2024-25 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Santa Clara Unified School District
CDS Code:	43-69674-0000000
LEA Contact Information:	Name: Gary Waddell Ed.D. Position: Superintendent Email: gwaddell@scusd.net Phone: (408) 423-2005
Coming School Year:	2024-25
Current School Year:	2023-24

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-25 School Year	Amount Whole Numbers
Total LCFF Funds	$332,572,070.00
LCFF Supplemental & Concentration Grants	$13,483,251.00
All Other State Funds	$35,473,666.00
All Local Funds	$16,464,436.00
All federal funds	$6,219,120.00
Total Projected Revenue	$390,729,292

Total Budgeted Expenditures for the 2024-25 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	$413,513,398.00
Total Budgeted Expenditures in the LCAP	$30,783,973.00
Total Budgeted Expenditures for High Needs Students in the LCAP	$13,483,251.00
Expenditures not in the LCAP	$382,729,425

Expenditures for High Needs Students in the 2023-24 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	$14,376,219.00
Actual Expenditures for High Needs Students in LCAP	$14,209,040.00

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2024-25 Difference in Projected Funds and Budgeted Expenditures	$0
2023-24 Difference in Budgeted and Actual Expenditures	$167,179

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The General Fund budget expenditures include all budgets required to implement the LCAP, in addition to all other General Fund budget expenditures for employee salaries and benefits at all levels of the organization, core and base programming, books and supplies, services

	and other operating expenditures, and capital outlay. Please see the 2024-25 Adopted Budget report for details on the General Fund budget expenditures for the 2024-25 school year.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2023-24.	The difference in planned and actual expenditures for actions and services at the site level is a function of prioritizing the spending down of restricted funds targeted to support high needs students first, as those funds have a spending deadline. The shift to using one-time funding sources had no impact to the level of additional services provided to unduplicated students as planned services were provided and the goals as outlined in the LCAP were achieved.

LCFF Budget Overview for Parents

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

CDS Code: 43-69674-0000000

School Year: 2024-25

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 2024-25 School Year

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Clara Unified School District
CDS Code: 43-69674-0000000
School Year: 2024-25
LEA contact information:
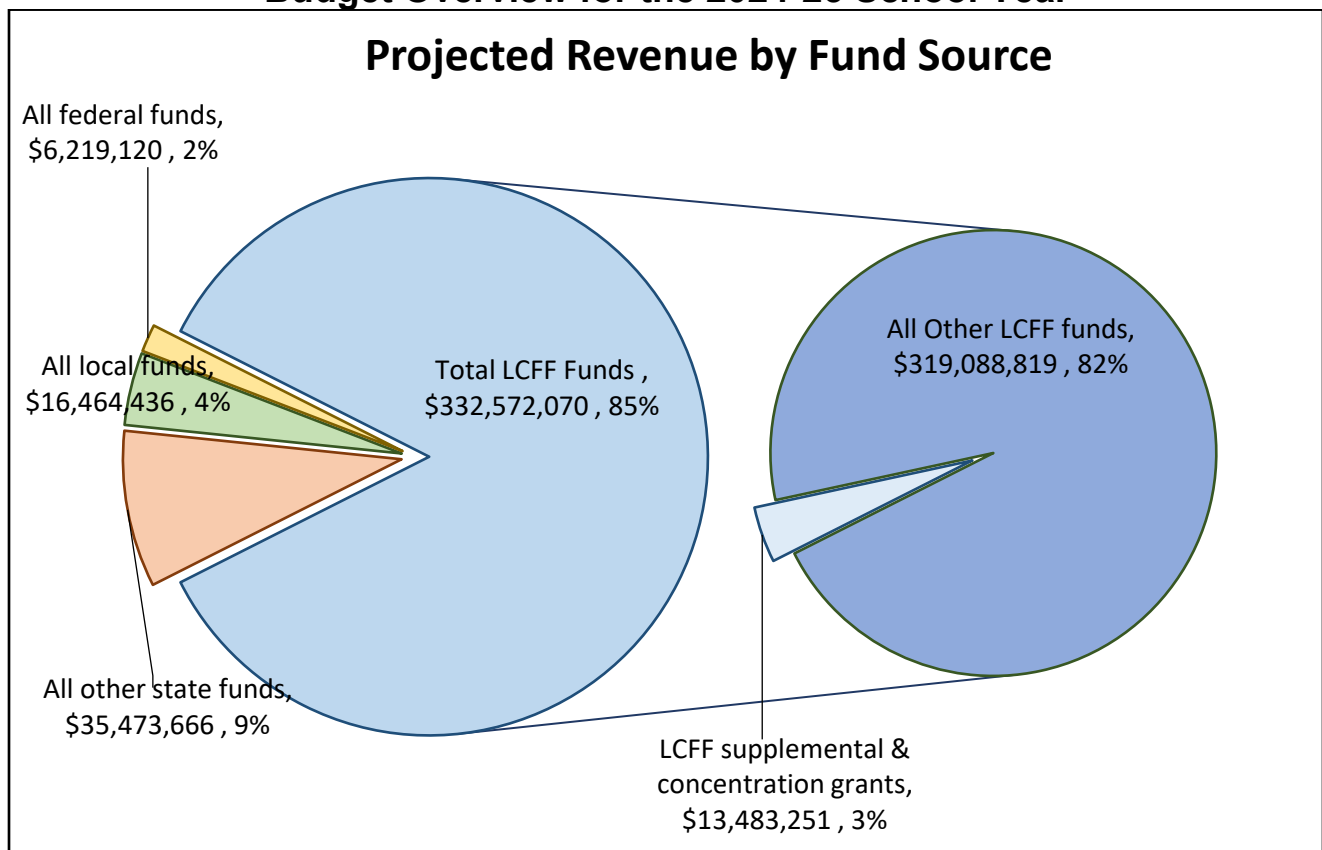Gary Waddell Ed.D.
Superintendent
gwaddell@scusd.net
(408) 423-2005

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 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $6,219,120 , 2%

All local funds, $16,464,436 , 4%

Total LCFF Funds , $332,572,070 , 85%

All Other LCFF funds, $319,088,819 , 82%

All other state funds, $35,473,666 , 9%

LCFF supplemental & concentration grants, $13,483,251 , 3%

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 $390,729,292, of which $332,572,070.00 is Local Control Funding Formula (LCFF), $35,473,666.00 is other state funds, $16,464,436.00 is local funds, and $6,219,120.00 is federal funds. Of the $332,572,070.00 in LCFF Funds, $13,483,251.00 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.

Budgeted Expenditures in the LCAP
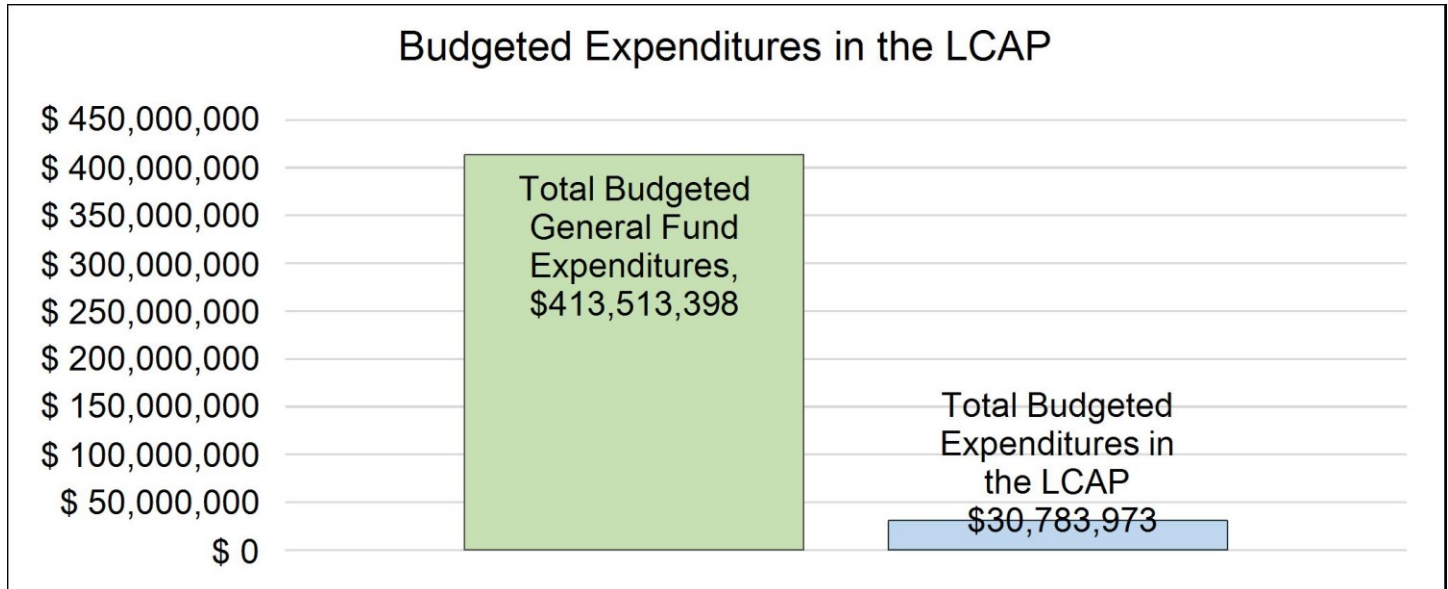
This chart provides a quick summary of how much Santa Clara Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Clara Unified School District plans to spend $413,513,398.00 for the 2024-25 school year. Of that amount, $30,783,973.00 is tied to actions/services in the LCAP and $382,729,425 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund budget expenditures include all budgets required to implement the LCAP, in addition to all other General Fund budget expenditures for employee salaries and benefits at all levels of the organization, core and base programming, books and supplies, services and other operating expenditures, and capital outlay. Please see the 2024-25 Adopted Budget report for details on the General Fund budget expenditures for the 2024-25 school year.

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

In 2024-25, Santa Clara Unified School District is projecting it will receive $13,483,251.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Clara Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Clara Unified School District plans to spend $13,483,251.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $14,376,219

☐ Actual Expenditures for High Needs Students in LCAP — $14,209,040
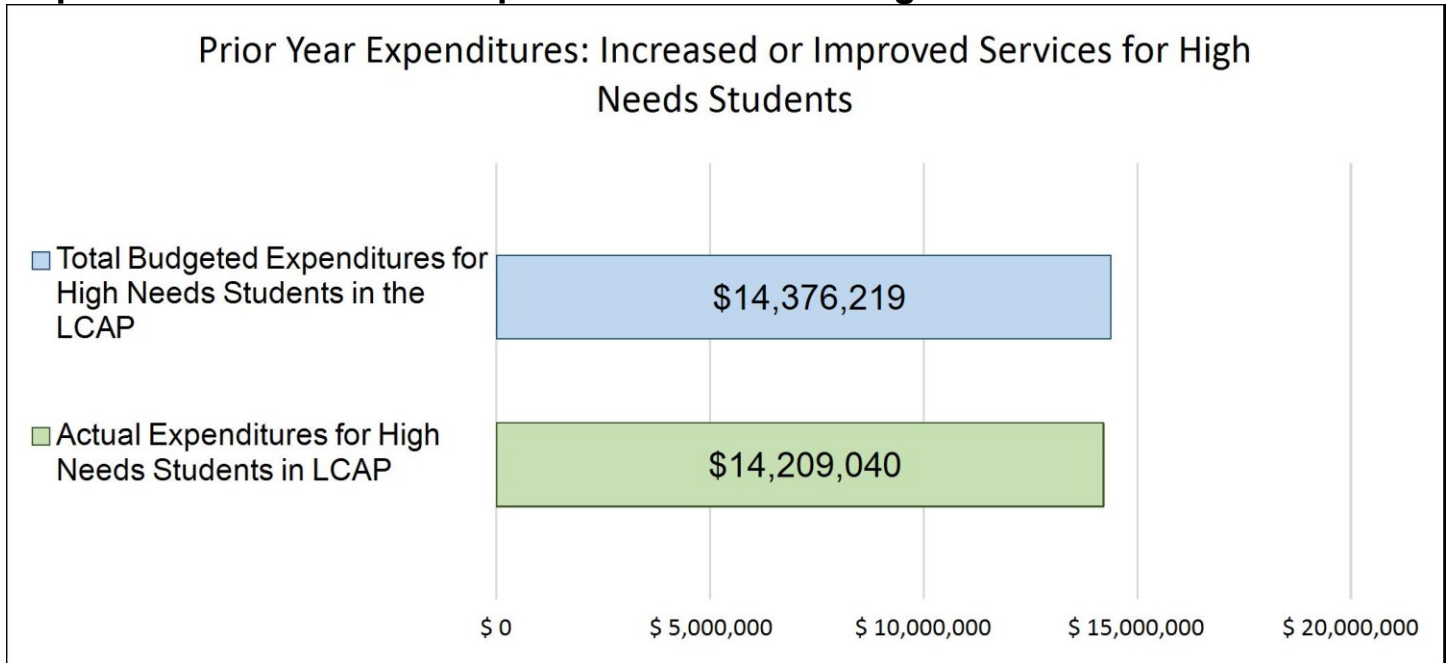
This chart compares what Santa Clara Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Clara Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Santa Clara Unified School District's LCAP budgeted $14,376,219.00 for planned actions to increase or improve services for high needs students. Santa Clara Unified School District actually spent $14,209,040.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $167,179 had the following impact on Santa Clara Unified School District's ability to increase or improve services for high needs students:

The difference in planned and actual expenditures for actions and services at the site level is a function of prioritizing the spending down of restricted funds targeted to support high needs students first, as those funds have a spending deadline. The shift to using one-time funding sources had no impact to the level of additional services provided to unduplicated students as planned services were provided and the goals as outlined in the LCAP were achieved.

2023–24 Local Control and Accountability Plan Annual Update

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

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

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.

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 points below standard, "Orange" 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: 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" McKinney-Vento (Homeless Youth): 104.4 points below standard "Very Low" Foster Youth: NA (Student count too	Spring 2023 All: 20.9 points above standard "High"/"Green" Hispanic: 40.1 points below standard "Low"/"Orange" Black or African American: 26.3 points below standard "Low"/"Orange" Socioeconomically Disadvantaged: 29 points below standard "Low"/"Yellow" English Learners: 37.1 points below standard "Low"/"Orange" Students with Disabilities:81.9 points below standard "Very Low"/"Red" Homeless Youth: 82.9 points below standard "Very Low"/"Orange"	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 fewer points below standard "Green" ADDED MISSING DESIRED OUTCOME(S):

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			small to receive dashboard results)	Foster Youth: NA	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=) Foster Youth: % (n=)
3-8 and grade 11 CAASPP/SBA Math "Distance from Level	Spring 2019	Spring 2021 There were no CAASPP/SBA scores	Spring 2022 All: 11 points below standard "Medium"	Spring 2023	All: 35 or more points above standard,"Blue"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3"/CA Dashboard color	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	in Spring 2021 due to COVID (district provided local assessments instead). CA Dashboard suspended until 2022-23.	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: 11.5 points below standard "Medium"/"Yellow" Hispanic: 85.7 points below standard "Low"/"Orange" Black or African American: 78.8 points below standard "Low"/"Orange" Socioeconomically Disadvantaged: 73.5 points below standard "Low"/"Yellow" English Learners: 63.3 points below standard "Low"/"Orange" Students with Disabilities: 115.2 points below standard "Very Low"/"Orange" Homeless Youth: 138.3 points below standard "Very Low"/"Red" Foster Youth: NA	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 to receive dashboard results) THE FOLLOWING INFORMATION WAS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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=)
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% Students with Disabilities: 25% McKinney-Vento: 26% (n=6)	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% Socioeconomically Disadvantaged: 40.1% English Learners: 20.5%	Spring 2023: Reading Students 3-8 (N=5,759) All: 58% Hispanic: 34% Black or African American: 43% Socioeconomically Disadvantaged: 24% English Learners: 16% Students with Disabilities: 25%	Spring 2024: Reading Students 3-8 All: 58% Hispanic: 34% Black or African American: 46% Socioeconomically Disadvantaged: 36% English Learners: 15% Students with Disabilities: 25% McKinney Vento: 20%	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth: 20% (n=5) Revised 6/8/22: 3-8 students only: All: 61% Hispanic: 36% Black or African American: 49% Socioeconomically Disadvantaged: 36% English Learners: 17% Students with Disabilities: 20% McKinney-Vento: 26% (n=21) Foster Youth: 0% (n=5)	Students with Disabilities: 26.6% McKinney-Vento: 26.7% (n=15) Foster Youth: 57.1% (n=7)	McKinney Vento: 13% Foster Youth: NA	Foster Youth: NA	McKinney-Vento:60% or greater Foster Youth: 60% or greater
K-8 students at/above grade level standard on Local Assessments in Mathematics (i-Ready)	Spring 2021 All: 47% Hispanic: 17% Black or African American: 28% Socioeconomically Disadvantaged: 20% English Learners: 18% Students with Disabilities: 15% McKinney-Vento: 19% N=21	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% English Learners: 17.5%	Spring 2023: Math Students 3-8 (N=5,646) All: 53% Hispanic: 24% Black or African American: 26% Socioeconomically Disadvantaged: 16% English Learners: 19% Students with Disabilities: 21%	Spring 2024: Math Students 3-8 All: 53% Hispanic: 25% Black or African American: 35% Socioeconomically Disadvantaged: 28% English Learners: 25% Students with Disabilities: 23% McKinney Vento: 14%	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth: 0% (N=6) 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)	Students with Disabilities: 16.2% McKinney-Vento: 5.9% (n=17) Foster Youth: 40% (n=5)	McKinney Vento: 10% Foster Youth: NA	Foster Youth: 20%	McKinney-Vento: 50% or greater Foster Youth: 30% or greater
9-11 On track for on-time graduation [Aeries/DataZone]	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%	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% Homeless or Foster Youth: 38.7% (n=12)	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% Homeless or Foster Youth: 32.1% (n=9)	Spring 2023 All: 74.2% Hispanic: 59% Black or African American: 74% Socioeconomically Disadvantaged: 63% English Learners: 45% Students with Disabilities: 57% Homeless or Foster Youth: 23.1% (n=13)	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless or Foster Youth: N=13 P= 43.3% 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)				Homeless or Foster Youth: 90%
4 -year Cohort Graduation rates [Preliminary locally calculated, official in DataQuest]	Spring 2021 (preliminary): All: 88% Hispanic: 85% Black or African American: 93% English Learners: 69% Economically Disadvantaged: 83% Students with Disabilities: 74% Homeless: 53%	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%	Spring 2022 All: 93% Hispanic: 91% Black or African American: 91% English Learners: 83% Economically Disadvantaged: 90% Students with Disabilities: 84% Homeless: 78%	Spring 2023 All: 8932% Hispanic: 85% Black or African American: 87% English Learners: 81% Economically Disadvantaged: 85% Students with Disabilities: 78% Homeless: 63% Foster: NA	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"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster: 50% 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%	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%	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%	Fall 2023 Semester 1 All: 84.5% Hispanic: 72.3% Black or African American: 82.9% Socioeconomically Disadvantaged: 65.7% English Learners: 58.1% Students with Disabilities: 80.0%	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities: 75.7% DATA IS FROM FALL 2020, SEMESTER 1. PREVIOUS LABEL INCORRECTLY STATED "BASED ON SPRING SEMESTER, 2020"	Students with Disabilities: 82.9% DATA IS FROM FALL 2021, SEMESTER 1. PREVIOUS LABEL INCORRECTLY STATED "BASED ON SPRING SEMESTER, 2021"			Students with Disabilities: 85% or greater
6-12 ELA course card grade ("C or better") [Aeries/DataZone]	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% DATA IS FROM FALL 2020, SEMESTER 1. PREVIOUS LABEL INCORRECTLY STATED "BASED ON SPRING SEMESTER, 2020"	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% DATA IS FROM FALL 2020, SEMESTER 1. PREVIOUS LABEL INCORRECTLY STATED "BASED ON SPRING SEMESTER, 2020"	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%	Fall 2023 Semester 1 All: 88.2% Hispanic: 79.2% Black or African American: 90.6% Socioeconomically Disadvantaged: 74.8% English Learners: 72.3% Students with Disabilities: 81.3%	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
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%	YTD 2024 % and Number of Counseling Records (Grades 9-12) All: 53% Hispanic: 49% Black or African American: 58% Socioeconomically Disadvantaged: 54% English Learners: 42% Students with Disabilities: 41% Homeless or Foster Youth: 57%	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	Fall, 2023 All: 67.1% Hispanic: 47.9% Black or African American: 58.1% Socioeconomically Disadvantaged: 53.3% English Learners: 41.5% Students with Disabilities: 35.0%	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%	Spring 2024 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	Spring 2024 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%	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%	2022-23 All: 8.5% Hispanic: 4.8% Black or African American: 3% (n = 4) Socioeconomically Disadvantaged: 6.9% English Learners: 3.6% Student with Disabilities: 2.7% Homeless Youth: 33.3 (n = 33)	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
	Homeless Youth: 10.4% (n=41) Foster Youth: NA		Homeless Youth: 20.0% (n=30) Foster Youth: NA	Foster Youth: NA	
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	2022 -2023 Number: 2	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	Spring 2023 All: 67.77% Hispanic: 46.43% Black or African American: 61.54% Socioeconomically Disadvantaged: 53.76% English Learners: 11.22% Students with Disabilities: 19.05% 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%	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%	Spring 2023 All: 40.4% Hispanic: 15.5% Black or African American: 31.58%	All: 75% Hispanic: 75% Black or African American: 75% Socioeconomically Disadvantaged: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: 23.5% English Learners: 16.9% Students with Disabilities: 12.3% Homeless Youth: NA Foster Youth: NA		Socioeconomically Disadvantaged: 17.59% English Learners: 2.06% Students with Disabilities: 5.08% Homeless Youth: NA Foster Youth: NA	Socioeconomically Disadvantaged: 23.04% English Learners: 5.27% Students with Disabilities: 9.09% Homeless Youth: NA Foster Youth: NA	English Learners: 50% Students with Disabilities: 50% Homeless Youth: 50% Foster Youth: 50%
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)	Spring 2024 All: 69.1% Hispanic: 53% Black or African American: 63.4% Socioeconomically Disadvantaged: 41.5% English Learners: 46.2% Students with Disabilities: 37.2% Homeless Youth: 0% (n=6) Foster Youth: 0% (n=2)	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%	Not Applicable (New metric added, first year of outcome data	SPRING 2023: Reading K-1 Students (N=2,001)	Spring 2024, K-1 Reading All: 69% Hispanic: 50%	All: 85% or greater Hispanic: 85% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Black or African American: 72% (N=34) Socioeconomically Disadvantaged: 46% English Learners: 51% Students with Disabilities: 41% Homeless Youth: NA Foster Youth:25% (N=1/4)	will be reported in 2023-24 LCAP)	All: 68% (N=1,370) Hispanic: 50% (N=307/610) Black or African American: 56% (N=39/70) 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)	Black or African American: 50% Socioeconomically Disadvantaged: 49% English Learners: 53% Students with Disabilities: 35% McKinney Vento: 14% Foster Youth: NA	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 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%	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%	Spring 2024, K-1 Math All: 58% Hispanic: 35% Black or African American: 38% Socioeconomically Disadvantaged: 33% English Learners: 41% Students with Disabilities: 29% McKinney Vento: 25%	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless Youth: NA Foster Youth: 0% (N=0/5)		Students with Disabilities: 29% McKinney Vento: 25% Foster Youth: NA	Foster Youth: NA	Students with Disabilities: 50% or greater McKinney-Vento: 50% or greater Foster Youth: 30% or greater
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	Spring 2024, Grade 2 Reading All: 67% Hispanic: 47% Black or African American: 63% Socioeconomically Disadvantaged: 47% English Learners: 35% Students with Disabilities: 27% McKinney Vento: 25% 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)	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%	Spring 2024, Grade 2 Math All: 54% Hispanic: 29% Black or African American: 35%	All: 75% or greater Hispanic: 75% or greater Black or African American: 75% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: 34% English Learners: 36% Students with Disabilities: 34% Homeless Youth: NA Foster Youth: NA		Black or African American: 39% Socioeconomically Disadvantaged: 23% English Learners: 23% Students with Disabilities: 23% McKinney Vento: 40% Foster Youth: 50%	Socioeconomically Disadvantaged: 30% English Learners: 26% Students with Disabilities: 20% McKinney Vento: NA Foster Youth: NA	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
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	Spring 2023 All: 47% Hispanic: 24.9% Black or African American: 38.7% Socioeconomically Disadvantaged: 30% English Learners: 18.3% Students with Disabilities: 14.1% Homeless Youth: 6.1% 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	Spring, 2021 56 (5.4%)	Not Applicable (New metric added, first year of outcome data	Spring, 2022 51 (4.6%)	Spring, 2023 103 (9.1%)	100 (10%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CSU/UC a-g requirements (Four-Year Adjusted Cohort)		will be reported in 2023-24 LCAP)			
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	Spring 2024 63.6% of invited students have registered.	Desired Outcome: 50% of invited students have registered.
NEW - Percent of credentialed summer Elementary school teachers.	Spring 2023 99% Credentialed	N/A	N/A	Spring 2024 99% Credentialed	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%	N/A	N/A	Fall 2023 Elementary Summer School Programs Kindergarten Reading: 5% Math: 5% 1st Grade Reading: 42% Math: 33% 2nd Grade Reading: 41% Math: 42% 3rd Grade Reading: 39% Math: 62% 4th Grade Reading: 42% Math: 52%	Desired Outcome: Fall 2023 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Middle School Summer School Programs 5th Grade Reading: 53% Math: 36% 6th Grade Reading: 36% Math: 47% 7th Grade Reading: 68% Math: 46%			Middle School Summer School Programs 5th Grade Reading: 37% Math:49% 6th Grade Reading: 42% Math: 52% 7th Grade Reading: 51% Math: 44%	Middle School Summer School Programs 5th Grade Reading: 60% Math: 45% 6th Grade Reading: 45% Math: 55% 7th Grade Reading: 75% Math: 55%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

