1.2	Provide K-12 summer programs for students in need of additional support.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,832,558.00	
1	1.3	Provide before and after school programs for students in need of additional support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.4	Provide intensive Tier 2 and 3 early literacy support to students with the highest need	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary Schools Grades 1-2	\$3,565,236.00	

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	1.5	Focus all staff on analysis of data in order to inform decisions about instruction, interventions, supports and services to accelerate student achievement in mathematics and literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$323,085.00	
1	1.6	Allocate funds to sites based proportionally on targeted student population in order to meet the individual site needs for at risk students	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary & Alternative	\$3,583,862.00	
2	2.1	Support sites to identify, plan, implement and monitor early behavior interventions.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary & Alternative	\$409,757.00	
2	2.3	Plan, pilot, implement and monitor STEAM, Project Based Learning, culturally responsive opportunities in all schools.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$199,128.00	
2	2.4	Increase and improve mental health, safety and wellness supports for targeted students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$428,944.00	
2	2.6	Provide additional targeted support for students with disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$257,606.00	
2	2.7	Provide additional targeted support for English Learners, foster, and homeless youth.	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$2,400,969.00	
3	3.2	Provide necessary resources and expand the Family Resource Center to better enable at-risk students and families to	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$236,619.00	

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 (%)
		address basic needs and access community services.						
3	3.5	Provide translation/interpretation services to allow non-English speaking families to participate in school and district services and activities.	Yes	LEA-wide	English Learners	All Schools	\$205,245.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$12,736,727.00	\$15,383,684.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide professional learning for certificated and classified staff on effective instruction for students from diverse backgrounds.	Yes	\$924,392.00	\$1,328,866.00
1	1.2	Provide K-12 summer programs for students in need of additional support.	Yes	\$323,240.00	\$323,240.00
1	1.3	Provide before and after school programs for students in need of additional support	Yes	\$200,000.00	\$200,000.00
1	1.4	Provide intensive Tier 2 and 3 early literacy support to students with the highest need	Yes	\$3,426,126.00	\$3,449,991.00
1	1.5	Focus all staff on analysis of data in order to inform decisions about instruction, interventions, supports and services to accelerate student achievement in mathematics and literacy	Yes	\$304,568.00	\$322,476.00
1	1.6	Allocate funds to sites based proportionally on targeted student population in order to meet the individual site needs for at risk students	Yes	\$2,946,337.00	\$2,745,240.00
2	2.1	Support sites to identify, plan, implement and monitor early behavior interventions.	Yes	\$505,423.00	\$511,138.00
2	2.2	Provide staff with professional learning and coaching support to	No	\$0.00	\$0.00

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)
		strengthen and implement instructional priorities, a socio-emotionally safe environment, and equitable culture building practices to support students to achieve the Graduate Portrait in Vision 2035.			
2	2.3	Plan, pilot, implement and monitor STEAM, Project Based Learning, Career Technical Education (CTE) and Computer Science opportunities in all schools.	Yes	\$363,253.00	\$2,598,035.00
2	2.4	Increase and improve mental health and wellness supports for targeted students.	Yes	\$496,576.00	\$697,721.00
2	2.5	Provide supports to students and families to increase regular school attendance.	No	\$0.00	\$0.00
2	2.6	Provide additional targeted support for students with disabilities	Yes	\$250,000.00	\$191,882.00
2	2.7	Provide additional targeted support for English Learners, foster, and homeless youth.	Yes	\$2,398,613.00	\$2,431,732.00
3	3.1	Increase meaningful engagement, through educational opportunities for parents and families, district events and volunteerism.	No	\$0.00	\$0.00
3	3.2	Provide necessary resources and expand the Family Resource Center to better enable at-risk students and families to address basic needs and access community services.	Yes	\$410,182.00	\$379,870.00
3	3.3	Continue the District Advisory Committee to annually review and evaluate the LCAP and Strategic Plan goals and actions.	No	\$0.00	\$0.00
3	3.4	Continue with all advisory committees including but not limited to PTA Council, CAC, DELAC, Student Councils, Labor Union	No	\$0.00	\$0.00

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)
		Leadership, CTE Advisory Board, and District Advisory Committee. Members include business, community, parents, students, and staff.			
3	3.5	Provide translation/interpretation services to allow non-English speaking families to participate in school and district services and activities.	Yes	\$188,017.00	\$203,493.00
3	3.6	Develop a system to build upon existing business partnerships, career exploration and professional learning opportunities for students and staff.	No	\$0.00	\$0.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$13,480,353.00	\$12,736,727.00	\$15,383,684.00	(\$2,646,957.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Provide professional learning for certificated and classified staff on effective instruction for students from diverse backgrounds.	Yes	\$924,392.00	\$1,328,866.00		
1	1.2	Provide K-12 summer programs for students in need of additional support.	Yes	\$323,240.00	\$323,240.00		
1	1.3	Provide before and after school programs for students in need of additional support	Yes	\$200,000.00	\$200,000.00		
1	1.4	Provide intensive Tier 2 and 3 early literacy support to students with the highest need	Yes	\$3,426,126.00	\$3,449,991.00		
1	1.5	Focus all staff on analysis of data in order to inform decisions about instruction, interventions, supports and services to accelerate student achievement in mathematics and literacy	Yes	\$304,568.00	\$322,476.00		
1	1.6	Allocate funds to sites based proportionally on targeted student population in order to	Yes	\$2,946,337.00	\$2,745,240.00		

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)
		meet the individual site needs for at risk students					
2	2.1	Support sites to identify, plan, implement and monitor early behavior interventions.	Yes	\$505,423.00	\$511,138.00		
2	2.3	Plan, pilot, implement and monitor STEAM, Project Based Learning, Career Technical Education (CTE) and Computer Science opportunities in all schools.	Yes	\$363,253.00	\$2,598,035.00		
2	2.4	Increase and improve mental health and wellness supports for targeted students.	Yes	\$496,576.00	\$697,721.00		
2	2.6	Provide additional targeted support for students with disabilities	Yes	\$250,000.00	\$191,882.00		
2	2.7	Provide additional targeted support for English Learners, foster, and homeless youth.	Yes	\$2,398,613.00	\$2,431,732.00		
3	3.2	Provide necessary resources and expand the Family Resource Center to better enable at-risk students and families to address basic needs and access community services.	Yes	\$410,182.00	\$379,870.00		
3	3.5	Provide translation/interpretation services to allow non-English speaking families to participate in school and district services and activities.	Yes	\$188,017.00	\$203,493.00		

2022-23 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)
\$145,513,309	\$13,480,353.00	0.96%	10.22%	\$15,383,684.00	0.00%	10.57%	\$0.00	0.00%

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 (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 aspects of the LCAP template 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, 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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

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

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022