1.1, 1.2, 1.4 - These actions were effective in making progress toward Goal 1. Professional learning on Tier 1 instructional strategies coupled with tier 2 and three intervention and summer programming provided a thorough framework for supporting students for academic success. The supports were primarily focused on literacy in the elementary and on recouping credits toward graduation in the secondary creating multiple supports for achieving academic success.

1.3 This action was effective in making progress toward Goal 1. Before/After School Programs were not funded out of targeted funds, but were funded differently in 2023-2024. Funding was discontinued in the third year of this plan because of the difficulty in collecting impact data when the program design was left to each individual teacher, only sites where teachers wanted to participate offered it to students, and finally because of a decrease in targeted funds.

1.5 - This action was effective in making progress toward Goal 1. The district made substantial progress is building a culture of data inquiry across the district. Our labor management partnership prioritized School Leadership Teams engaging in cycles of data inquiry at their meetings throughout the year. The district sponsored School Leadership Team support sessions and provided data inquiry tools created by the Data, Assessment and Accountability Director and data technicians and training for their use. Data technicians support individual schools in their data analysis needs. District leadership also engaged all administrators in student achievement data analysis at the beginning of the

school year and reported multiple time to the school board during the year on progress in student achievement and well being, including the Mid Year Report on the Annual Update.

1.6 - This action was effective in making progress toward Goal 1. Schools met their individual schools needs through data analysis to determine which students and student groups, including unduplicated students, were in need of supplemental supports. Each school's actions and investments were captured in their Single Plan for Student Achievement, and approved by their School Site Councils.

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.

1.6 - Title I schools were allocated additional 2023-2024 funding in the District's ESSER III plan to address the impact COVID-19 has had on students, in addition to receiving significant increases to the 2023/24 Title I entitlement. As such, Title I schools prioritized spending their most restricted funds with spending deadlines. Other unspent site funds were primarily a result of budgeted positions that remained unfilled or were filled mid-year.

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

1.1 - Professional Learning on Effective Instruction: There was a continued focus on effective instruction for English Learners, data cycles of inquiry and an MTSS structure for serving students. Instructional Coach TOSAs were deployed to sites to model lessons, provide support and facilitate data cycles with teachers. Instructional coaches supported all 30 school sites in this way. Our three MTSS coaches were also assigned to sites to continue to strengthen the MTSS frameworks.

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 needed to move them closer to graduation. This strategy was deemed to be highly effective. 817 elementary and 249 middle school students who were not yet at grade level were provided four weeks of summer programming in literacy and math. 697 high school students earned 6,928 high school credits to stay on track for graduation.

1.3 - Before and After School Programs: No funding was provided for this action. Some sites provided before and after school support with site funds. Funding was discontinued in the third year of this plan because of the difficulty in collecting impact data when the program design was left to each individual teacher, only sites where teachers wanted to participate offered it to students, and finally because of a decrease in targeted funds.

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. Students received intensive instruction on phonological awareness, decoding and word recognition along with comprehension skills. This strategy was deemed to be effective based upon local data collection related to increases in lexile and fluency.

1.5 - The Data, Assessment and Accountability department developed Data Literacy Modules. The district made substantial progress is building a culture of data inquiry across the district. Our labor management partnership prioritized School Leadership Teams engaging in cycles of data inquiry at their meetings throughout the year. The district sponsored School Leadership Team support sessions and provided data inquiry tools created by Data, Assessment and Accountability department leadership and data technicians and provided trainings regarding their use. Data technicians support individual schools in their data analysis needs. District leadership also engaged all administrators in student achievement data analysis at the beginning of the school year and reported multiple times to the school board during the year on progress in student achievement and well being, including the Mid Year Report on the Annual Update. Furthermore, the district leveraged instructional coaches and school support TOSAs to engage grade level PLCs and departmental/course alike collaboration teams to review student data to inform both instructional decision making and intervention design. The district provided iReady progress data to all K-8 teachers and over the past three years increasing numbers of teachers are engaging with the data results to inform student grouping and intervention support decisions. All provided data analyses are disaggregated by unduplicated student groups.

1.6 -Site Allocations: Targeted funding was allocated to sites based on their unduplicated count. Sites used the funding for literacy and math intervention, additional support for English Learners and to continue to provide professional development opportunities for teachers to broaden and strengthen their practice of serving students furthest from opportunity.

Although the district did not meet our ambitious 3 year desired outcomes, we did see improvements between years. Socioeconomically Disadvantaged were 6.5 points closer to meeting ELA standards. Socioeconomically Disadvantaged were also 5.7 points closer to meeting Math standards. McKinney-Vento (Homeless Youth) were 21.5 points closer to meeting ELA standards and Students with Disabilities were 1.7 points closer to meeting Math standards.

Furthermore, when looking at the district's iReady assessment, we see that between Year 2 and Year 3, gains were made in the percent of students Reading at/above grade level among our Grade 3-8 Black or African American students (+3%), Socioeconomically Disadvantaged (+12%) and McKinney Vento students (+17%). Additionally, there were gains in the percent of students scoring At/Above mathematic grade level standards among grade 3-8 Hispanic/Latino students (+1%),   Black or African American students (+9%), Socioeconomically Disadvantaged (+12%) , English Learners (+6%) and McKinney Vento students (+4%).

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 district has essentially maintained Goal 1's focus on measurable student progress toward mastering state standards and toward graduation. We did strengthen the second sentence in the goal to focus both on raising student achievement overall and accelerating the achievement of historically underserved students to "narrow opportunity gaps". This help to clarify for our educational partners that we did not intend to narrow gaps by reducing overall student achievement levels. We added an action to this section

Action 1.3 - "Before and After School Support" was not funded in the third year of this LCAP due to the reliance on individuals willing to take groups after hours making it inequitable. Also, because individuals decided on the intervention, district wide impact was not measurable. For the next LCAP, the district has added it back in and the program design will be district wide with programmatic focus in order to allow for measuring impact. In the 2023-24 LCAP, Action 2.7 - "Provide additional targeted support for English Learners, foster, and homeless youth" will be relocated in the new LCAP under Goal 1, Action 1.7 - "Provide supplementary targeted services to English learner families to support growth in English language proficiency and academic achievement." with the focus on academics and language proficiency for English Learners. The original action was effective although more broadly focused.

Several changes have been made to the metrics under Goal 1 as a result of learning from our stakeholders and reflections on our data collection and communication practices. Metrics associated with our ELA and Math CAASPP Smarter Balanced results have been revised in the 2024-2027 LCAP to look at the percent of students "Meeting & Exceeding" standard rather than the average scale score point difference from standard met. This metric was often confusing to our advisory committee members and to our site administrators and teachers. Moving to percent Met & Exceeded will aid in a common understanding of our status and change goals. Additionally, the district has added a California Science Test (CAST) Metric to track district progress towards meeting NGSS standards. This change was added to align with changes being made to the CA School Dashboard. Furthermore, the district changed our local iReady assessment metrics from looking at the overall result of students scoring at a proficient performance level, to assessing the impact of supplemental supports on the educational outcomes of our targeted student populations. This change was added as a result of our 2023 CA School Dashboard data, where despite district intervention initiatives, many of our historically underrepresented student groups are either declining or maintaining low end-of-year ELA & Math outcomes. Now, metrics will look at movement or change in student performance between our diagnostic administrations for our targeted student groups participating in select district intervention initiatives.

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

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% English Learners: 11% Students with Disabilities: 19% Homeless Youth: N=45 P=64% Foster Youth: 43%	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% Economically Disadvantaged: 11.1% English Learners: 7.1% Students with Disabilities: 12.5% Homeless Youth: N=121 P=36.4% Foster Youth: N=22 P=59.1%	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% Economically Disadvantaged: 32.2% English Learners: 25.1% Students with Disabilities: 32.5% Homeless Youth: N=64 P=56.3% Foster Youth: N=23 P=60.9%	2022-23 Absenteeism All: 18.2% Black or African American: 23% American Indian or Alaska Native: 22.6% Asian: 11% Filipino: 13.3% Hispanic/Latino: 26.5% Pacific Islander: 22.2% Economically Disadvantaged: 24.7% English Learners: 21.1% Students with Disabilities: 28.8% Homeless Youth: N = 25 P = 53.2 Foster Youth: N = 10	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 English Learners: 5% or less Students with Disabilities: 5% or less Homeless Youth: 10% or less Foster Youth:10% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Majority of year was virtual/alternative attendance method			
Attendance (Aeries/SIS)	2018-19 (Local/DataZone and Tableau) Overall: 95.8% Hispanic-Latino: 95.3% Black or African American: 96.5% Economically Disadvantaged: 95.4% English Learners: 95.9% Students with Disabilities: 94.4% Homeless Youth: NA Foster Youth: NA	2020-21 (Aeries/SIS) Overall: 97.5% Hispanic/Latino: 95.7% Black or African American: 96.5% Economically Disadvantaged: 95.6% English Learners: 96.9% Students with Disabilities: 95% Homeless Youth: N=114 P=90.5% Foster Youth: N=17 P=81.7% Majority of year was virtual/alternative attendance method	2021-22 All:93.4% Hispanic: 90.9% Black or African American: 92.5% Socioeconomically Disadvantaged: 90.7% English Learners: 91.8% Students with Disabilities: 90.4% Homeless: 82.6% Foster Youth: 90.3%	2022-23 All:92.4% Hispanic: 90.2% Black or African American: 92.1% Socioeconomically Disadvantaged: 90.6% English Learners: 91.1% Students with Disabilities:89.3% Homeless: 77.4% Foster Youth: 85.1%	All:96% or better Hispanic: 96% or better Black or African American: 96% or better Socioeconomically Disadvantaged: 96% or better English Learners: 96% or better Students with Disabilities: 96% or better Homeless: 95% or better Foster Youth: 95% or better
Suspension Rate (Dataquest)	2019-20 Overall: 2% Hispanic/Latino: 4% Black or African American: Economically Disadvantaged: 4% English Learners: 3%	2020-21 (Dataquest) Overall: 0.1% Hispanic/Latino: 0.2% Black or African American: 0.3% Economically Disadvantaged: 0.2%	2021-22 (Dataquest) Overall: 2.6% Hispanic/Latino: 4.6% Black or African American: 5.5% Economically Disadvantaged: 4.7%	2022-23 (Dataquest) Overall: 2.8% Hispanic/Latino: 5.0% Black or African American: 5.5% Economically Disadvantaged: 4.5%	All: 1.5% or less Hispanic: 1.5% or less Black or African American: 1.5% or less Socioeconomically Disadvantaged: 1.5% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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)	English Learners: 0.2% Special Education: 0.6% Homeless Youth: 8.4% Foster Youth: 0 DATA CORRECTION: Foster Youth students: 0.1% (Correction)	English Learners: 2.9% Special Education: 5.9% Homeless Youth: 8.6% Foster Youth: 14.3%	English Learners: 3.7% Special Education: 5.8% Homeless Youth: 8.9% Foster Youth: 15.0%	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-Latino: .04% (2 students) Black or African American: 0 Economically Disadvantaged: 0 English Learners: 0 Special Ed: 0 Homeless Youth: NA Foster Youth: NA	2020-21 (Dataquest) Overall: 0 Hispanic/Latino: 0 Black or African American: 0 Economically Disadvantaged: 0 English Learners: 0 Special Education: 0 Homeless Youth: 0 Foster Youth: 0	2021-22 (Dataquest) Overall: 0% Hispanic/Latino: 0% Black or African American: 0% Economically Disadvantaged: 0% English Learners: 0% Special Education: 0% Homeless Youth: NA Foster Youth: NA	2022-23 (Dataquest) Overall: 0% Hispanic/Latino: 0% Black or African American: 0% Economically Disadvantaged: NA English Learners: NA Special Education: NA Homeless Youth: NA Foster Youth: NA	All: .01% or less Hispanic: .01% or less 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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 BASELINE CORRECTION: CAASPP/SBA Math and CAASPP/SBA ELA baseline calculation reflects students in Grades 3-8 and students in Grade 11. ADDED MISSING BASELINE:	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 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	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 Grade levels 9-12 EL GPA: 2.47	Spring 2023: ELPI: 56.4% of English learners making progress towards English language proficiency K-2: 32% Met/Exceeded grade level on local assessment (F&P T2) CAASPP/SBA ELA: 37.1 points below standard CAASPP/SBA Math: 63.3 points below standard Grade levels 9-12 EL GPA: 2.25	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 5 or fewer points below standard on CAASPP/SBA ELA ADDED MISSING DESIRED OUTCOME: Grade Levels 9-12 EL GPA: 3.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade levels 9-12 EL GPA: 2.34	Grade 11 CAASPP/ELA: 18% Met/Exceeded Standard Grade 11 CAASPP/Math: 18% Met/Exceeded Standard			
English Learner student Reclassification Rate (Dataquest)	Original Baseline: Fall 2020 6.9% (of all SCUSD English Learners) *Corrected Baseline Spring, 2020 Reclassification Rate (Dataquest) 21.3% Missing Baseline data added: 77.3% of English Learners who have attended Santa Clara Unified for 7 or more years qualified for reclassification	Spring 2021 Reclassification Rate (Dataquest): 5.6% 73.1% of English Learners who have attended Santa Clara Unified for 7 or more years qualified for reclassification	Spring 2022 Reclassification Rate (calculated locally using Census data): 4.6% 76.6% of English Learners who have attended Santa Clara Unified for 7 or more years qualified for reclassification	Spring 2023 20.7% English Learners Reclassified 44% of English Learners who have attended Santa Clara Unified for 7 or more years qualified for reclassification	15% of all English Learners will be reclassified annually. 95% of English Learners who have attended Santa Clara Unified for 7 or more years will qualify for reclassification
Reclassified (RFEP) student academic	Baseline Metrics Added: Spring 2019	Metric Added	Spring 2022	Spring 2023	Reclassified English Learners will achieve at least:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
achievement based on K-2 local assessment (F&P) 3-8 CAASPP ELA and Math 9-12 GPA	K-2 F&P: 89% met/exceeded standard Spring 2019 Grades 3-8 CAASPP/SBA Math: 57.2 points above standard CAASPP/SBA ELA: 33.5 points above standard Baseline Metric Added: Spring, 2019 9-12 GPA: 3.3	Spring 2021 (2020 Not administered due to COVID) K-2 F&P: 88% met/exceeded standard 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 Metric Added Spring, 2021 9-12 GPA: 3.3	K-2 F&P: 83.4% met/exceeded standard Spring 2022 Grades 3-8, 11 CAASPP/SBA Math: 0.8 points above standard CAASPP/SBA ELA: 34.7 points above standard Spring, 2022 9-12 GPA: 3.23	K-2 F&P: 91.9% met/exceeded standard Spring 2023 Grades 3-8, 11 CAASPP/SBA Math: 17.3 points below standard CAASPP/SBA ELA: 22.6 points above standard Spring, 2023 9-12 GPA: 3.17	K-2: 95% percent at/above grade level standard on Local Assessment 3-8 50 points above standard on CAASPP ELA 3-8 43 points above standard on CAASPP Math 9-12 GPA: 3.0 or above
Academic motivation based on CA Healthy Kids Survey (CHKS)	Fall 2020, Percent of students reporting academic motivation: GR 4-5: 85.5% GR 6-8: 63.6%	December 2021, Percent of students reporting academic motivation: GR 5: 87%	The district administers CHKS every other year. This metric will be available again in 2023-24.	December 2023, Percent of students reporting academic motivation: GR 5: 86%	GR 4-5: 90% or higher GR 6-8: 80% or higher GR 9-12: 80% or higher GR NT: 80% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	GR 9-12: 55.4% GR NT: 49.8% 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%	GR 7: 66% GR 9: 62% GR 11: 58% GR NT: 63%		GR 7: 67% GR 9: 65% GR 11: 60% GR NT: 62%	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
Caring Relationships with school adults (CHKS)	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% NEW BASELINE DATA DUE TO CHANGE IN SURVEY: December 2021, Percent of students reporting caring	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%	The district administers CHKS every other year. This metric will be available again in 2023-24.	December 2023, Percent of students reporting caring relationships with school adults. GR 5: 75% GR 7: 62% GR 9: 54% GR 11: 60% GR NT: 59%	GR 4-5: 90% or higher GR 6-8: 80% or higher GR 9-12: 80% or higher GR NT: 80% or higher 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	relationships with school adults. GR 5: 74% GR 7: 59% GR 9: 50% GR 11: 54% GR NT: 66%				
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)	NEW BASELINE (ADDED 2022-23) 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. 5th Grade: 86%	N/A	N/A	December 2023, Percent of students reporting "Yes, most of the time" or "Yes, all of the time" when asked if they feel safe at school. 5th Grade: 83%	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).	NEW BASELINE (ADDED 2022-23) December 2021, Percent of students that perceive school as "Safe" or "Very Safe". 7th Grade: 67% 9th Grade: 65% 11th Grade: 61%	N/A	N/A	December 2023, Percent of students that perceive school as "Safe" or "Very Safe". 7th Grade: 62% 9th Grade: 66% 11th Grade: 69%	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
SCCOE SEL Survey	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) Academic Behaviors: All:79% White: 78% Asian: 86% Hispanic:72% Black/African American: 80% Socioeconomically Disadvantaged: English Learners: Students with Disabilities: 71% Academic Mindset: All: 83% White: 81% Asian: 88% Hispanic: 79% Black/African American: 85% Socioeconomically Disadvantaged: English Learners:	SCCOE SEL Survey not administered in 2021-22	2022-23 SURVEY QUESTIONS/STRUCTURE: Percent of students indicating "High" to "Very High" levels of agreement: 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% Responsible Decision-Making: All: 32.33% White: 29.42% Asian: 36.39% Hispanic: 30.56% Black/African American: 40.72%	SCCOE SEL Survey not administered in 2023-24	Academic Behaviors: 80% or higher overall and for each student group. Academic Mindset 83% or higher overall and 80% or higher for each student group. Academic Perseverance 80% or higher overall and for each student group. Classroom Context 80% or higher overall and for each student group. Learning Strategies 80% or higher overall and for each student group. Social Skills 80% or higher overall and for each student group.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities: 77% Academic Perseverance: All: 80% White: 79% Asian: 88% Hispanic: 75% Black/African American: 83% Socioeconomically Disadvantaged: English Learners: Students with Disabilities: 73% Classroom Context: All: 74% White: 71% Asian: 78% Hispanic: 70% Black/African American: 77% Socioeconomically Disadvantaged: English Learners: Students with Disabilities: 75% Learning Strategies: All: 72% White: 71% Asian: 79% Hispanic: 69%		Socioeconomically Disadvantaged: 31.55% English Learners: 37.98% Students with Disabilities: 31.81% 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% Self-Awareness - Learning: All: 27.75% White: 29.51% Asian: 37.24% Hispanic: 20.15% Black/African American: 25.26% Socioeconomically Disadvantaged: 19.94%		ADDED NEW DESIRED OUTCOMES DUE TO CHANGES IN 2022-23 SURVEY QUESTIONS/STRUCTURE: Relationship Skills: All: 35% White: 40% Asian: 40% Hispanic: 35% Black/African American: 45% Socioeconomically Disadvantaged: 36% English Learners: 40% Students with Disabilities: 35% Responsible Decision-Making: All: 35% White: 35% Asian: 40% Hispanic: 35% Black/African American: 45% Socioeconomically Disadvantaged: 36% English Learners: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Black/African American: 76% Socioeconomically Disadvantaged: English Learners: Students with Disabilities: 68% Social Skills: All: 78% White: 79% Asian: 83% Hispanic: 74% Black/African American: 77% Socioeconomically Disadvantaged: English Learners: Students with Disabilities: 72% NEW BASELINE DATA DUE TO CHANGES IN SURVEY QUESTIONS/STRUCTURE: Percent of students indicating "High" to "Very High" levels of agreement: Relationship Skills: All: 30.1%		English Learners: 24.93% Students with Disabilities: 22.5% 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% Social Awareness - Classroom: All: 37.81% White: 44.44% Asian: 44.25% Hispanic: 29.41% Black/African American: 49.48% Socioeconomically Disadvantaged: 31.88% English Learners: 29.01%		Students with Disabilities: 36% 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% 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% Self-Management - School:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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% 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% Self-Awareness - Future: All: 72.02% White: 76.2% Asian: 81.97% Hispanic: 61.06%		Students with Disabilities: 33.79% Social 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%		All: 38% White: 40% Asian: 50% Hispanic: 30% Black/African American: 45% Socioeconomically Disadvantaged: 33% English Learners: 31% Students with Disabilities: 33% Social Awareness - Classroom: All: 42% White: 50% Asian: 50% Hispanic: 34% Black/African American: 55% Socioeconomically Disadvantaged: 36% English Learners: 34% Students with Disabilities: 38% Social Awareness - School: All: 64% White: 64% Asian: 68% Hispanic: 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Black/African American: 74.11% Socioeconomically Disadvantaged: 62.72% English Learners: 57.17% Students with Disabilities: 56.1% 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% Self-Management - School: All: 33.82% White: 35.21% Asian: 43.57% Hispanic: 24.81% Black/African American: 41.71%				Black/African American: 54% Socioeconomically Disadvantaged: 59% English Learners: 61% Students with Disabilities: 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: 27.7% English Learners: 26.86% Students with Disabilities: 27.62% Social Awareness - Classroom: All: 37.81% White: 44.44% Asian: 44.25% Hispanic: 29.41% Black/African American: 49.48% Socioeconomically Disadvantaged: 31.88% English Learners: 29.01% Students with Disabilities: 33.79% Social Awareness - School: All: 57.29% White: 57.48% Asian: 63.1% Hispanic: 54.3% Black/African American: 48.13% Socioeconomically Disadvantaged: 53.76%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners: 56.09% Students with Disabilities: 55.85%				
Digital Citizenship/Cyberbullying reporting (CHKS and additional TBD)	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% NEW BASELINE DATA DUE TO CHANGE IN SURVEY: December 2021: Percent of students reporting cyberbullying GR 5: 18% GR 7: 27% GR 9: 17% GR 11: 14% GR NT: 17%	NEW BASELINE DATA DUE TO CHANGE IN SURVEY: December 2021: Percent of students reporting cyberbullying GR 5: 18% GR 7: 27% GR 9: 17% GR 11: 14% GR NT: 17%	The district administers CHKS every other year. This metric will be available again in 2023-24.	December 2023: Percent of students reporting cyberbullying GR 5: 21% GR 7: 26% GR 9: 22% GR 11: 22% GR NT: 21%	GR 4-5: 0% GR 6-8: 0% GR 9-12: 0% GR NT: 0% 22-23 Updated Desired Outcome GR 5: 0% GR 7: 0% GR 9: 0% GR 11: 0% GR NT: 0%
Enrollment in CTE Pathways Grades 9-12 (Aeries/SIS)	2020-21 Overall: 42.9% Hispanic-Latino: 40.9%	December 2021: Overall: 40.2% Hispanic-Latino: 37.6%	2021-22 Overall: 30.4% Hispanic-Latino: 13% Black or African American: 0.8%	2022-23 Overall: 31.8% Hispanic-Latino: 34.1%	2020-21 Overall: 53% or more Hispanic-Latino: 51% or more

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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%	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%	Economically Disadvantaged: 11.6% English Learners: 4% Special Ed: 4.7% Foster Youth: N=2 P=0% Homeless: N=6 P=0%	Black or African American: 37% Economically Disadvantaged: 36.4% English Learners: 22.5% Special Ed: 28.3% Foster Youth: N=3 P=42.9% Homeless: N=5 P=31.3%	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%	2022-23 Overall: 9.3% Hispanic-Latino: 10.7% Black or African American: 8.5% Economically Disadvantaged: 9.9% English Learners: 4.7% Special Ed: 8% Foster Youth: 0% Homeless: 16.7%	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
AP course enrollment-Grades 9-12, SCHS	2019-20 Overall: 30.6%	2020-21 (REPORTING YEAR	2021-22 Overall: 27.4%	2022-2023 Overall: 28.7%	Overall: 40% or more

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and WHS Only (Aeries/SIS)	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%	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%	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%	Hispanic-Latino: 14.2% Black or African American: 25.9% Economically Disadvantaged: 4.1% English Learners: 2.9% Special Ed: 3.0% Foster Youth: 6.7% Homeless: NA	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 Homeless: N=1 P=25%	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 Homeless: N= P=100%	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% Foster Youth: N = 5 80.0% Homeless: NA	2022-2023 Overall: 79.7% Hispanic-Latino: 72.2% Black or African American: 58.3% Economically Disadvantaged: 68.8% English Learners: N = 11 72.7% Special Ed: N = 12 66.7% Foster Youth: NA Homeless: NA	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
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.	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	Spring 2024 (as of April 20, 2024), percent of students with disabilities that are Chronically Absent: 9th Grade: 21.0% 10th Grade: 17.7% 11th Grade: 27.9% 12th Grade: 25.9%	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): All students: ELA: 34% Math: 25% Hispanic/Latino/a/x:	N/A	N/A	2022-23 CTE Completers, 2022-23 SBA/CAASPP results): All students: ELA: 53% Math: 24% Hispanic-Latino: ELA: 45% Math: 5% White: ELA: 62%	Desired Outcome: 2022-23 All students: ELA: 40% Math: 30% Hispanic/Latino/a/x: ELA: 35% Math: 13% White: ELA: 33% Math: 39% Asian: ELA: 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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% English Learner/Multilingual Learner: ELA: 6% Math: 6%			Math: 40% Asian: ELA: 71% Math: 45% Black or African American: ELA: 25% Math: 25% Two or More Races: ELA: 71% Math: 57% Pacific Islander: ELA: 0% Math: 0% Filipino: ELA: 44% Math: 56% Economically Disadvantaged: ELA: 43% Math: 9% Students with Disabilities: ELA: 16% Math: 0% English Learner/Multilingual Learner: ELA: 0% Math: 0%	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
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	2022-23: All students: 96.8% Hispanic-Latino: 95.8% White: 100% Asian: 100% Black or African American: 75% Two or More Races: 100% Pacific Islander: 100% Filipino: 100% Economically Disadvantaged: 98.7% Students with Disabilities: 90.6% English Learner/Multilingual Learner: 100%	Desired Outcome: 2022-23 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%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the district was successful in implementing the actions to achieve Goal 2.
2.1 - This action was effective in making progress toward Goal 2. The MTSS Behavior coaches made significant progress engaging with our secondary schools in developing and implementing PBIS/MTSS behavior systems, as they have been significantly lagging behind our elementary schools in creating systemic approaches to student behavior that were consistently and equitably utilized. We also began to more consistently collected data related not only to student behavior but staff actions in order to identify where systems may be breaking down or

being misused. This has helped to identify as well where training may be needed. This analysis resulted in the offering of restorative practices training this year, where over 200 staff where trained for the first time in SCUSD.

2.2 - This action was effective in making progress toward Goal 2. Professional learning on Tier 1 instructional strategies coupled with tier 2 and three intervention and summer programming provided a thorough framework for supporting students for academic success. The supports were primarily focused on literacy in the elementary and on recouping credits toward graduation in the secondary creating multiple supports for achieving academic success.

2.3 - This action was effective in making progress toward Goal 2. While we did not implement the district-wide Innovation EXPO this year, as was articulated in Goal 3, we did establish and support a network of makerspaces and of lead teachers who received training on how to maintain a makerspace and collaborate with classroom teachers on STEAM and Project-based learning related projects. This has proven very popular with students and is particularly important for providing hands-on learning opportunities for our unduplicated students, many of whom may not have access to enrichment activities outside of school.

2.4 - This action was effective in making progress toward Goal 2. The district sustained its investment in school wellness centers, which saw increased referrals and visits in 2023-24. The academic counselors collaborated across secondary sites to develop a system for early warning and early engagement with students at risk to keep student on track for graduation and provide or broker differentiated support to them as needed.

2.5 - This action was effective in making progress toward Goal 2. The district developed tiered re-engagement strategies for any student absent more than three days. This system will be fully implemented in 2024-25. The district also exited Differentiated Assistance due to improved attendance outcomes.

2.6 - This action was effective in making progress toward Goal 2. We made progress in the expansion of co-teaching and inclusive practices in our schools this year, and signed an MOU with our teachers' union to ensure consistent support and conditions for the general and special education teachers who chose to partner. This allowed us to reduce the number of basic classes offered in our secondary schools, and thereby increase access by students with disabilities to the core academic curriculum and classroom environment, ensuring that learned in the Least Restrictive Environment, thereby ensuring FAPE (Free and Appropriate Public Education). LRE and FAPE are legal requirements under IDEA for the education of students with disabilities.

2.7 - This action was effective in making progress toward Goal 2. We continue to make progress in our support for our English learners and their families. We have increased engagement opportunities in different languages represented in our district, and have created support systems in our secondary schools for Newcomer students, providing student-led orientation and a buddy system, known as "ambassadors," where current students help Newcomers learn the ins and outs of school, help them access resources, and broker connection with services that they and their families might otherwise have no knowledge about. This program is overseen by our EL coordinators at each secondary school.

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.

2.1 - The adopted LCAP plan included the salaries and benefits for 2 FTE MTSS-Behavior Coaches. However, action 2.1 in the adopted LCAP specified that 3.0 PBIS coaches provide support to the schools. We changed the budget to reflect the full cost of the 3.0 FTE MTSS-Behavior Coaches, which accounted for the increase of $210,000.

2.3 - Higher staffing costs due to the 2023/24 negotiated salary and benefit increases for certificated staff is the primary reason for the variance between planned and actual spending for the two EdTech/Project-Based Learning Teachers on Special Assignment.

2.6 - Higher staffing costs due to the 2023/24 negotiated salary and benefit increases for certificated staff is the primary reason for the variance between planned and actual spending for Teachers on Special Assignment providing coaching support on inclusive practices and co-teaching.

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

2.1 - This action was effective in making progress toward Goal 2. The 3.0 MTSS coaches divided up the schools into cohorts that each one supported. They provided support, consultation, professional learning based upon the identified need of each school. They also worked closely with the MTSS school teams, providing a systems analysis and support. The student services department collected data on the number of MTSS coach contacts, types of services provided to schools, and a school Positive Behavior Intervention Support (PBIS) implementation rubrics called the Tiered Fidelity Index. the initial year of use, 2023-24, showed that out of 19 elementary schools, 13 are at full implementation in area of core values, expectations and norms. The number of adults in our secondary schools trained in restorative practices went from zero in 2022-23 to 201 in 2023-24.

2.2 - This action was effective in making progress toward Goal 2. There was a continued focus on effective instruction for English Learners, data cycles of inquiry and an MTSS structure for serving students. Instructional Coach TOSAs were deployed to sites to model lessons, provide support and facilitate data cycles with teachers. Instructional coaches supported all 30 school sites in this way. Our three MTSS coaches were also assigned to sites to continue to strengthen the MTSS frameworks.

2.3 - This action was effective in making progress toward Goal 2. STEAM and PBL instructional coaches worked with sites to provide support in the effective use of technology, as well as integrated lesson design through STEAM and Project Based Learning. Sites set up STEAM and Design labs where students could work to design and iterate on projects integrating the academic content areas. We now have design labs/maker spaces or carts at all sites.

2.4 - This action was effective in making progress toward Goal 2. The district's Wellness program demonstrated effectiveness through the steadily increasing number of referrals, from 1,942 in 2021-22 to 2,184 in 2023-24; the number of wellness center visits, from 8,900 in 2021-22 to almost 21,599 in 2023-24.

2.5 - The district was exited from Differentiated Assistance due to Chronic Absenteeism as it relates to Chronic Absenteeism in relation to our Foster Youth, Homeless Youth (McKinney-Vento), and Students with Disabilities. District wide there was a 1.9% point reduction in the district's overall (K-12) chronic absenteeism rate. These positive results can also been seen across student groups: Black or African American (-2%), Hispanic/Latino (-5%), Pacific Islander(-10%),Economically Disadvantaged (-7%), English Learners(-12%), Students with Disabilities (-4%), and Homeless Youth (McKinney-Vento) (-3%) all saw reductions in the percent of students Chronically absent. However, despite these promising results, Chronic Absenteeism remains a concern. Results from the district's 2023 CA Dashboard results reveal 16 district schools with high rates of chronic absenteeism. Those rates and discussed and addressed in the new 2024 LCAP.

2.6 - This action was effective in making progress toward Goal 2. A co-teaching community of practice for both preK and secondary schools worked together to create co-teaching models that improved and expanded access to a broader course of study and regular opportunities for inclusivity for our students with disabilities. With support of the Inclusion Collaborative, teachers broadened their awareness and abilities to serve students with learning differences and this has resulted in more co-teaching partnerships going forward and less students in self-contained classrooms.

2.7 - This action was effective in supporting the progress of our Multilingual/English Learner students. 56.4% of English learner students in SCUSD made progress towards English language proficiency. This was an increase of 5.8%. from the previous year. Additionally, the district increased reclassification rates from 4.6% in 2022 to 20.7% in 2023. There are many factors that contributed to these improvements. Notable changes included the creation of site Problems of Practice and communities of practice designed to support the use of designated ELD strategies within our school programs. Additionally, increased awareness among students and staff regarding the district's reclassification criteria, the creation of leveled designated ELD courses at the secondary level, the integration of data within meetings through the use of the Ellevation data platform and ongoing support of the Lexia program.

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 language for Goal 2 was updated from the prior LCAP to improve clarity, in response to feedback from our educational partners. Whereas the previous goal language stated that "All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait" the new goals language focuses both on the system equitably supporting all students to achieve the competencies outlined in the SCUSD Vision. This has implications for how we measure not only the student outcomes but the system outputs to support those outcomes. The new goal language states that "all students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who thinking critically, solve problems collaboratively, and are prepared to thrive in a global society".

The actions in Goal 2 are being continued in the new LCAP because there were assessed as effective as described in the previous prompt section. However, action 2.7 has been moved to Goal 1 in the new LCAP because its focus is primarily the academic success and language proficiency of our English learners students and Goal 1 is focused on academic achievement and progress toward graduation.

Many of the state required metrics associated with Goal 2 are unchanged within the 2024-2027 LCAP. These include our chronic absenteeism rates, attendance rates, suspension rates, drop-out rates and English learner progress. However, there have been substantial changes made to our locally defined metrics under Goal 2 in the 2024-2027 LCAP. Continuing the theme of including a greater focus on implementation, the district has added many new metrics focused on input. Key metrics will look at the elementary and secondary schools meeting and making progress towards implementing PBIS using a PBIS Tiered Fidelity Inventory. Additionally, metrics focused on the use of SEL curricula, restorative practices, and inclusive practices within classrooms have been added along with several metrics that assess staff training related to mental health, substance abuse, child abuse prevention, and equity, diversity and anti-bias training.

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.

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) 2019 STEAM EXPO 3,800 in-person attendance	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)	2024 INNOVATION EXPO (previously STEAM EXPO) in-person participants and attendees The INNOVATION EXPO was discontinued this year and therefore had no participants.	An average of 500 participants at district wide events REVISED DESIRED OUTCOME: 1,200 in-person participants at the INNOVATION EXPO
Family Resource Center utilization and referral reports	700 families served	Spring 2021-22 1,500 families served	Spring 2022-23 1,029 families served	Spring 2023-24 1,361 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	Spring 2023 Average District English Learner Advisory Committee	Spring 2024 Average District English Learner Advisory Committee	85% at each educational partner group meeting

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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 Bracher 5/26/21 -- 8 RSVP Bowers 9/7/21 -- 8 RSVP Briarwood 9/14/21 -- 11 RSVP Hughes 9/15/21 -- 11 RSVP	(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.	(DELAC) meeting attendance across 5 meetings (2023-24 School Year): 74% Average District Advisory Committee (DAC) meeting attendance across 4 meetings (2023-24 School Year): 63%	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
		Montague 9/20/21 -- 16 RSVP Pomeroy 9/21/21 -- 8 RSVP Presentation File: https://docs.google.com/presentation/d/1wNlmbD_T2W8rjVR92Z1Vn83NmX4Cm3AihhvVuZGCs_s/edit Planning File: https://docs.google.com/document/d/1LPH0mJT6wGmW8l7TSzmop4EDsHNnjMZskgUo5ZRNxT0/edit#			
Annual Partnership report	50 partners identified	Between July 1, 2021, and April 25, 2022, 34 volunteer hours were 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	(2022-23) 56 partners identified	(2023-24) 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
		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. REVISED OUTCOME (2021-22) 50 partners identified			

Goal Analysis

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

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

Overall, the district was able to successfully implement the actions in Goal 3 to strengthen our partnerships with families, business and community partners. We have invested in building our labor management partnership with new committee structures, improved the frequency and modality of communication with families with the addition of ParentSquare, and continued the business partnership manager role to sustain and expand our business partnerships. For example, as part of action 3.2, the district opened a new annex to the Family Resource Center on the Agnew Education Campus to serve our families north of the 101 Freeway, from which many of our unduplicated students come. This location has improved equity of access to the services provided by the FRC. Another example is that the district convened all of committees described in actions 3.3 and 3.4. Each committee was required to have a clear running agenda, meeting notes, effective facilitation, and regular outreach to participants to remind the about attendance. The district also made the committee agendas available to

the public on the "committees" page of the district's website, so that anyone at anytime could review what the committees were working on, improving transparency and trust with our educational partners.

One substantial implementation challenge was that the district did not conduct the districtwide Innovation Expo mentioned in Action 3.1 this year due to staffing cuts and lack of bandwidth to coordinate. As an alternative, the district provided guidance to school sites on how to conduct their own STEAM/Innovation showcases if they wished. Many schools are currently holding showcases in conjunction with their end of year Open Houses. However, this has created equity of access issues since it depends upon the decision of individual schools and teachers to conduct or participate in showcases.

Action 3.1 was added in this last 2024 Annual Update. As planned, we conducted orientations for new or existing parents, parent workshops on how to acclimate newcomer families, healthy eating, bullying. We also helped families to complete their annual student information update. One difference is that while we stated that we were going to build out a new tool 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. This resource was not created due to timing and training constraints related to the Finalsite web platform. Alternatively, the district greatly enhanced communication regarding listed accessibility supports with classroom teachers by leveraging the Ellevation database. Through this system the district was able to focus on ensuring all students had supports reviewed by their teachers. Additionally, students had their accessibility supports discussed with families and case managers within IEP meetings. This represented the district's largest comprehensive push towards ensuring all students had access to state testing accessibility supports.

The implementation of Action 3.6 was supported by the community partnerships manager, who continued his work to sustain existing partnerships and to expand into new partnerships as well. He experienced some challenges with companies that did not want to partner with the district because their corporate priorities focused them on higher need districts than Santa Clara.

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 between budgeted expenditures and the estimated actual expenditures for this Goal.

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

Action 3.1 - This action was effective in making progress toward Goal 3. In 2023, the student services department started conducting satisfaction surveys for our parent/family engagement events, and will continue to do these surveys going forward. Parent feedback on the workshops and the orientations was very positive, stating appreciations for the events, that they learned practical information and skills, and that they wanted more similar events in the future.

Action 3.2 - This action was effective in making progress toward Goal 3. The district created a new annex to the Family Resource Center on the Agnew Education Campus to serve our communities north of the 101 Freeway. This location is much closer to these family communities and thus improved equity of access to the services provided by the FRC. The FRC tracks the services that they provide and the demographic profile of the families that they serve to better understand how they are reaching the neediest families. The district increased the number of families served by the Family Resource Center from 2022-23 to 2023-24 by 332 families to at total of 1,361 families which surpasses the 3 Year desired outcome metric of 1,000 families served.

Action 3.3 - This action was effective in making progress toward Goa 3. The District Advisory Committee plays the role of the Parent Advisory Committee, but was expanded to include students, staff, and community members as well as parents. The DAC is facilitated by the Chief Academic and Innovation Officer, includes the superintendent, two school board members, and senior district leadership, and has over 40 members representing key educational partner groups, labor and parent leaders, parents of students with disabilities, certificated and classified staff, and student representatives. The DAC meets four times each year via Zoom in the evenings to provide input in the development, and feedback on the revision and updating of the LCAP. This year, meetings were held on November 7, February 13, March 19 and April 9. There is a running agenda and meeting notes taken. This school year, the DAC participated in developing questions for the LCAP input survey, reviewing the responses from the survey, and providing input into the development of the new LCAP goals, actions, and metrics, as well as feedback on the working draft of the LCAP. The DAC is a critical avenue for educational partner participation in the development of each LCAP and Annual Update. Attendance was 63% showing improvement over the baseline year at 58%.

Action 3.4 - This action was effective in making progress toward Goal 3. LAMPS includes the district's executive cabinet, the presidents and vice presidents of the bargaining associations for certificated staff (United Teachers of Santa Clara) and classified staff (California School Employees Association, Local 350), adult education staff (Santa Clara Federation of Teachers) and the Santa Clara Unified Management Association (SCUMA). The LCAP was shared for input and feedback with the District English Learner Advisory Committee (DELAC) on March 15th, 2023 and again on May 2, 2024. The DELAC is composed of English Learner Advisory Committee members from each school in the district, as well as specific district staff responsible for EL and supplemental programs, including Title 3. There are also two Board members on the DELAC. The DELAC is a critical avenue for input and insight regarding the needs of our English learner student and family population. The District Leadership Team is a 30 member labor management partnership team that includes district's executive cabinet and other district managers, the presidents and vice presidents and selected staff of the bargaining associations for certificated staff (United Teachers of Santa Clara) and classified staff (California School Employees Association, Local 350), adult education staff (Santa Clara Federation of Teachers) and the Santa Clara Unified Management Association (SCUMA). It's role is to provide strategic thought partnership and communication in support of the district's goals and priorities. The DLT reviewed the draft LCAP on May 8, 2024 and provided feedback to fine tune LCAP actions and metrics. All end of year survey data from participants was very positive and participants expressed a desire to continue as members of these committees.

Action 3.5 - This action was effective. in making progress toward Goal 3. Our interpretation services provided by in house interpretation staff with some supplementation by external agencies and the Language Line, primarily serve the families of our English learners. This is an essential service and facilitates engagement and communication between families of our English learners, both general education and special education, and district teachers and other staff. In the 2023-2024 school year, there have been almost 5000 interpretation episodes and 2500 Language Line requests.

Action 3.6 - This action was effective in making progress toward Goal 3. Our business partnerships expanded from 50 to 56 in 2023-24, exceeding our three year desired outcome of 53 partnerships. These partnerships brought in over $615,000 total in grants, cash, in-kind donations, and gifts, an increase of $196,000 from the previous year. The partnerships support students from K-12, across all of our district schools. Activity categories funded range from STEAM, makerspace and project-based learning, to career awareness, social emotional learning, and environmental literacy and sustainability. Over 34,000 student impacts occurred as a result of these services.

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.

Goal 3 is basically the same in the new LCAP as in the previous LCAP, with some minor changes. The previous goal stated "SCUSD will partner with family, business and community educational partners to ensure that all students make progress in the elements of the Graduate Portrait." The new LCAP Goal 3 states, "SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society." This reflects a stronger focus on partnership with students as well as an acknowledgment of our labor management partnership becoming a central strategy for system improvement in SCUSD. Relatedly, we have established two new actions in Goal 3. The first, action 3.2, focuses on increasing intercultural awareness and understanding through a range of engagement activities and cultural events. This was created in response to input from our educational partners on our LCAP input survey and in multiple committee meetings and forum. There was increasing concern that the overall societal polarization and various conflicts was having a negative effect on our school cultures and that the district needed to intensify its focus and support for multicultural and intercultural events and activities. The second, action 3.4, focuses on SCUSD's labor management partnership having shared responsibility for implementing the district's new equity framework, was again based on educational partner input and a recognition of the need to elevate and specify the role and importance of the partnership in achieving our district goals and priorities.

As with Goals 1 & 2, the district has made revisions to the metrics of Goal 3 based on feedback from our educational partners. The metric "Records of events and attendance data" associated with the district's Innovation Expo are not available due to the cancellation of the Innovation Expo and will not be carried over to the 2024-2027 LCAP. New metrics have been added to the 2024-2027 LCAP that include incorporating district ratings of progress in developing 2-way communication between families and educators using language that is understandable and accessible to families and district progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. Additional new metrics include representation of union members and families of students with disabilities at District Advisory Committee meetings, as well as a metric related to families agreeing that their culture is recognized by their school site. Similarly, educational partners indicated a strong desire to see a greater connection between our community partners and student outcomes. As such, we have moved the metric: "percentage of students completing two semesters, three quarters, or three trimesters of partner/associated credit-granting, college course in either an academic discipline (e.g., English) or CTE discipline with a C- or better" to Goal 3 to align with action 3.6. Lastly, our metrics related to our family outreach technology, family resource center and district translation services were bolstered by including metrics related ParentSquare family account creation, the number of events where families

receive services and supports, survey feedback regarding the impact of family resource center services, the number of interpretation episodes and the number of language line requests.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

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 13,000 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. The district has recently adopted an equity framework, provides increased equity-focused supports such as early literacy intervention, summer and after school programs, preschool and aftercare, and a robust wellness program, to strengthen social emotional well-being, mental health, and address academic learning gaps that exist within and among student groups in our district.

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

Our TK-12 student population is 22% English learners (EL). 58.1% of our EL students have a Spanish home language, whereas the remaining highest percentage of non-English home languages are Punjabi, Hindi, 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 racial/ethnic groups: 37% Hispanic/Latino/a, 31% Asian,17% White, 6% Two or more races, 5% Filipino, and 2% African American. 33% of our students are economically disadvantaged. 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 42% of our student population.

Performance of high needs students is also addressed in the district's Equity Multiplier Goal (LCAP Goal #4). This goal uses state funds to address low performance within schools that have a large population of economically disadvantaged students coupled with high rates of students who are absent from the school system for large periods of time (i.e. "non-stability" rate). New Valley High is the district's continuation school and was the only site to receive Equity Multiplier funds. Additionally, several schools within SCUSD have been identified for Additional Targeted Support and Improvement (ATSI). Schools are eligible for ATSI if one or more student groups have performance levels on the CA School Dashboard that are all at the lowest status level or have performance levels that are at the lowest status level on one of only two available indicators. Schools that were identified for ATSI in 2023-24 include: Don Callejon (African American student group-Suspension), Central Park Elementary (Students with Disabilities-Chronic Absenteeism), Abram Agnew Elementary (Asian student group-Chronic Absenteeism), New Valley Continuation High (English Learners-Suspension, Students with Disabilities-Suspension, White student group-Suspension), Bowers Elementary (Students with Disabilities-Chronic Absenteeism), George Mayne Elementary (Students with Disabilities-Chronic Absenteeism), Montague Elementary (Filipino student group-Chronic Absenteeism, White student group-Chronic Absenteeism), Pomeroy Elementary (Students with Disabilities-Academics & Chronic Absenteeism), Scott Lane Elementary (Asian student group-Chronic Absenteeism), Sutter Elementary (Students with Disabilities-Chronic Absenteeism) and Washington Open Elementary (Students with Disabilities-Chronic Absenteeism). The district was pleased to see six school sites exit from ATSI status this year by improving

outcomes within identified areas. They include: Adrian Wilcox High, Bracher Elementary, Braly Elementary, Briarwood Elementary, Juan Cabrillo Middle and Buchser Middle. Each of the identified sites is working with the district office to ensure their respective 2024-25 School Plan for Student Achievement (SPSA) addresses the identified student groups and areas with strategic actions/strategies. Lastly, the district has developed a Comprehensive Support and Improvement (CSI) plan with Wilson Alternative in order to address low graduation rates.

Reflections: Annual Performance

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

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

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

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

Academic Indicator - ELA (Red - "Very Low")
- New Valley Continuation High (190.5 points below standard, Maintained 2.2 points, N = 57)
- Wilson Alternative (141.1.5 points below standard, Declined 143.3 points, N = 48)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Don Callejon:
Academic Indicator - Math (Red - "Very Low")

- Hispanic (116.8 points below standard, Declined 16.5 points, n= 105)

Chronic Absenteeism Indicator (Red - "High" or "Very High")
- English Learners (27.1 % chronically absent, Increased 3.7%, n= 155)
- Hispanic (31.5 % chronically absent, Maintained 0.4%, n= 165)
- Two or More Races (21.6 % chronically absent, Increased 10.5%, n= 37)
- Students with Disabilities (32.1 % chronically absent, Increased 3.2%, n= 84)

Suspension Rate Indicator (Red - "High" or "Very High")
- African American (10.0 % suspended at least one day, Increased 5.1%, n= 40)
- Socioeconomically Disadvantaged (8.3 % suspended at least one day, Maintained 0%, n= 216)
- Students with Disabilities (12.6 % suspended at least one day, Increased 5.7%, n= 87)

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

Juan Cabrillo Middle:
Academic Indicator - ELA (Red - "Very Low")
- English Learners (71.1 points below standard, Declined 11.5 points, n= 226)
- Students with Disabilities (90.8 points below standard, Declined 4.2 points, n= 128)

Academic Indicator - Math (Red - "Very Low")
- Students with Disabilities (144.1 points below standard, Maintained -0.6 points, n= 127)

Chronic Absenteeism Indicator (Red - "High" or "Very High")
- English Learners (25.6 % chronically absent, Increased 1.8%, n= 164)
- Hispanic (27.6 % chronically absent, Maintained 0.1%, n= 352)

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

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

Laurelwood Elementary:
Chronic Absenteeism Indicator (Red - "High" or "Very High")
- Asian (13.4 % chronically absent, Increased 3.8%, n= 328)
- English Learners (17.2 % chronically absent, Increased 4.3%, n= 203)

- Hispanic (29.8 % chronically absent, Increased 11.3%, n= 57)
- Socioeconomically Disadvantaged (22.7 % chronically absent, Increased 1%, n= 75)
- Students with Disabilities (35.6 % chronically absent, Increased 17.4%, n= 45)

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

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

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

Pomeroy Elementary:
Academic Indicator - ELA (Red - "Very Low")
- Students with Disabilities (100.2 points below standard, Maintained 1.5 points, N= 33)
Academic Indicator - Math (Red - "Very Low")
- Hispanic (100.4 points below standard, Maintained 1.7 points, N= 58)
- Students with Disabilities (129.4 points below standard, Maintained 0 points, N= 33)
Chronic Absenteeism Indicator (Red - "High" or "Very High")
- Students with Disabilities (37.1 % chronically absent, Increased 3.8%, n= 62)

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

Santa Clara High:
Academic Indicator - Math (Red - "Very Low")
- English Learners (159.1 points below standard, Declined 24.3 points, N= 81)
- Hispanic (124 points below standard, Declined 17.5 points, N= 151)

Suspension Rate Indicator (Red - "High" or "Very High")
- Students with Disabilities (12% Suspended, Increased 2.1%, N= 276)

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

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

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

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

Wilson Alternative**:
Academic Indicator - ELA (Red - "Very Low")
- Socioeconomically Disadvantaged (194.4 points below standard, Declined 144.3 points, N= 31)
Academic Indicator - Math (Red - "Very Low")
- Socioeconomically Disadvantaged (264.4 points below standard, Declined 103.2 points, N= 32)
Graduation Rate Indicator (Red - "Low" or "Very Low")
- Hispanic (34.9% graduated, Declined 41.6%, N= 43)
- Socioeconomically Disadvantaged (37% graduated, Declined 37.4%, N= 54)
College/Career Indicator (Very Low)
- Hispanic (4.9 % prepared, n= 41)

....

*New Valley Continuation High has qualified for Equity Multiplier funding due to their high non-stability rate (46.8%) and high enrollment percentage of Socioeconomically Disadvantaged students (77.8%). Specific information regarding the plan developed to improve student outcomes for this unique population can be found within LCAP Goal 4 (Equity Multiplier).

**Wilson Alternative's 2023 Dashboard Graduation rate has identified this school site for Comprehensive Support and Improvement (CSI). Specific information regarding the plan developed to improve these student outcomes can be found within the Comprehensive Support and Improvement (CSI) section of the LCAP.

....

District Reflection

Although SCUSD exited from Differentiated Assistance based upon district level metrics in the area of "Chronic Absenteeism", we are still focusing on this issue at specific school sites and with specific school groups. The district has four schools with "High" or "Very High" overall rates of chronic absenteeism, all of which experienced increases from the previous CA School Dashboard. When looking at student groups within school sites, 16 schools (53% of district schools) have student populations with "High" or "Very High" rates of chronic absenteeism. Thus making it the most prevalent area of low performance on the 2023 CA School Dashboard. An analysis of individual schools revealed specific sites of concern; Kathryn Hughes Elementary with 6 student groups identified as having "High" or "Very High" rates of chronic absenteeism and Laurelwood Elementary with 5 student groups identified as having "High" or "Very High" rates of chronic absenteeism. Actions and associated Metrics addressing chronic absenteeism rates at these school sites can be found under LCAP Goal #2, Action 2.4, Metrics 2.19 through 2.21.

Performance on the Academic Indicator (ELA & Math) stands-out as the second most prevalent area of concern among student groups within school sites (13 schools - 43% of district schools), with certain student groups being overrepresented within the Red "Very Low" performance level. Students with Disabilities represented the student group with the lowest performance level at 5 of the 7 identified schools (74%) for the Academic Indicator (ELA). Whereas Hispanic/Latino students represented the student group with the lowest performance level at 4 of the 6 identified schools (67%) for the Academic Indicator (Math). When factoring in school type, ELA performance of Students with Disabilities at the Middle School and Elementary School level were clear areas of concern, whereas "Very Low" Hispanic/Latino student Math performance at the Elementary school level, along with "Very Low" Hispanic/Latino student and English Learner Math performance at the High School level. An analysis of individual middle and elementary schools revealed specific sites of concern; Pomeroy Elementary, whose Students with Disabilities are the furthest elementary site from meeting ELA standard (-100.2) and Marian A. Peterson Middle, whose Students with Disabilities are the furthest middle school site from meeting ELA standard (-92.3). Additionally, Adrian Wilcox High, whose Hispanic/Latino students are furthest from meeting Math standard (-130.2) and Santa Clara High, whose English Learner students are furthest from meeting Math standard (-159.1). Among Elementary schools, Don Callejon's Hispanic/Latino student group is the furthest from meeting Math standard (-116.8). Actions and associated Metrics addressing Academic performance at these school sites can be found under LCAP Goal #1, Action 1.1, Metrics 1.1 through 1.12.

In the next sections of the LCAP, the district has selected goals, actions and metrics designed to directly address the findings from the data, with particular attention to student groups scoring in the "low" and "very low" bands.

Reflections: Technical Assistance

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

SCUSD was identified for Differentiated Assistance (DA) based on results of the 2023 CA School Dashboard. Differentiated Assistance is triggered under a variety of factors each fall when the state releases a new CA School Dashboard. 2023 showed that one or more student groups performed at the lowest level across more than one state priority level. These include Homeless Youth (Academics, Graduation Rate, Suspension Rate) and Students with Disabilities (Academics, Graduation Rate).

Given the prevalent identification of Students with Disabilities, both at the district level and at individual school sites, the district's Differentiated Assistance team has chosen to spend the next two years focused on addressing challenges related to serving this student group, in addition to continued targeted interventions for our unhoused student population. Initiatives under LCAP Goal 2, Action 2.5 includes developing classroom observation tools, which will look for the use of restorative practices within classrooms. As well as, providing professional learning to teachers and administrators regarding the concepts and benefits of utilizing a co-teaching model within our elementary and secondary school sites. This work will be bolstered by a focus on tiered literacy support and instructional strategies in upper elementary grade levels (3rd-5th) at targeted school sites as a result of district's continued identification under Comprehensive Coordinated Early Intervening Services (CCEIS), due to disproportionate rates of our Hispanic/Latino student population receiving a Specific Learning Disabilities (SLD) designation.

Lastly, data has revealed low district and state testing participation rates of our Students with Disabilities after returning to in-person instruction. In order to address this concern, the district's Student Services Department, Special Education Department, and Data, Assessment and Accountability Department will launch an information campaign about the benefits of state testing and regular school attendance.

Comprehensive Support and Improvement

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

Schools Identified

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

Wilson Independent Study High School

Support for Identified Schools

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

Wilson High School is our independent study high school. Students who choose to attend Wilson do so for a variety of reasons. Data tells us that students come to Wilson for some of the following: disenfranchised at comprehensive high school, family/personal trauma, and school phobia/anxiety. Students are most often severely deficient in credits needed to graduate, have high rates of absenteeism, and have social emotional needs that affect their learning. In working with the school, based on these needs, Wilson will offer a summer credit recovery

program which will mirror the school year program and is flexible for Wilson students. They are also implementing Positive Behavior Interventions and Supports (PBIS) which includes a data collection system, professional development for staff and coaching for Tier 1 PBIS, and additional counseling and wellness staff provide services to students. These interventions will help our most at-risk students improve their attendance, improve their social-emotional well-being and work toward successfully obtaining a high school diploma and becoming college and career ready. The School Site Council is engaged in ongoing feedback sessions at their scheduled meetings throughout the year. The CSI plan is a standing agenda item at regularly scheduled staff meetings. These plans align with the school's SPSA and WASC plan.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
Parents, Families and Community Members	The district created an LCAP input survey and administered the survey to all parents, families and interested community members between December 19, 2023 and January 21, 2024 via Survey Monkey. The survey was a combination of likert scale and open ended response items addressing three main areas: student academic achievement, equitable outcomes for all students, and school culture and climate. Questions focused on: including access to district intervention or supplemental support by subject area, students' sense of belonging, representation of cultural diversity in school, and mutual respect. Parents, families and interested community members were also asked to provide input on LCAP goals and feedback on actions from the current 2023-2024 LCAP. Parents, families and interested community members completed 549 surveys.
Certificated and Classified Staff	The district created an LCAP input survey and administered the survey to all non-management certificated and classified staff between December 19, 2023 and January 21, 2024 via Survey Monkey. The survey was a combination of likert scale and open ended response items addressing three main areas: student academic achievement, equitable outcomes for all students, and school culture and climate. Questions focused on: including access to district intervention or supplemental support by subject area, including students' sense of belonging, representation of cultural diversity in school, and mutual respect. Certificated and classified staff were also asked to provide input on LCAP goals and feedback on actions from

Educational Partner(s)	Process for Engagement
	the current 2023-2024 LCAP. Certificated and classified staff completed 400 surveys.
Students	The district created an LCAP input survey and administered the survey to all students in grades 5-12 between December 19, 2023 and January 21, 2024 via Survey Monkey. The survey was a combination of likert scale and open ended response items addressing three main areas: student academic achievement, equitable outcomes for all students, and school culture and climate. Questions focused on: including access to district intervention or supplemental support by subject area, including students' sense of belonging, representation of cultural diversity in school, and mutual respect. Certificated and classified staff were also asked to provide input on LCAP goals and feedback on actions from the current 2023-2024 LCAP. Certificated and classified staff completed 177 surveys.
Principals and Administrators	The district created an LCAP input survey and administered the survey to all principals and administrators between December 19, 2023 and January 21, 2024 via Survey Monkey. The survey was a combination of likert scale and open ended response items addressing three main areas: student academic achievement, equitable outcomes for all students, and school culture and climate. Questions focused on: including access to district intervention or supplemental support by subject area, including students' sense of belonging, representation of cultural diversity in school, and mutual respect. Principals and administrators were also asked to provide input on LCAP goals and feedback on actions from the current 2023-2024 LCAP. Certificated and classified staff completed 23 surveys.
District Advisory Committee	The District Advisory Committee plays the role of the Parent Advisory Committee, but has been expanded to include students, staff, and community members as well as parents. The DAC is facilitated by the Chief Academic and Innovation Officer, includes the superintendent, two school board members, and senior district leadership, and has over 40 members representing key educational partner groups, labor and parent leaders, parents of students with disabilities, certificated and classified staff, and student representatives. The DAC meets four times each year via Zoom in the evenings to provide input in the

Educational Partner(s)	Process for Engagement
	development, and feedback on the revision and updating of the LCAP. This year, meetings were held on November 7, February 13, March 19 and April 9. There is a running agenda and meeting notes taken. This school year, the DAC participated in developing questions for the LCAP input survey, reviewing the responses from the survey, and providing input into the development of the new LCAP goals, actions, and metrics, as well as feedback on the working draft of the LCAP. The DAC is a critical avenue for educational partner participation in the development of the LCAP and Annual Update.
District English Learner Advisory Committee	The LCAP was shared for input and feedback with the District English Learner Advisory Committee (DELAC) on March 15th, 2023 and again on May 2, 2024. The DELAC is composed of English Learner Advisory Committee members from each school in the district, as well as specific district staff responsible for EL and supplemental programs, including Title 3. There are also two Board members on the DELAC. The DELAC is a critical avenue for input and insight regarding the needs of our English learner student and family population.
Labor Management Partnership Steering Committee (LAMPS).	LAMPS includes the district's executive cabinet, the presidents and vice presidents of the bargaining associations for certificated staff (United Teachers of Santa Clara) and classified staff (California School Employees Association, Local 350), adult education staff (Santa Clara Federation of Teachers) and the Santa Clara Unified Management Association (SCUMA). It has the primary responsibility for managing the labor management partnership and guides the work of the District Leadership Team.
District Leadership Team.	The District Leadership Team is a 30 member labor management partnership team that includes district's executive cabinet and other district managers, the presidents and vice presidents and selected staff of the bargaining associations for certificated staff (United Teachers of Santa Clara) and classified staff (California School Employees Association, Local 350), adult education staff (Santa Clara Federation of Teachers) and the Santa Clara Unified Management Association (SCUMA). It's role is to provide strategic thought partnership and communication in support of the district's goals and priorities. The DLT reviewed the draft LCAP on May 8, 2024 and provided feedback to fine tune LCAP actions and metrics.

Educational Partner(s)	Process for Engagement
ALAS Student Focus Groups	The district is conducting 13 student focus groups across 8 elementary, middle and high schools (comprehensive, alternative and continuation) during the spring of 2024. While the purpose of the focus groups is broader than informing the LCAP, themes that have begun to emerge from this process (which will not be completed until the summer) and have informed the development of specific actions and metrics.
School Board engagement	The LCAP writing team convened a meeting with interested board members on May 15, 2024 to engage them in a discussion and solicit feedback on LCAP actions, metrics and investments.
Public comment on the draft LCAP	The district posted the draft LCAP on the district's website beginning on May 16 and continuing through May 30. This included during the public hearing on the LCAP on May 23, 2024. The public had the option of completing a google form to provide feedback. The content of these forms was downloaded into a spreadsheet that the LCAP team reviewed.
SELPA Director	The draft LCAP was shared with the SELPA director on May 2, 2024 for feedback.
New Valley Continuation High Educational Partners	New Valley High School's School Site Council (which includes student representation, as well as certificated and classified staff members), convened on April 26, 2024 to discuss the parameters outlined within the Equity Multiplier funding structure that had been provided by the district office. School Site Council members reviewed data related to the identification, as well as data from the 2023 CA School Dashboard, which revealed that low performance on the College and Career indicator impacted the highest number of student groups (N= 5), although only two groups had enough qualifying students to receive an official performance level. The school's principal had multiple engagements with relevant district office personnel as the go-between the district office and New Valley's School Site Council.

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

As was stated above, the district solicited input on the development of the new LCAP goals, actions, metrics and investments through a robust set of multiple engagements with various committees and groups, as well as through an LCAP input survey that had over 1,150 respondents, as well as public comments on the posted draft LCAP. These community inputs were carefully reviewed and considered as the new LCAP was drafted.

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

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

2) Improve availability of before and after school learning opportunities. In response to this feedback, the district is reinstituting the opportunity for teachers to provide before and after small group instruction to students at their schools. The focus must be on English language arts and/or mathematics, and students are prioritized by their iReady results and unduplicated status. (Action 1.2)

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

4) Support for continued investments in the new LCAP include: professional learning in anti-bias, growth mindset, culturally responsive practices, career pathways, and a continued focus on social emotional supports and trauma informed practices.

5) Support for our English learners, which is also addressed in our English Learner Master Plan. Our ELSAT role, which represents a substantial investment in targeted funds, not only assesses EL language growth and proficiency, but also provides critical supports for EL students and families, including newcomers, ELs, and LTELs.

6) Survey input prioritizes the importance of supporting students with Individual Education Plans (IEPs). Students with IEPs were added to the priority student groups and a separate action created for that group. Our Special Education Plan is aligned with the LCAP and details additional supports to students with IEPs. Tutoring has also been a key interest of educational partners in order to mitigate the loss of schooling that we've experienced and the potential widening of achievement gaps. Through our Research Practice Learning Partnership with Stanford Graduate School of Education, the primary focus of the work together will be inclusivity for students with learning differences.

7) After reviewing available dashboard data and taking into account the mission and vision of the school, district administrators and New Valley's School Site Council members decided that a multi-pronged focus on clear connections between current academic outcomes and post-secondary opportunities would yield the largest improvements. The goal, planned actions and metrics that reflect this approach went through three revisions before being agreed upon by district administrators, site administrators and the New Valley High School School Site Council. The final version is reflected in New Valley's School Plan for Student Achievement (SPSA) Goal #4 and within this LCAP under Goal #4, Equity Multiplier. (Actions 4.1 through 4.5)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students Meeting and Exceeding ELA standards (Action 1.1)	Spring 2023 CAASPP ELA Overall: 59.28% Hispanic/Latino: 34.76% English Learner: 16.86% Economically Disadvantaged: 39.55% Students with Disabilities: 21.57%			Spring 2026 CAASPP ELA Overall: 75% Hispanic/Latino: 60% English Learner: 29.10% Economically Disadvantaged: 68.27%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 12.50%			Students with Disabilities: 37.23% Homeless: 21.58%	
1.2	Percent of students Meeting and Exceeding Math standards (Action 1.1)	Spring 2023 CAASPP Math Overall: 47.46% Hispanic/Latino: 19.45% English Learner: 15.89% Economically Disadvantaged: 25.48% Students with Disabilities: 19.29% Homeless: 5.88%			Spring 2026 CAASPP Math Overall: 65% Hispanic/Latino: 50% English Learner: 40.85% Economically Disadvantaged: 65.50% Students with Disabilities: 49.59% Homeless: 15.12%	
1.3	Percent of students Meeting and Exceeding Science standards (Action 1.1)	Spring 2023 CAASPP CAST Overall: 42.09% Hispanic/Latino: 17.15% English Learner: 4.36% Economically Disadvantaged: 22.17% Students with Disabilities: 12.74% Homeless: 16.67%			Spring 2026 CAASPP CAST Overall: 57% Hispanic/Latino: 29.60% English Learner: 7.53% Economically Disadvantaged: 56.99% Students with Disabilities: 32.75% Homeless: 42.85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Percent of High School Graduates (4-Year Cohort) (Action 1.1)	Spring 2023 Graduates Overall: 89.1% Hispanic/Latino: 84.8% English Learner: 81.3% Economically Disadvantaged: 85.5% Students with Disabilities: 76.8% Homeless: 66.7%			Spring 2026 Graduates Overall: 98% Hispanic/Latino: 96% English Learner: 92% Economically Disadvantaged: 97% Students with Disabilities: 87% Homeless: 76%	
1.5	Percent of Graduates Meeting UC/CSU Requirements (Four-Year Adjusted Cohort) (Action 1.1)	Spring 2023 Graduates/UC/CSU Overall: 47.0% Hispanic/Latino: 24.9% English Learner: 18.3% Economically Disadvantaged: 30% Students with Disabilities: 14.1% Homeless: 6.1%			Spring 2026 Graduates/UC/CSU Overall: 60% Hispanic/Latino: 43% English Learner: 32% Economically Disadvantaged: 52% Students with Disabilities: 24% Homeless: 11%	
1.6	Percent of students enrolled in an AP course (Action 1.1)	Spring 2024 AP course enrollment Overall: 19.3% Hispanic/Latino: 19.4% English Learner: 1.8% LTEL: 0.5% Economically Disadvantaged: 17.4%			Spring 2027 AP course enrollment Overall: 25% Hispanic/Latino: 30% English Learner: 10% LTEL: 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 2.7%			Economically Disadvantaged: 25% Students with Disabilities: 10%	
1.7	Percent of students passing their AP exam with a 3 or higher (Action 1.1)	Spring 2023 AP exam scores Overall: 79.5% Hispanic/Latino: 74.7% English Learner: 88.2% LTEL: 40.0% Economically Disadvantaged: 78.3% Students with Disabilities: 64%			Spring 2026 AP exam scores Overall: 90% Hispanic/Latino: 90% English Learner: 95% LTEL: 60% Economically Disadvantaged: 90% Students with Disabilities: 75%	
1.8	Percent of high school graduates who are placed in the "Prepared" level on the College/Career Indicator (Action 1.1)	2023 CA School Dashboard Overall: 67.1% Hispanic/Latino: 47.9% English Learner: 41.5% Economically Disadvantaged: 53.3% Students with Disabilities: 35% Homeless: 18.8%			2026 CA School Dashboard Overall: 75% Hispanic/Latino: 61% English Learner: 53% Economically Disadvantaged: 68% Students with Disabilities: 45% Homeless: 24%	
1.9	Percent of teachers with a clear or preliminary credential	2023 CA School Dashboard 89.6%			2026 CA School Dashboard 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Action 1.1)					
1.10	Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home student groups (Action 1.1)	2023 CA School Dashboard 0%			2026 CA School Dashboard 0%	
1.11	Percent of facilities in "Good Repair" Standard (Action 1.1)	2023 CA School Dashboard 100%			2026 CA School Dashboard 100%	
1.12	Average rating of progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to adopted academic standards and/or curriculum frameworks (Action 1.1)	Spring 2024 Priority 2 Self-Assessment Tool ELA: 3 (Initial Implementation) Math: 3 (Initial Implementation) History/Social Studies: 3 (Initial Implementation) ELD: 3 (Initial Implementation) NGSS: 3 (Initial Implementation)			Spring 2027 Priority 2 Self-Assessment Tool ELA: 5 (Full Implementation And Sustainability) Math: 5 (Full Implementation And Sustainability) History/Social Studies: 5 (Full Implementation And Sustainability) ELD: 5 (Full Implementation And Sustainability) NGSS: 5 (Full Implementation And Sustainability)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Percent of unduplicated students participating in before and after school support. (Action 1.2)	Spring 2024 English Learners: TBD Foster youth: TBD Homeless: TBD Economically Disadvantaged: TBD Hispanic/Latino: TBD Baseline will be set during the 2024-25 school year.			Spring 2027 English Learners: 60% Foster youth: 60% Homeless: 60% Economically Disadvantaged: 60% Hispanic/Latino: 60%	
1.14	Percent of unduplicated students who scored two or more grade levels below standard on the iReady ELA or Math assessment who participated in before and/or after school programming. (Action 1.2)	Spring 2024 English Learners: TBD Foster youth: TBD Homeless: TBD Economically Disadvantaged: TBD Hispanic/Latino: TBD Baseline will be set during the 2024-25 school year.			Spring 2027 English Learners: 75% Foster youth: 75% Homeless: 75% Economically Disadvantaged: 75% Hispanic/Latino: 75%	
1.15	Percent of students receiving 1:1 literacy intervention (Reading Recovery) meeting & exceeding the Reading Recovery National growth average (Action 1.3)	Spring 2024 Overall: TBD English Learners: TBD Foster youth: TBD Homeless: TBD Economically Disadvantaged: TBD Hispanic/Latino: TBD			Spring 2027 Overall: 100% English Learners: 100% Foster youth: 100% Homeless: 100% Economically Disadvantaged: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Baseline will be set during the 2024-25 school year.			Hispanic/Latino: 100%	
1.16	Percent of students receiving small group literacy intervention (Rise) who are meeting & exceeding their iReady "Stretch Growth" targets. (Action 1.3)	Spring 2024 Overall: TBD English Learners: TBD Foster youth: TBD Homeless: TBD Economically Disadvantaged: TBD Hispanic/Latino: TBD Baseline will be set during the 2024-25 school year.			Spring 2027 Overall: 100% English Learners: 100% Foster youth: 100% Homeless: 100% Economically Disadvantaged: 100% Hispanic/Latino: 100%	
1.17	Percent of Summer school students (Grades K - 7) showing improvement in iReady Reading (Action 1.4)	Fall 2023 Overall: 61.6% 1st Grade: 71.6% 2nd Grade: 57.0% 3rd Grade: 54.2% 4th Grade: 67.6% 5th Grade: 59.2% 6th Grade 52.5% 7th Grade: 52.7% Hispanic/Latino Overall: 60.2% 1st Grade: 64.1% 2nd Grade: 70.0% 3rd Grade: 58.8% 4th Grade: 68.3% 5th Grade: 61.8% 6th Grade: 56.3% 7th Grade: 42.9%			Fall 2026 Overall: 75% 1st Grade: 90% 2nd Grade: 70% 3rd Grade: 70% 4th Grade: 80% 5th Grade: 80% 6th Grade 80% 7th Grade: 80% Hispanic/Latino Overall: 90% 1st Grade: 90% 2nd Grade: 85% 3rd Grade: 85% 4th Grade: 85% 5th Grade: 85% 6th Grade: 85% 7th Grade: 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner Overall: 67.3% 1st Grade: 66.1% 2nd Grade: 81.8% 3rd Grade: 63.0% 4th Grade: 62.2% 5th Grade: 66.1% 6th Grade: 69.7% 7th Grade: 54.2% SED Overall: 50%			English Learner Overall: 90% 1st Grade: 90% 2nd Grade: 90% 3rd Grade: 85% 4th Grade: 85% 5th Grade: 85% 6th Grade: 85% 7th Grade: 70% SED Overall: 70%	
1.18	Percent of Summer school students (Grades K - 7) showing improvement in iReady Math (Action 1.4)	Fall 2023 Overall: 53.2% 1st Grade: 51.3% 2nd Grade: 56.6% 3rd Grade: 60.6% 4th Grade: 51.8% 5th Grade: 44.3% 6th Grade 51.7% 7th Grade: 51.9% Hispanic/Latino Overall: 48.7% 1st Grade: 51.9% 2nd Grade: 56.4% 3rd Grade: 50.5% 4th Grade: 49.2% 5th Grade: 45.5% 6th Grade: 38.2% 7th Grade: 47.4% English Learner Overall: 53.6% 1st Grade: 54.2% 2nd Grade: 55.9%			Fall 2026 Overall: 75% 1st Grade: 75% 2nd Grade: 75% 3rd Grade: 80% 4th Grade: 75% 5th Grade: 75% 6th Grade: 75% 7th Grade: 75% Hispanic/Latino Overall: 70% 1st Grade: 70% 2nd Grade: 70% 3rd Grade: 70% 4th Grade: 70% 5th Grade: 70% 6th Grade: 60% 7th Grade: 70% English Learner Overall: 70% 1st Grade: 70% 2nd Grade: 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd Grade: 61.5% 4th Grade: 70.5% 5th Grade: 47.5% 6th Grade: 31.3% 7th Grade: 47.8% SED Overall: 50%			3rd Grade: 80% 4th Grade: 90% 5th Grade: 70% 6th Grade: 50% 7th Grade: 70% SED Overall: 70%	
1.19	Percent of students enrolled in a CTE Pathway Grades 9-12 (Action 1.5)	Spring 2024 CTE Pathway enrollment Overall: 25.4% Hispanic/Latino: 28.2% English Learner: 3.5% LTEL: 21.3% Economically Disadvantaged: 26.2% Students with Disabilities: 31.3%			Spring 2027 CTE Pathway enrollment Overall: 60% Hispanic/Latino: 60% English Learner: 15% LTEL: 40% Economically Disadvantaged: 40% Students with Disabilities: 55%	
1.20	Percent of students completing a CTE Pathway Grades 9-12 (Action 1.5)	Spring 2023 completing CTE pathway Overall: 22.1% Hispanic/Latino: 26% English Learner: 26.3% LTEL: 16.7% Economically Disadvantaged: 23.2% Students with Disabilities: 26% Homeless: 15.2%			Spring 2026 completing CTE pathway Overall: 40% Hispanic/Latino: 40% English Learner: 40% LTEL: 35% Economically Disadvantaged: 40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with Disabilities: 40% Homeless: 30	
1.21	Percent of Graduates completing both a CTE pathway and CSU/UC a-g requirements (Four-Year Adjusted Cohort) (Action 1.5)	Spring 2023 completing CTE pathway and CSU/UC a-g requirements Overall: 9.1% Hispanic/Latino: 6.2% English Learner: 5.4% Economically Disadvantaged: 6.1% Students with Disabilities: 4.0% Homeless: 0.0%			Spring 2026 completing CTE pathway and CSU/UC a-g requirements Overall: 15% Hispanic/Latino: 15% English Learner: 10% Economically Disadvantaged: 15% Students with Disabilities: 10% Homeless: 10%	
1.22	Number of Data Literacy Module Views (Action 1.6)	Spring 2024 (April 30) Data Literacy Module Views = 3,885			Spring 2027 (April 30) Data Literacy Module Views = 5,000	
1.23	Percent of educators (i.e. classroom teachers, TOSAs, administrators) responding that they "Agreed" or "Strongly Agreed" that they gained insight regarding their site/classroom data that they did not previously have on a district survey.	Spring 2024 (April 30) 63% of survey respondents "Agreed" or "Strongly Agreed" that they gained insight regarding their site/classroom data that they did not previously have.			Spring 2027 (April 30) 85% of survey respondents "Agreed" or "Strongly Agreed" that they gained insight regarding their site/classroom	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Action 1.6)				data that they did not previously have.	
1.24	Percent of "English Learner" students making progress towards English Proficiency as measured by the English Learner Progress Indicator (ELPI) (Action 1.7)	Spring 2023 ELPAC (Local Calculation) Overall (English Learner) : 56.4% LTEL: 53.9%			Spring 2026 ELPAC (Local Calculation) Overall (English Learner) : 70% LTEL: 75%	
1.25	Percent of English Learner students "Reclassified as English Language Proficient" (RFEP). (Action 1.7)	Spring 2023 Overall (English Learner) : 22.6% LTEL: 33.3%			Spring 2026 Overall (English Learner) : 40% LTEL: 55%	
1.26	Percent of 5th Grade students responding on average, "Yes, Most of the time" and "Yes, All of the time" when asked questions related to "Social Emotional Learning Supports" (Action 1.8)	Spring 2024 Overall: 79% English Learner: TBD LTEL: TBD Economically Disadvantaged: TBD Students with Disabilities: TBD Baseline for individual student groups will be set during the 2024-25 school year.			Spring 2027 Overall: 90% English Learner: 90% LTEL: 90% Economically Disadvantaged: 90% Students with Disabilities: 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.27	Percent of 7th Grade students responding on average, "Pretty much true" and "Very much true" when asked questions related to "Social Emotional Distress" (Action 1.8)	Spring 2024 Overall: 35.2% English Learner: TBD LTEL: TBD Economically Disadvantaged: TBD Students with Disabilities: TBD Baseline for individual student groups will be set during the 2024-25 school year.			Spring 2027 Overall: 60% English Learner: 60% LTEL: 40% Economically Disadvantaged: 60% Students with Disabilities: 60%	
1.28	Percent of 9th Grade students responding on average, "Pretty much true" and "Very much true" when asked questions related to "Social Emotional Distress" (Action 1.8)	Spring 2024 Overall: 28% English Learner: 22% English Learner < 7 years: 39% Students with Disabilities: 36%			Spring 2027 Overall: 55% English Learner: 55% English Learner < 7 years: 70% Students with Disabilities: 60%	
1.29	Percent of 11th Grade students responding on average, "Pretty much true" and "Very much true" when asked questions related to "Social Emotional Distress" (Action 1.8)	Spring 2024 Overall: 28% English Learner: 30% English Learner < 7 years: TBD Students with Disabilities: 29% Baseline for English Learner < 7 years students will be set during the 2024-25 school year.			Spring 2027 Overall: 55% English Learner: 55% English Learner < 7 years: 70% Students with Disabilities: 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.30	Percent of Unduplicated students meeting their growth target between iReady Diagnostic 1 & Diagnostic 3 in Reading (Action 1.8)	Spring 2024 Overall: 58% English Learner: 58% LTEL: 60% Economically Disadvantaged: 54% Students with Disabilities: 50%			Spring 2027 Overall: 80% English Learner: 80% LTEL: 75% Economically Disadvantaged: 75% Students with Disabilities: 75%	
1.31	Percent of Unduplicated students meeting their growth target between iReady Diagnostic 1 & Diagnostic 3 in Math (Action 1.8)	Spring 2024 Overall: 50% English Learner : 49% LTEL: 43% Economically Disadvantaged:46% Students with Disabilities: 45%			Spring 2027 Overall: 70% English Learner : 70% LTEL: 65% Economically Disadvantaged:65% Students with Disabilities: 65%	
1.32	11th Grade ELA EAP/CAASPP, Standard Met/Exceeded	Spring 2023 All: 67.77% Hispanic: 46.43% English Learners: 11.22% Students with Disabilities: 19.05%			Spring 2026 All: 75% Hispanic: 65% English Learners: 25% Students with Disabilities: 35%	
1.33	11th Grade Math EAP/CAASPP, Standard Met/Exceeded	Spring 2023 All: 40.4% Hispanic: 15.5% English Learners: 5.27%			Spring 2026 All: 55% Hispanic: 30% English Learners: 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 9.09%			Students with Disabilities: 20%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide professional learning and instructional coaching to enhance certificated teacher, classified staff and site administrator capacity to improve student learning,	CAASPP and iReady data for the past two years have consistently shown a gap in proficiency levels between our overall student proficiency and that of our English learners, Hispanic/Latino students, foster and homeless youth, Socioeconomically Disadvantaged, and Students with Disabilities. When looking at student group results across the CA School Dashboard Academic Indicators, several schools have Red performance levels for student groups in both ELA and Math. These student groups and school sites are students with disabilities at Juan Cabrillo Middle School, English	$685,047.00	Yes

Action #	Title	Description	Total Funds	Contributing
	achievement in literacy and mathematics and graduation rates, with a focus on English learners, Hispanic/Latino students, foster and homeless youth, low income students and students with disabilities.	learners at Adrian Wilcox High, and low income students at Wilson Alternative. The performance of students with disabilities in the area of ELA is a concern both at the district level where this student group scored in the Red performance level and at several school sites, including; Adrian Wilcox High, Juan Cabrillo Middle, Kathryn Hughes Elementary, Marian A. Peterson Middle, Pomeroy Elementary, and Ponderosa Elementary. English learners are receiving the lowest (Red) Performance level on the ELA Academic indicator at Adrian Wilcox High, Juan Cabrillo Middle, and Scott Lane Elementary, whereas low income students are showing the same low result at Wilson Alternative. SCUSD has one student group with an overall Red performance level on the Math Academic Indicator (homeless youth also known as McKinney-Vento). This student population is widely dispersed across our schools and therefore there are no subsequent sites with a Red Math Academic Indicator for this student population. Although SCUSD does not have additional student groups with an overall Red performance level on the Math Academic Indicator, the district has several other student groups within individual school sites with a Red Math Academic Indicator performance level. These include; English learner students at Adrian Wilcox High, Dolores Huerta Middle, and Santa Clara High. Hispanic/Latino students at Adrian Wilcox High, Dolores Huerta Middle, Don Callejon, and Pomeroy Elementary. Students with disabilities at Juan Cabrillo Middle and Pomeroy Elementary. Lastly, low income students at Wilson Alternative. As Wilson Alternative has school overall academic indicators in Red for both ELA and Math, support will be multifaceted and include planned actions under the school's Plan Summary: Comprehensive Support and Improvement in this LCAP for very low graduation rates for all students, socioeconomically disadvantaged students, and Hispanic/Latino students. Because this is our alternative independent study high school, and students who attend have high social emotional and family services needs, the CSI funds are being used to provide wellness services and counseling services that can connect them to outside family resources so that		

Action #	Title	Description	Total Funds	Contributing
		students can focus on graduating from high school. Each individual has different needs and the wellness and counseling services allow for individualized plans that will lead to a high school diploma. New Valley High School has overall academic indicators in Red for both ELA and Math, however their individual student populations are either too small to be looked at individually or are near, but not at, the Red performance level. Improved results for all students at New Valley High will be supported through the actions and metrics outlined within LCAP Goal #4, Equity Multiplier. The district will provide targeted supports to the schools in the area of ELA and Math performance by providing professional learning that will prioritize engagement and instructional strategies that supports success for English learners and low income students whose assessment results are typically significantly lower than overall district assessment results. For example, the district professional learning days will be focused on improving teacher practice in the areas of early literacy, literacy in every content area, and mathematics and will include tier 1 and tier 2 classroom supports and interventions. Specific attention will be paid to addressing the needs of low income students, English learners, students with disabilities, homeless students, and Hispanic/Latino students. The district will provide academic counseling support amongst other supports that focuses on the needs of homeless youth and students with disabilities, to address these two groups' current red or very low graduation rate status on the CA Dashboard. District Instructional Coaches will work with each school site and support classroom teachers through coaching cycles to apply the learnings from the professional learning days and afternoons with a focus on the areas above and with specific attention to the student groups listed above. Site administrators will foster school conditions supportive of a coaching culture and positive relationships between instructional coaches and classroom teachers. The metrics associated with this action are Metrics 1.1 through 1.12 under the Goal 1 "Measuring and Reporting Results" section.		

Action #	Title	Description	Total Funds	Contributing
1.2	Provide before and after school support for students with the highest need as a Tier 2 support.	Individual teachers will submit a proposal to Educational Services for before and/or after school small group instruction. For grades K-8, the focus must be on literacy or math, and prioritized by their iReady and local literacy assessment results. English/multilingual learners, foster youth, low income, Hispanic/Latino students will have first priority. Focus of the district site funded extended small group support beyond the school day by classroom teachers and paraeducators. This will supplement the core instruction and provide Tier 2 supports in literacy and math. For 9-12, the focus will be on credit recovery. The metrics associated with this action are Metrics 1.13 and 1.14 under the Goal 1 "Measuring and Reporting Results" section.	$200,000.00	Yes
1.3	Provide small group in-class Tier 1, Tier 2 and Tier 3 early literacy support to students with highest need	All students in grades K-5 receive academic literacy instruction, which includes in-class small group intervention delivered by the classroom teacher(s). As a Tier 2 and Tier 3 support, targeted students receive small group literacy instruction (RISE) and individual literacy instruction (Reading Recovery) according to individual literacy needs. 16 highly skilled literacy intervention specialists travel in teams to schools, in an equity based model by starting with schools with the highest number of students needing support, to provide intensive intervention in 10-week cycles to primary students. Specialists met regularly with school teams to collaborate on best practices for the students receiving Tier 2 and 3 supports. Intensive intervention will be based on students who are 3 or more years below grade level. English learners, foster youth and socioeconomically disadvantaged students will be prioritized. The metrics associated with this action are Metrics 1.15 and 1.16 under the Goal 1 "Measuring and Reporting Results" section.	$3,604,773.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Provide K-12 summer program for students identified as in need of Tier 2 and 3 support.	Summer programming is a key part of our Tier 2 and Tier 3 intervention and support system. We are planning for multiple structures. For all summer programs, English learners, students with disabilities, foster youth and students who are homeless will be prioritized. If there is additional space, students performing below grade level or needing credit recovery will be served. · EL Level 1 Summer Program (K-12): Opportunities for Newcomer and Lvl 1 EL students will include SEL and project based learning. · Extended School Year (PreK-12+): Extended school year services for students with learning regression and recoupment struggles over extended breaks, additional para support in each classroom. · Literacy and Math Intervention (K-5): Small group instruction in math, reading and writing, SEL lessons. · Literacy/Math/SEL (6-8): Social Justice and Self-Empowerment through Reading, Writing, and Multimedia. Through integrated subject classes, elective and academic, students continue to build their mathematics and literacy skills. Electives include topics such as multimedia, culinary arts, and robotics. · Credit recovery for high school (9-12): Credit recovery in all academic areas will focus on the individual credit needs of students. The metrics associated with this action are Metrics 1.17 and 1.18 under the Goal 1 "Measuring and Reporting Results" section.	$1,633,729.00	Yes
1.5	Provide equitable student access to Career Technical Education (CTE) courses and pathways and build career awareness including STEM related CTE fields in the middle grades.	The district is committed to improving and maintaining high levels of college and career readiness for all students. When looking at schools and student group results across the College and Career Indicator on the CA School Dashboard, two of SCUSD's three alternative high schools have "Very Low" percentages of students "Prepared" for college and career. These student groups and school sites are Hispanic/Latino students and low income students at New Valley High and Hispanic/Latino students at Wilson Alternative. The district will provide targeted support to these schools through the Plan Summary: Comprehensive Support and Improvement (Wilson Alternative) and LCAP Goal #4, Equity Multiplier (New Valley High). Additionally, as described in our Career Technical Education Incentive Grant (CTEIG), professional development will be	$303,071.00	No

Action #	Title	Description	Total Funds	Contributing
		provided to all CTE teachers focused on meeting the needs of English learners by improving cross-cultural awareness and supporting use of culturally responsive practices. Improving literacy supports in CTE classrooms will also remain a focus. Working through a larger consortium and related partnerships, we will continue to explore new and expand existing CTE pathways. The metrics associated with this action can be found within the Plan Summary: Comprehensive Support and Improvement, LCAP Goal #4, Equity Multiplier actions 4.3 and 4.4, as well as Metrics 1.19 through 1.21 under the Goal 1 "Measuring and Reporting Results" section.		
1.6	Support school staff and school leadership teams to analyze student achievement and unduplicated student progress data to inform decisions and take action to provide academic interventions and other supports.	The district has prioritized building the capacity of teachers, administrators, and other staff to engage in regular cycles of data analysis and inquiry to improve student outcomes, in particular closing equity gaps between our Hispanic/Latino and other student groups, and overall student achievement. The data analysis cycles occur in grade level and department collaboration (PLCs), on school leadership teams, and with school site councils. In service of this priority, Data Technicians support complex data requests coming from school sites, as they monitor outcomes related to each school site's Problem of Practice and SPSA goals. Additionally, the Data, Assessment and Accountability Department (DAA) has developed Data Literacy Modules to be used during site SLT and staff meetings. Each module has a different focus depending on the most pertinent district-level data at the time. We will continue to build out the resources related to data inquiry and provide training to instructional coaches, lead teachers, department chairs, site and district administrators to facilitate this process at school sites. The metrics associated with this action are Metrics 1.22 and 1.23 under the Goal 1 "Measuring and Reporting Results" section.	$331,922.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Provide supplementary targeted services to English learner students and their families to support growth in English language proficiency and academic achievement.	When looking at schools across the English Learner Progress Indicator on the CA School Dashboard, two of SCUSD's elementary schools have "Red" performance levels, indicating low percentages of English learner students making progress towards English language proficiency. These school sites are Abram Agnew Elementary and Briarwood Elementary. The district will support English learner progress within these school sites by providing the actions listed below. The district provides a specialized classified staff role, the English Learner Support and Assessment Technician (ELSAT), at each school site. This role provides both services to English learners and their families. A bilingual community liaison works with the ELSAT team to help provide support to our families of English learner students in becoming familiar with and navigating the school system. The Coordinator of English Learner and Supplemental Programs oversees and coordinates the implementation of the EL Master Plan. The EL Steering committee, composed of teachers, administrators and classified staff, updates the EL Master Plan and provides input and monitors implementation. The Sobrato Early Academic Language (SEAL) program provides integrated ELD curriculum and strategies in science and social studies. All TK and PreK teachers in the district have been trained in SEAL. An instructional coach will provide support for SEAL implementation in all PreK and TK classrooms. The metrics associated with this action are Metrics 1.24 and 1.25 under the Goal 1 "Measuring and Reporting Results" section.	$2,160,700.00	Yes
1.8	Provide supplemental site level support for improved instruction and academic intervention	Provide supplemental site support for improved instruction and academic intervention, according to unduplicated student needs. These supports are in addition to the district funded actions.	$2,208,565.00	Yes

Action #	Title	Description	Total Funds	Contributing
	according to unduplicated student needs.	To provide additional support to students beyond the academic literacy intervention support provided by the district office interventionists, schools sites will hire both classified and certificated staff for specific literacy, mathematics and ELD interventions during the school day. This will occur by both pushing in to classrooms and by pull out and will be focused on students who are below grade level in the three areas, specifically English Learners, foster youth, low income students, and students with disabilities. Schools will hire staff to provide enhanced before and after school tutoring for grades 6-12 students in subject areas where the students are struggling, to complement the district office direct funded tutoring program from grades K-8 in literacy and math. To enhance the awareness, skill and capacity of classroom teachers to address the learning needs of their unduplicated students, school sites will fund additional professional development opportunities in the areas of literacy, mathematics, ELD and inclusive practices beyond the baseline district office direct funded professional development. Similarly, school staff members will also attend conferences such as AVID, CABE, Inclusion Collaborative and Professional Learning Communities (PLC). So that classroom teachers and other school staff can more effectively track and more deeply understand student learning needs, in particular those of unduplicated students, staff will engage in data cycles of inquiry in order to regularly reassess student needs in the classroom and adjust instruction accordingly. This collaboration time can at times require additional compensated time beyond the contract day. School sites will purchase supplemental materials that support student engagement and learning acceleration such as digital materials, realia, and culturally relevant materials. Sites will also purchase additional library materials that are diverse and inclusive in their topics, stories, and histories so that students from diverse backgrounds and English learners can be more engaged and motivated by seeing themselves in the curriculum. Sites will also provide additional staffing time to open the library additional hours to provide extended access for students, especially unduplicated students for whom it may be challenging to find time and space at home to study. Agnew ES - $90,123		

Action #	Title	Description	Total Funds	Contributing
		Bowers ES - $50,312 Bracher ES - $42,650 Braly ES - $65,182 Briarwood ES - $56,517 Callejon K-8 - $74,342 Central Park ES - $58,192 Haman ES - $44,919 Hughes ES - $53,631 Laurelwood ES - $66,919 Mayne ES - $57,467 Millikin ES - $45,486 Montague ES - $50,423 Pomeroy ES - $60,307 Ponderosa ES - $80,430 Scott Lane ES - $95,541 Sutter ES - $31,651 Washington Open ES - $29,231 Westwood ES - $64,875 Buchser MS - $114,956 Cabrillo MS - $116,492 Huerta MS - $101,082 Peterson MS - $86,786 Santa Clara Community Day School - $2,256 Wilson HS - $27,828 Mission Early College HS - $21,403 New Valley HS - $38,480 MacDonald HS - $118,3112 Santa Clara HS - $232,328 Wilcox HS - $230,386 The metrics associated with this action are: 1.30 and 1.31 under the Goal 1 "Measuring and Reporting Results" section.		
1.9	Provide supplemental site level support to better address	Provide supplemental site level support to provide supplemental wellness, behavioral and mental health supports, which are designed to improve outcomes for the unduplicated students at each school. These supports	$1,104,282.00	Yes

Action #	Title	Description	Total Funds	Contributing
	unduplicated student wellness, behavioral, and mental health needs.	are in addition to the district funded actions. Schools will use their targeted fund allocations to strengthen school-level multi-tiered systems of support for student behavior, PBIS in elementary and secondary, and restorative practices in secondary, designed to reduce the overrepresentation of unduplicated students receiving out of classroom referrals and suspensions, and to support positive student motivation to remain engaged in school. These investments include additional classroom behavior support staff, personnel to provide facilitated structured activities at break and recess time, and intramural and noon-time sports to reduce the opportunities for disengagement or conflictual behaviors. Additional mental health and counseling services will also be provided by the sites in the form of extra counseling hours and other mental health supports for unduplicated students so they can better focus on academic engagement and success. Supplemental SEL lessons and resources, as the district does not currently have an adopted SEL curriculum, support students, including unduplicated students, to develop prosocial and self regulatory behaviors that increase the opportunities for focus and positive self-concept that contribute to academic success. Agnew ES - $45,092 Bowers ES - $25,157 Bracher ES - $21,325 Braly ES - $32,591 Briarwood ES - $56,517 Callejon K-8 - $37,171 Central Park ES - $29,096 Haman ES - $22,459 Hughes ES - $26,815 Laurelwood ES - $33,459 Mayne ES - $28,733 Millikin ES - $22,743 Montague ES - $25,212 Pomeroy ES - $30,153 Ponderosa ES - $40,125 Scott Lane ES - $47,771 Sutter ES - $15,825 Washington Open ES - $14,615 Westwood ES - $32,438		

Action #	Title	Description	Total Funds	Contributing
		Buchser MS - $57,477 Cabrillo MS - $58,246 Huerta MS - $50,541 Peterson MS - $43,393 Santa Clara Community Day School - $1,128 Wilson HS - $41,742 Mission Early College HS - $10,701 New Valley HS - $19,240 MacDonald HS - $59,156 Santa Clara HS - $116,164 Wilcox HS - $115,192 The metrics associated with this area in this action are: 2.24,2.25, 2.26, 2.27 under the Goal 2 "Measuring and Reporting Results" section.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of Elementary schools "meeting fidelity" as measured by the PBIS Tiered Fidelity Inventory. (Action 2.1)	Spring 2024 0%			Spring 2027 80%	
2.2	Percent of Secondary schools "meeting fidelity" as measured by the	Spring 2024 0%			Spring 2027 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	PBIS Tiered Fidelity Inventory. (Action 2.1)					
2.3	Percent of Elementary schools making progress towards meeting fidelity (70% implementation), as measured by the PBIS Tiered Fidelity Inventory. (Action 2.1)	Spring 2024 0%			Spring 2027 80%	
2.4	Percent of Secondary schools making progress towards meeting fidelity (70% implementation), as measured by the PBIS Tiered Fidelity Inventory. (Action 2.1)	Spring 2024 0%			Spring 2027 80%	
2.5	Number of elementary schools systematically (80% of classrooms) utilizing SEL curricula (Action 2.1)	Spring 2024 0			Spring 2027 18 schools	
2.6	Number of secondary schools systematically (80% of qualifying events) implementing restorative practices (Action 2.1)	Spring 2024 0			Spring 2027 12 schools	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Percent of students being suspended (Action 2.1)	Spring 2023: Overall: 2.7% Hispanic/Latino: 4.9% Black/African American: 5.5% White: 2.3% English Learner: 3.7% Pacific Islander: 9% Economically Disadvantaged: 4.5% Students with Disabilities: 5.6% Homeless: 9% Foster Youth: 15%			Spring 2026: Overall: 1.5% Hispanic/Latino: 2.0% Black/African American: 2.0% White: 1.5% English Learner: 1.5% Pacific Islander: 3.0% Economically Disadvantaged: 2.0% Students with Disabilities: 2.0% Homeless: 3.0% Foster Youth: 3.0%	
2.8	Percent of students being expelled (Action 2.1)	Spring 2023 0.01%			Spring 2026 0%	
2.9	Percent of students dropping-out of middle school (Action 2.1)	Spring 2023 0.06%			Spring 2026 0%	
2.10	Percent of students dropping-out of high school (Action 2.1)	Spring 2023 0.22%			Spring 2026 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Percent of secondary school staff trained in Mental Health Literacy. (Action 2.2)	Spring 2024 TBD Baseline will be set during the 2024-25 school year.			Spring 2027 100%	
2.12	Percent of secondary school staff trained in Substance Abuse prevention. (Action 2.2)	Spring 2024 TBD Baseline will be set during the 2024-25 school year.			Spring 2027 100%	
2.13	Percent of Elementary school staff trained in Child Abuse prevention. (Action 2.2)	Spring 2024 TBD Baseline will be set during the 2024-25 school year.			Spring 2027 100%	
2.14	Percent of PK-12 staff participating in equity, diversity and anti-bias training. (Action 2.2)	Spring 2024 TBD Baseline will be set during the 2024-25 school year.			Spring 2027 100%	
2.15	Number of site MTSS teams receiving coaching in SEL AND MTSS. (Action 2.2)	Spring 2024 TBD Baseline will be set during the 2024-25 school year.			Spring 2027 30 site teams	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.16	Percent of requested Wellness coordinator therapeutic services received by students (recorded within the Medical Billing Technologies system) (Action 2.3)	Spring 2024 TBD Baseline will be set during the 2024-25 school year.			Spring 2027 100%	
2.17	Number of classroom presentations conducted by school counselors and wellness coordinators (Action 2.3)	Spring 2024 Counselor classroom presentations: 883 Wellness Coordinator classroom presentations: TBD Baseline for Wellness Coordinators will be set during the 2024-25 school year.			Spring 2027 Counselor classroom presentations: Maintain Baseline (883) Wellness Coordinator classroom presentations:	
2.18	Number of group counseling sessions conducted by school counselors and wellness coordinators (Action 2.3)	Spring 2024 Counselor group sessions: 48 Wellness Coordinator group sessions: TBD Baseline for Wellness Coordinators will be set during the 2024-25 school year.			Spring 2027 Counselor group sessions: 58 Wellness Coordinator group sessions:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.19	Percent of chronically absent students (Action 2.4)	Spring 2023: Overall: 18.2% American Indian: 22.6% Hispanic/Latino: 26.5% Asian: 11% Filipino: 13.3% Two or More Races: 16.9% White: 15.5% English Learner: 21.1% Economically Disadvantaged: 24.7% Students with Disabilities: 28.8% Homeless: 53.2%			Spring 2026: Overall: 5% American Indian: 0% Hispanic/Latino: 10% Asian: 5% Filipino: 5% Two or More Races: 5% White: 5% English Learner: 10% Economically Disadvantaged: 10% Students with Disabilities: 10% Homeless: 10%	
2.20	Percent of students At-Risk for Chronic Absenteeism receiving a Home Visit and Being placed on an Attendance Plan (Action 2.4)	Spring 2024 TBD Baseline will be set during the 2024-25 school year.			Spring 2027: 100%	
2.21	Districtwide average attendance rates. (Action 2.4)	Spring 2023: Overall: 93.7% Hispanic/Latino: 91.7% English Learner: 91.1% Economically Disadvantaged: 92.9% Students with Disabilities: 91.0% Homeless: 93.3%			Spring 2026: Overall: 100% Hispanic/Latino: 100% English Learner: 100% Economically Disadvantaged: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with Disabilities: 100% Homeless: 100%	
2.22	Percent of classrooms demonstrating at least one "Inclusive Practice" during classroom observations using a district walk-through tool. (Action 2.5)	Spring 2024 0%			Spring 2027 100%	
2.23	Percent of survey respondents indicating that they have a better understanding of the importance of the Co-teaching model after attending professional learning sessions. (Action 2.5)	Spring 2024 0%			Spring 2027 80%	
2.24	Average percent of secondary students responding that they Agree or Strongly agree that "I feel safe in my school" on an annual climate survey. (Action 2.6)	Fall 2023 7th Grade: 62%, 9th Grade: 66%, 11th Grade: 69% Secondary Average: 63.7%			Fall 2026 7th Grade: 80%, 9th Grade: 80%, 11th Grade: 80% Secondary Average: 80%	
2.25	Average percent of elementary students responding "Yes, Most of the time" or "Yes, All of the time" when asked if	Fall 2023 Elementary Average (5th Grade): 83%			Fall 2026 5th Grade: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	they feel safe at school on a climate survey. (Action 2.6)					
2.26	Number of safety related incidents (Action 2.6)	Spring 2024 TBD Baseline will be set during the 2024-25 school year.			Spring 2027 10% reduction from the baseline	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Using a whole child approach, school site teams continue to develop, implement, refine and monitor their tiered systems of social emotional and behavioral support and intervention.	When looking at results district wide across the CA School Dashboard Suspension Indicator, several student groups emerged as having "very high" rates of suspension. They include foster youth, homeless youth, and Pacific Islander students. One school, New Valley High (our continuation high school) had a Red performance level, indicating "very high" rates of suspension. Additionally, English learner students, Hispanic/Latino students, students with disabilities, and White students at new Valley High all had "very high" rates of suspension. Suspension rates for student groups at three district schools were also "very high", these include, African American students at Adrian Wilcox High, students with disabilities at Santa Clara High, and African American student, low income students, and students with disabilities at Don Callejon. In order to address these high suspension rates, the district will continue to invest in MTSS-Behavior coaches and partnerships with site MTSS teams to develop, implement, refine, and monitor tiered support and intervention systems that are aligned across the district. The district uses a Tiered Fidelity Inventory to assess the degree of MTSS system implementation, and to identify and provide support and remove systemic barriers. This support includes professional learning and coaching, as well as implementation of PBIS, Restorative Practices, and the use of SEL focused assessments, curriculum materials and supplies. Programs and materials include, but are not limited to Project Cornerstone, DESSA and Second Step. The metrics associated with this action are Metrics 2.1 through 2.10 under the Goal 2 "Measuring and Reporting Results" section.	$443,161.00	Yes
2.2	Provide professional learning to build staff diversity, equity and inclusion awareness, and staff capacity to respond effectively to mental health, substance abuse and	We will continue to invest in staff professional learning to deepen awareness of and commitment to address issues related to diversity, equity and inclusion, and to foster socio-emotionally safe and culturally inclusive classrooms and school campuses for all, with special attention to our LGBTQ+ and BIPOC students and staff, all in alignment with our new district equity framework. We are also expanding our training for staff to respond effectively to mental health, substance abuse and other risk factors as they present within our student population. Specific examples of	$1,482,846.00	No

Action #	Title	Description	Total Funds	Contributing
	risk factors in order to better foster socio-emotionally safe and culturally inclusive classroom and school environments.	professional learning activities include those focused on diversity and anti-bias education, LGBTQ+ awareness, child abuse prevention, substance use prevention, and mental health literacy. The metrics associated with this action are Metrics 2.11 through 2.15 under the Goal 2 "Measuring and Reporting Results" section.		
2.3	Provide equitable mental health and wellness support for all students, with a focus on support for our English learners, foster youth, homeless students, and low income students.	We will continue to invest in the strong collaboration among our student services, special education and counseling departments to provide a wide range of mental health and wellness services to students. This includes prevention and outreach, early intervention, and crisis support. Each secondary site has a student wellness center staffed with a licensed Wellness Coordinator and counseling/social work interns and/or trainees. Secondary schools also have school counselors, and support from school psychologists and behaviorists who also support the health and wellness of students. Each elementary site has a part-time licensed Wellness Coordinator and counseling/social work interns and/or trainees. We are improving our collaborative data collection, sharing and analysis in order to determine the effectiveness of our services as currently deployed, so that we can make adjustments to improve. We are also expanding the use of group counseling in order to support more students and to engage them in a peer support model. The metrics associated with this action are Metrics 2.16 through 2.18 under the Goal 2 "Measuring and Reporting Results" section.	$13,241,372.00	No
2.4	Provide support and engage with students and families, with a focus on foster and	When looking at results district wide across the CA School Dashboard Chronic Absenteeism Indicator, one student group emerged as having "very high" rates of chronic absenteeism, American Indian. However, it should be noted that a data collection error resulted in students of South	$295,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
	unhoused youth, to increase regular school attendance, and decrease chronic absenteeism.	Asian decent being labeled as "American Indian". Chronic Absenteeism related to this student group will be addressed through district wide chronic absenteeism initiatives discussed below. Chronic Absenteeism at the overall school level is very high (Red) at several district schools. These included, C.W. Haman Elementary, Kathryn Hughes Elementary, Laurelwood Elementary, and Wilson Alternative. Specific student groups at school sites across the district are also experiencing very high rates of chronic absenteeism. These include the Asian student group at Abram Agnew Elementary, Bowers Elementary, Kathryn Hughes Elementary, Laurelwood Elementary and Scott Lane Elementary. English learners at Bowers Elementary, Buchser Middle, Don Callejon, Kathryn Hughes Elementary and Laurelwood Elementary. Students with disabilities at Bowers Elementary, Buchser Middle, Central Park Elementary, Don Callejon, George Mayne Elementary, Kathryn Hughes Elementary, Laurelwood Elementary, Pomeroy Elementary, Sutter Elementary, Washington Open Elementary and Westwood Elementary. The Hispanic/Latino student group at Buchser Middle, C.W. Haman Elementary, Don Callejon, Juan Cabrillo Middle, Kathryn Hughes Elementary, Laurelwood Elementary, Washington Open Elementary, Westwood Elementary. Low income students at Kathryn Hughes Elementary and Laurelwood Elementary. The White student group at C.W. Haman Elementary, Kathryn Hughes Elementary, Montague Elementary and Sutter Elementary. The Two or More Races student group at Don Callejon and Westwood Elementary. Finally, Filipino students at Montague Elementary.

In order to address these results, SCUSD will continue its attendance focus on student and family engagement, chronic absenteeism and truancy.

The metrics associated with this action are Metrics 2.19 through 2.21 under the Goal 2 "Measuring and Reporting Results" section. | | |
| **2.5** | Invest in expansion of inclusive practices | As a result of the district's Differentiated Assistance work with the Santa Clara County Office of Education, SCUSD has decided to implement two | $231,168.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
	in order to improve access to rigorous, college/career readiness courses especially for students with disabilities and unhoused youth, to address areas of focus for Differentiated Assistance.	new actions starting in the 2024-25 school year. These actions include developing a classroom walkthrough tool that assesses the use of inclusive practices within classrooms. Additionally, professional learning will be provided in relation to implementing a co-teaching model within schools. Additionally, we will continue our commitment to and investment in support for inclusive practices for our students with disabilities and unhoused youth to address areas of focus for Differentiated Assistance. General education and special education teachers collaborate and plan for classroom instruction using the co-teaching model, and receive professional learning on inclusive practices such as co-teaching models, modified grading. The district will participate in the Inclusion Collaborative hosted by the Santa Clara County Office of Education. Additionally, through the district's Research Practice Learning Partnership with Stanford University, support is provided through instructional coaching and action research. The metrics associated with this action are Metrics 2.22 and 2.23 under the Goal 2 "Measuring and Reporting Results" section.		
2.6	Invest in improvements and training to increase student and staff perceptions and experience of campus safety and security, with particular attention to the needs of our unduplicated students population.	Currently our data shows that a lower percentage of our Hispanic/Latino students are reporting that they feel safe most or all of the time at school. Moreover, the data is showing that feelings of safety decline as students go up in grade levels. As part of a comprehensive approach to improving school culture, climate and safety for students and staff, the district is increasing its investment in safety-related personnel, training and tools. This includes campus safety and safety care training for school site teams of administrators, campus supervisors, and specific certificated and classified staff. Other training includes, but is not limited to, de-escalation, culturally responsive approaches that support the positive engagement of our unduplicated students among other student groups, basic mental health literacy, and promoting positive school climate and culture. Tools being purchased include software programs that manage visitor sign-ins on campus and flag student web searches that are of high concern, among other uses.	$1,613,136.00	No

Action #	Title	Description	Total Funds	Contributing
		The metrics associated with this action are Metrics 2.24 through 2.26 under the Goal 2 "Measuring and Reporting Results" section.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Average rating of progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families, as measured by the Priority	Spring 2024 Priority 3 Self-Assessment Tool 3 (Initial Implementation)			Spring 2027 Priority 3 Self-Assessment Tool 5 (Full Implementation And Sustainability)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3 Local Indicator Self-Assessment Tool. (Action 3.1)					
3.2	Average rating of progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making, as measured by the Priority 3 Local Indicator Self-Assessment Tool. (Action 3.1)	Spring 2024 Priority 3 Self-Assessment Tool 3 (Initial Implementation)			Spring 2027 Priority 3 Self-Assessment Tool 5 (Full Implementation And Sustainability)	
3.3	Percent of families that have created accounts in ParentSquare (Action 3.1)	Spring 2024 TBD Baseline will be set during the 2024-25 school year.			Spring 2027 80%	
3.4	Percent of respondents indicating "High" to "Very High" levels of agreement that they feel their culture is recognized by their school site, measured by a locally curated SCUSD survey. (Action 3.2)	Spring 2024 38% of respondents			Spring 2027 80% of respondents	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Number of family Resource Center contacts each year (Action 3.3)	Spring 2024 (April) Unduplicated students = 3,258 Unduplicated families = 1,361			Spring 2027 (April) Unduplicated students = 3,960 Unduplicated families = 1,646	
3.6	Number of events where families receive services and supports (Action 3.3)	Spring 2024 TBD Baseline will be set during the 2024-25 school year.			Spring 2027 10% increase from the baseline	
3.7	Percent of families responding that Family Resource Center sponsored events have a positive impact (Action 3.3)	Spring 2024 TBD Baseline will be set during the 2024-25 school year.			Spring 2027 90% of families	
3.8	Average percent of district advisory committee meetings with union representation (Action 3.4)	Spring 2024 TBD Baseline will be set during the 2024-25 school year.			Spring 2027 DAC = 75% DELAC = 75%	
3.9	Average percent of district advisory committee meetings with representation from parents of students with disabilities (Action 3.4)	Spring 2024 DAC = TBD Baseline will be set during the 2024-25 school year.			Spring 2027 DAC = 75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	Number of interpretation episodes (Action 3.5)	Spring 2024 TBD Baseline will be set during the 2024-25 school year.			Spring 2027 10% increase from the baseline	
3.11	Number of language line requests (Action 3.5)	Spring 2024 TBD Baseline will be set during the 2024-25 school year.			Spring 2027 10% increase from the baseline	
3.12	Number of Post-secondary partners (Action 3.6)	Spring 2024 TBD Baseline will be set during the 2024-25 school year.			Spring 2027 5% increase from the baseline	
3.13	Percent of students completing two semesters, three quarters, or three trimesters of partner/associated credit-granting, college course in either an academic discipline (e.g., English) or CTE discipline with a C- or better. (Action 3.6)	2023 Overall: 50.7% English Learners: 34.6% Economically Disadvantaged: 20.8% Students with Disabilities: 22.2% Homeless: 12.5% African American: 51.6% American Indian: NA Asian: 51.9% Filipino: 38.7% Hispanic/Latino: 44.3% Pacific Islander: NA			2026 Overall: 75% English Learners: 50% Economically Disadvantaged: 40% Students with Disabilities: 40% Homeless: 25% African American: 75% American Indian: NA Asian: 75% Filipino: 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 55.2% 2 or more races: 48.9%			Hispanic/Latino: 60% Pacific Islander: NA White: 75% 2 or more races: 48.9%	
3.14	Percent of students completing the FAFSA: (Action 3.6)	2023-2024 cycle (Through Dec 2023) Overall: 72.8%			2026-2027 cycle (Through Dec 2026) Overall: 95%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase meaningful engagement through educational opportunities for parents and families, district events, and volunteerism.	Through parent orientations, parent education workshops, English Language Development parent classes, website enhancements, events such as our English Learner Conference, and individual site family events, we intend to strengthen existing partnerships with parents and families in order to support educational success for all of our students, and to cultivate a community that learns together. For example, a new tool will be built out that gives parents access to testing information on our district website in order to provide families and students with information regarding available state testing accessibility supports. These activities are funded out of unrestricted general funds and there are no additional LCFF funds used. The metrics associated with this action are Metrics 3.1 through 3.3 under the Goal 3 "Measuring and Reporting Results" section.	$5,000.00	No
3.2	Increase student, staff and family intercultural awareness and understanding through a diverse range of staff, student and family engagement activities, cultural events and on visible representations of cultural diversity on campuses.	The CA Healthy Kids Survey and our LCAP input survey data both revealed that high percentages of students and their families felt that their cultures were not visible on walls of their school and classrooms. There was also strong demand for an increase in intercultural and multicultural events at school. We intend to create a set of baseline expectations and resources for schools to provide visible recognition of events and holidays/celebrations for the cultures most relevant and meaningful to our community. We will survey our families to identify that information. We will also survey schools to understand their current practices and needs, provide professional learning to address gaps in staff knowledge about cultures with substantial representation in our student and staff population, and provide guidance on the appropriate representation and celebration of cultures and associated events and holidays. The metric associated with this action is Metric 3.4 under the Goal 3 "Measuring and Reporting Results" section.	$49,250.00	No
3.3	The Family Resource Center partners with school sites to offer a	Our Family Resource Center (FRC) staff will use a new evidence-based parent engagement framework to guide their work. It will partner with community based agencies to provide support, including food and clothing	$378,564.00	Yes

Action #	Title	Description	Total Funds	Contributing
	comprehensive set of services and supports to foster youth, students experiencing homelessness, English learners, low income, and other families to address basic needs and access both community and school site resources.	distribution, to families and students in need. Our unduplicated student and family population continue to demonstrate a high level of need and as such are prioritized for support services by the FRC. The metrics associated with this action are Metrics 3.5 through Metric 3.7 under the Goal 3 "Measuring and Reporting Results" section.		
3.4	The district will continue to invest in active labor management partnership to inform planning and shared decision making in pursuit of our shared goals and priorities. This includes shared responsibility for the implementation of our new district equity framework. The district will continue to invest in eliciting student and family voice and leadership across a range of involvements in programs, events and committees.	The district is committed to and will continue to support a robust labor management partnership with the United Teachers of Santa Clara (UTSC), California School Employees Association (CSEA), Santa Clara Federation of Teachers (SCFT), and Santa Clara Unified Management Association (SCUMA). The infrastructure supporting this partnership includes the Labor Management Steering Committee (LAMPS), the District Leadership Team (DLT), Joint Committees, and support for School Leadership Teams, as well as frequent smaller engagements to facilitate communication and problem solving. The district has made the closing of the equity gap with Latino/a and other historically marginalized students a top priority. In 2021-22, we began the development of a district Equity Framework, which was approved unanimously by the school board in April 2024. The Labor Management partnership will take shared responsibility for the socialization and use of the framework to identify and navigate equity issues in our system. In 2023-24, we initiated the Advancing Latino Student Achievement (ALAS) project to center the voices of Latino/a students, their families and also Latino/a staff in order to better understand the systemic conditions and practices that created barriers to their success as well as those that facilitated and supported their success. While student focus groups have been conducted at eight schools in 2023-24, a second round of student focus groups as well as family member and staff member focus groups will be conducted in the 2024-25 school year. The learnings from the words of	$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
		the participants will inform district planning and investment strategies in the years to come. A key element of the district's commitment to student and family voice and leadership is participation on a variety of advisory committees, including but not limited to the PTA Council, Community Advisory Council (CAC), District English Learner Advisory Committee (DELAC), school site English Learner Advisory Committee (ELACs), District Advisory Committee (DAC), Site Student Councils, District Student Senate and Superintendent's Student Council, and Career Technical Education (CTE) Advisory Board. Members of these committees typically include parents/family members, business and community members, students and certificated and classified staff. For example, the DAC is composed of administrators, teachers, classified staff, parents and students. The committee will meet 3 times per year beginning in October to review student data, monitor, evaluate and adjust the LCAP, and give feedback on other district efforts as needed. The DELAC is composed of parents of English learner students who are also members of the school site ELAC or School Site Council. It meets five times per year and advises the district regarding district goals, assists in developing or updating an EL Master Plan, and monitoring programs for ELs. The district is planning to hold an engagement at the beginning of the year for families at which they can learn information about the various district and sites committees they can join, along with the purpose and benefits of joining each type. The metrics associated with this action are Metrics 3.8 and Metric 3.9 under the Goal 3 "Measuring and Reporting Results" section.		
3.5	Provide interpretation and translation services to allow non-English speaking families to participate in school and district	Our parents and families are critical to the success of our students. This diversity of our families allows us to incorporate their diverse viewpoints into the planning of our educational opportunities for students. Interpreters and translators are essential in two way communication between families from other language backgrounds and the district, and vice versa. The district will continue to provide the Language Line as a resource for	$206,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
	services and activities.	interpretation at all sites. We provide interpretation services for Board meetings, DELAC meetings. Schools can request interpretation services for school events. We continue to explore ways to expand in person interpretation services. The metrics associated with this action are Metrics 3.10 and Metric 3.11 under the Goal 3 "Measuring and Reporting Results" section.		
3.6	Sustain and expand post-secondary partnerships to equitably provide opportunities and resources to unduplicated students, including support for families to equitably understand and access college and career resources, in multiple languages.	The district continues to prioritize business and post-secondary partnerships to increase opportunities and resources that benefit all students, including post-secondary credit in high school. We will focus in particular on our unduplicated student population, which has historically demonstrated lower post-secondary enrollment. We will also continue to expand our Spanish language college awareness and student financial aid family engagement events to support greater numbers of our historically underserved students to apply for both college and financial aid. The metrics associated with this action are Metrics 3.12 through 3.14 under the Goal 3 "Measuring and Reporting Results" section.	$300,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of New Valley students enrolled in a partner/associated credit-granting, college course. (Action 4.1)	Spring 2024 English Learners = 0% Homeless Youth = 0% Economically Disadvantaged students = 0% Students with Disabilities = 0% Hispanic/Latino = 0%			Spring 2027 English Learners = 15% Homeless Youth = 15% Economically Disadvantaged students = 15% Students with Disabilities = 15% Hispanic/Latino = 15%	
4.2	Percent of New Valley students completing at least one semester of a college course at a partner/associated credit-granting institution, with a C- or better. (Action 4.1)	Spring 2023 English Learners = 0.0% Homeless Youth = 0.0% Economically Disadvantaged students = 1.2% Students with Disabilities = 0.0% Hispanic/Latino = 1.5%			Spring 2026 English Learners = 10% Homeless Youth = 10% Economically Disadvantaged students = 11% Students with Disabilities = 10% Hispanic/Latino = 12%	
4.3	Percent of New Valley students enrolled in a CTE Pathway.(Action 4.1)	Spring 2024 Overall = 52.25% English Learners = 40% Homeless Youth = 25% Economically Disadvantaged students = 51.9% Students with Disabilities = 39.1% Hispanic/Latino = 48.6%			Spring 2027 Overall = 70% English Learners = 60% Homeless Youth = 40% Economically Disadvantaged students = 60% Students with Disabilities = 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Hispanic/Latino = 60%	
4.4	Percent of New Valley students who completed at least one CTE Pathway with a grade of C- or better in the capstone course. (Action 4.1)	Spring 2023 English Learners = 0.0% Homeless Youth = 0.0% Economically Disadvantaged students = 0.0% Students with Disabilities = 0.0% Hispanic/Latino = 0.0%			Spring 2026 English Learners = 10% Homeless Youth = 10% Economically Disadvantaged students = 10% Students with Disabilities = 10% Hispanic/Latino = 10%	
4.5	Percent of eligible New Valley students receiving the State Seal of Biliteracy AND scoring "Standard Met" or "Standard Exceeded" on the ELA CAASPP Smarter Balanced Assessment. (Action 4.1)	2024 State Seal of Biliteracy Recipients and 2023 ELA CAASPP Results End-Of-Year (Spring 2024) English Learners = 0% Homeless Youth = 0% Economically Disadvantaged students = 0% Students with Disabilities = 0% Hispanic/Latino = 0%			2027 State Seal of Biliteracy Recipients and 2026 ELA CAASPP Results End-Of-Year (Spring 2027) English Learners = 70% Homeless Youth = 70% Economically Disadvantaged students = 70% Students with Disabilities = 70% Hispanic/Latino = 70%	
4.6	Percent of student respondents "Agreeing"	Spring 2024 English Learners = 0%			Spring 2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	or "Strongly Agreeing" that they learned valuable information during their visits to local colleges and CTE programs, as measured by the "Student Field Studies Survey". (Action 4.2)	Homeless Youth = 0% Economically Disadvantaged students = 0% Students with Disabilities = 0% Hispanic/Latino = 0%			English Learners = 70% Homeless Youth = 70% Economically Disadvantaged students = 70% Students with Disabilities = 70% Hispanic/Latino = 70%	
4.7	Percent of 11th grade students and 11th grade students with disabilities "Meeting" or "Exceeding" ELA standards on the CAASPP Smarter Balanced Assessments AND "Nearly Meeting" Math standards on the CAASPP Smarter Balanced Assessments. (Action 4.3)	2023 ELA & Math CAASPP 11th Grade Overall = 0% Students with Disabilities = 0%			2026 ELA & Math CAASPP 11th Grade Overall = 30% Students with Disabilities = 30%	
4.8	Percent of students suspended at least one time in the current school year. (Action 4.4)	2023 CA School Dashboard Overall= 21.8% English Learners = 26.6% Students with Disabilities = 31.1% Hispanic/Latino = 23.5% White = 17.6%			2026 CA School Dashboard Overall = 19% English Learners = 20.6% Students with Disabilities = 25.1% Hispanic/Latino = 17.5% White = 11.6%	

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	program, as measured by the "Mentor Program Feedback Survey". (Action 4.5)					

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Provide increased coordination and support for the college and career readiness program and services.	The Teacher on Special Assignment (TOSA) will coordinate the college and career readiness program, provide college and career support services, and track metrics associated with outcomes of effective program implementation to address the red or very low levels of College and Career Readiness for all students, as reflected in New Valley's CA Dashboard CCI indicator result. Those metrics have been identified under the Goal 4	$202,920.00	No

Action #	Title	Description	Total Funds	Contributing
		"Measuring and Reporting Results" section and include Metrics 4.1, 4.2, 4.3, 4.4 and 4.5.		
4.2	Provide field studies for students to visit local colleges and CTE programs.	As part of New Valley college and career readiness focus, students will be provided with field experiences to local colleges and CTE/trades organizations in order to gain knowledge regarding program acceptance requirements and resources, as well as spark interest in post-secondary opportunities. These actions are designed to address the red or very low levels of College and Career Readiness for all students, as reflected in New Valley's CA Dashboard CCI indicator result. The metric associated with this action is Metric 4.6, which has been identified under the Goal 4 "Measuring and Reporting Results" section.	$10,000.00	No
4.3	Provide teachers with supplemental curriculum resources and educational supports for "at-promise" students and students with disabilities.	New Valley will purchase and/or curate district-approved supplemental instructional materials and/or equipment in the subject areas of math, language/literacy, and technology. These resources will be culturally relevant and responses to the unique needs of "at-promise" students and students with disabilities. The metric associated with this action is Metric 4.7, which has been identified under the Goal 4 "Measuring and Reporting Results" section.	$20,000.00	No
4.4	Provide teachers with Professional Learning opportunities focused on supporting youth in the areas of Social Emotional Learning, restorative practices, and de-escalation strategies.	Many students who attend New Valley High have unique social emotional needs and trauma which often manifests in behavioral/disciplinary issues. These areas must be addressed if our students are to be successful in their post-secondary endeavors. Therefore, professional learning opportunities that focus on rebuilding relationships between students and the K-12 education system are needed. Teachers will be provided with training on a range of topics, including Social Emotional Learning, restorative practices, de-escalation strategies, and culturally relevant instructional practices. The metric associated with this action is Metric 4.8,	$16,000.00	No

Action #	Title	Description	Total Funds	Contributing
		which has been identified under the Goal 4 "Measuring and Reporting Results" section.		
4.5	Establish and provide a mentoring program for targeted "at-promise" youth.	As part of the New Valley college and career readiness focus, students will be provided with mentoring/tutoring support. New Valley students who are in need of academic interventions (i.e. received a D or F course grade in progress reporting periods or Semester 1 of their most recent Math or English course) and/or behavioral/attendance support (i.e. students who are at-risk of suspension/at-risk of chronic absenteeism), will meet with mentors on an on-going basis to discuss barriers to their success and needed supports. Strategies learned during the restorative practices professional learning sessions will be leveraged along with college/career information received during the field studies. Mentors will be compensated for their time and expertise. The metrics associated with this action are Metrics 4.9, 4.10 and 4.11, all of which have been identified under the Goal 4 "Measuring and Reporting Results" section.	$12,127.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$13,483,251.00	$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
8.360%	0.000%	$0.00	8.360%

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

Required Descriptions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: English learner, foster youth and low income students are disproportionately represented among students scoring two or more grade levels below standard on the iReady diagnostic in ELA and math; they also demonstrate lower CAASPP and CAST scores, lower graduation rates, and lower AP course enrollment and passing rates. They require additional support beyond the regular class day in order to accelerate their progress toward meeting standard(s). **Scope:** LEA-wide	supporting students, especially our English learners, foster youth, and low income students.	• Percent of students Meeting and Exceeding CAST standards • Percent of High School Graduates (4-Year Cohort) • Percent of Graduates Meeting UC/CSU Requirements (Four-Year Adjusted Cohort) • Percent of students enrolled in an AP course • Percent of students passing their AP exam with a 3 or higher • Percent of high school graduates who are placed in the "Prepared" level on the College/Career Indicator • Percent of teachers with a

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			clear or preliminary credential • Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home student groups • Percent of facilities that do not meet the "Good Repair" Standard • Average rating of progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to adopted academic standards and/or

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	more in depth support beyond what can be provided in the regular classroom in order to accelerate their progress toward meeting standard(s). **Scope:** LEA-wide	teams as they determine the needs of individual students and work collaboratively with classroom teachers to build the capacity of classroom teachers to continue the intervention work with the students after the conclusion of the cycle in order to continue the Tier 2 supports in the classroom.	Recovery National growth average • Percent of students receiving small group literacy intervention (Rise) who are meeting & exceeding their iReady "Stretch Growth" targets
1.4	**Action:** Provide K-12 summer program for students identified as in need of Tier 2 and 3 support. **Need:** English learner, foster youth and low income students are disproportionately represented among students scoring two or more grade levels below standard on the iReady diagnostic in ELA. They require additional, more in depth support beyond what can be provided in during the regular school year in order to accelerate their progress toward meeting standard(s). **Scope:** LEA-wide	Based on student achievement data (iReady, progress toward graduation requirements, and ELPAC), unduplicated student groups are prioritized to attend summer programs. By prioritizing students with higher need, summer programs can accelerate their progress toward meeting grade level standards/credits toward graduation. By providing this LEA-wide, we can make sure that the process is equitable.	• Percent of Summer school students (Grades K - 7) showing improvement in iReady Reading • Percent of Summer school students (Grades K - 7) showing improvement in iReady Math
1.6	**Action:**	Data Technicians within the Data, Assessment and Accountability Department are highly trained	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Support school staff and school leadership teams to analyze student achievement and unduplicated student progress data to inform decisions and take action to provide academic interventions and other supports. **Need:** Teacher and administrator familiarity with achievement and wellness data of our unduplicated student groups is critical to build awareness around the need for additional tiered academic, social emotional, and behavioral supports. This data requires the expertise to extract and create data visualizations, and the use of district level databases and platforms, in support of school site data inquiry cycles and staff trainings. **Scope:** LEA-wide	district office staff. Data Techs provide essential reports on the progress and well being of our unduplicated student groups, among other groups, to share with district and site administrators, teachers and classified staff. These data reports are used by school staff to inform decisions around tiered support and intervention, as well as reclassification determinations and placement of unduplicated pupils within supplemental programming (e.g. after school programming, summer school). Analyses conducted by Data Technicians support the ongoing monitoring of student performance in key academic and social emotional areas at the district department, committee and meeting level; as well as at school site council meetings, site leadership team meetings, English Learner advisory committee meetings, staff meetings, and student support team meetings. Given the myriad of work done by this position, data analytic support to school sites will be assessed comprehensively through the monitoring of user interactions with the Data, Assessment and Accountability Department's Data Literacy Modules. These modules provide administrators and teachers with key information regarding the progress of their students and highlight areas of need.	- Number of Data Literacy Module Views - Percent of respondents indicating that they "Agreed" or "Strongly Agreed" that they gained insight regarding their site/classroom data that they did not previously have.
1.8	**Action:** Provide supplemental site level support for improved instruction and academic intervention according to unduplicated student needs. **Need:**	To provide additional support to students beyond the academic literacy intervention support provided by the district office interventionists, schools sites will hire both classified and certificated staff for specific literacy, mathematics and ELD interventions during the school day. This will occur by both pushing in to classrooms and by	We are implementing site implementation through the following metrics. Academic Intervention & Improved Instruction:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated students have a range of support needs as demonstrated by their lower achievement levels on academic metrics including iReady ELA and Math, CAASPP ELA and Math, GPA, and graduation rates. Higher percentages of unduplicated students are achieving two or more years below grade level and are in need of additional targeted support in literacy and mathematics. Moreover, higher percentages of unduplicated students are demonstrating reduced levels of school connectedness, are chronically absent and may have received pre-suspension referrals and/or a suspension. **Scope:** LEA-wide	pull out and will be focused on students who are below grade level in the three areas, specifically English Learners, foster youth, low income students, and students with disabilities. Schools will hire staff to provide enhanced before and after school tutoring for grades 6-12 students in subject areas where the students are struggling, to complement the district office direct funded tutoring program from grades K-8 in literacy and math. To enhance the awareness, skill and capacity of classroom teachers to address the learning needs of their unduplicated students, school sites will fund additional professional development opportunities in the areas of literacy, mathematics, ELD and inclusive practices beyond the baseline district office direct funded professional development. Similarly, school staff members will also attend conferences such as AVID, CABE, Inclusion Collaborative and Professional Learning Communities (PLC). So that classroom teachers and other school staff can more effectively track and more deeply understand student learning needs, in particular those of unduplicated students, staff will engage in data cycles of inquiry in order to regularly reassess student needs in the classroom and adjust instruction accordingly. This collaboration time can at times require additional compensated time beyond the contract day. School sites will purchase supplemental materials that support student engagement and learning acceleration such as digital materials, realia, and culturally relevant materials. Sites will also purchase additional library materials that are	• Percent of Unduplicated students meeting their growth target between iReady Diagnostic 1 & Diagnostic 3 in Reading • Percent of Unduplicated students meeting their growth target between iReady Diagnostic 1 & Diagnostic 3 in Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		diverse and inclusive in their topics, stories, and histories so that students from diverse backgrounds and English learners can be more engaged and motivated by seeing themselves in the curriculum. Sites will also provide additional staffing time to open the library additional hours to provide extended access for students, especially unduplicated students for whom it may be challenging to find time and space at home to study.	
1.9	**Action:** Provide supplemental site level support to better address unduplicated student wellness, behavioral, and mental health needs. **Need:** At all of our schools, higher percentages of unduplicated students are demonstrating reduced levels of school connectedness, higher levels of mental health needs, higher levels of absenteeism, and higher levels of behavioral challenges, including pre-suspension referrals and suspensions. **Scope:** LEA-wide	Schools will use their targeted fund allocations to strengthen school-level multi-tiered systems of support for student behavior, PBIS in elementary and secondary, and restorative practices in secondary, designed to reduce the overrepresentation of unduplicated students receiving out of classroom referrals and suspensions, and to support positive student motivation to remain engaged in school. These investments include additional classroom behavior support staff, personnel to provide facilitated structured activities at break and recess time, and intramural and noon-time sports to reduce the opportunities for disengagement or conflictual behaviors. Additional mental health and counseling services will also be provided by the sites in the form of extra counseling hours and other mental health supports for unduplicated students so they can better focus on academic engagement and success. Supplemental SEL lessons and resources, as the district does not currently have an adopted SEL curriculum, support students, including unduplicated students, to develop prosocial and self regulatory behaviors	• Percent of 5th Grade students responding on average, "Yes, Most of the time" and "Yes, All of the time" when asked questions related to the "Social Emotional Learning Supports" • Percent of 7th Grade students responding on average, "Pretty much true" and "Very much true" when asked questions related to the "Social

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		that increase the opportunities for focus and positive self-concept that contribute to academic success.	Emotional Distress" • Percent of 9th Grade students responding on average, "Pretty much true" and "Very much true" when asked questions related to the "Social Emotional Distress" • Percent of 11th Grade students responding on average, "Pretty much true" and "Very much true" when asked questions related to the "Social Emotional Distress"
2.1	**Action:** Using a whole child approach, school site teams continue to develop, implement, refine and monitor their tiered systems of social emotional and behavioral support and intervention. **Need:**	The development of Positive Behavior Intervention Support (PBIS) systems within schools is a proactive approach to teaching and supporting unduplicated students, amongst other students, to develop prosocial, self regulatory behaviors and routines coupled with a schoolwide early intervention system. The tenets of PBIS support improved attendance, improved classroom and in	• Percent of Elementary schools "meeting fidelity" as measured by the PBIS Tiered Fidelity Inventory

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated students have disproportionately been identified as at risk through higher levels of absenteeism, referrals out of the classroom, and suspensions. **Scope:** LEA-wide	school behavior that correlates with reduced referral and suspension rates.	• Percent of Secondary schools "meeting fidelity" as measured by the PBIS Tiered Fidelity Inventory • Percent of Elementary schools making progress towards meeting fidelity (70% implementation), as measured by the PBIS Tiered Fidelity Inventory • Percent of Secondary schools making progress towards meeting fidelity (70% implementation), as measured by the PBIS Tiered Fidelity Inventory • Number of elementary schools systematically (80% of classrooms) utilizing SEL curricula

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			• Number of secondary schools systematically (80% of qualifying events) implementing restorative practices • Percent of students being suspended • Percent of students being expelled • Percent of students dropping-out of middle school • Percent of students dropping-out of high school
2.4	**Action:** Provide support and engage with students and families, with a focus on foster and unhoused youth, to increase regular school attendance, and decrease chronic absenteeism. **Need:** Although the district was exited from differentiated assistance for chronic absenteeism with the release of the latest dashboard, chronic absenteeism remains high across the district with 16 schools having	Educational partner feedback stated the need for the more intensive strategies that include family outreach, attendance plans, and home visits/home engagement and are prioritized for unduplicated students' households. The actions are described below: Attendance clerks at each school and the district attendance liaison will continue to partner with school teams and families to identify, understand and address causes of absenteeism for individual students.	• Percent of chronically absent students • Percent of students At-Risk for Chronic Absenteeism receiving a Home Visit/Being placed on an Attendance Plan

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student groups with very high rates of chronic absenteeism. It is particularly high among our unduplicated student groups at many, but not all schools. **Scope:** LEA-wide	The district will continue to participate in an attendance collaborative on attendance and chronic absenteeism with other districts, facilitated by the Santa Clara Office of Education, where research-based practices and improvement strategies are reviewed. The district also has developed and will sustain a social work intern program whose primary focus is to improve student engagement and attendance, through outreach, family contacts, home visits, small group instruction, case management and counseling support. The district has written procedures in place and followed for tiered re-engagement of all students who are absent for more than 3 school days or 60% of the instructional days in a school week. The district will continue to implement attendance Tier 1 interventions, which include: auto-dialer to call families each day if a student does not attend, teacher contacts family to see if there is a technology issue or if the student is sick, site multi-disciplinary teams regularly review the daily/weekly data on student attendance and engagement. The district will continue to implement attendance Tier 2 interventions, which include: providing outreach to determine student/family needs, including, home visits, technology, connection with health and social services, sending truancy letters home, referrals to site administrators for Student Support Team meetings, entering	• Districtwide average attendance rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		contacts in Aeries Attendance Notes, referrals to site multi-disciplinary Team for development of individualized support plan, referrals to the Family Resource Center, and entering contacts in Aeries Guidance Visitation. The district will continue to implement attendance Tier 3 interventions, which include but are not limited to referrals to individualized services, such as: home visits, student services referrals, assessment support, School Attendance Review Board, and California Youth Outreach. As also mentioned in action 3.3, the district's Student and Family Engagement Liaison will continue to support unduplicated student groups and their families by providing resources, including home visits, transportation, case management and referrals to community services. One goal of this support is the removal of barriers to school attendance.	
2.5	**Action:** Invest in expansion of inclusive practices in order to improve access to rigorous, college/career readiness courses especially for students with disabilities and unhoused youth, to address areas of focus for Differentiated Assistance. **Need:** Many of our students with disabilities and unhoused youth also fall into the unduplicated student groups, especially English learners and low income students. Including these students in general education classrooms with	Co-teaching is a research/evidence based inclusive practice that benefits all children, and specifically students with disabilities. It takes new knowledge and skill for staff to work together in a co-taught classroom and provide inclusive strategies, and our partnership with Stanford University is helping staff to develop those critical skills sets. For cohesion and consistency across all sties, it is an LEA-wide action.	• Percent of classrooms demonstrating at least one "Inclusive Practice" during classroom observations using a district walk-through tool. • Percent of survey respondents

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	provided supports and moving from self-contained to a least restrictive environment. **Scope:** LEA-wide		indicating that they have a better understanding of the importance of the Co-teaching model after attending professional learning sessions.
3.3	**Action:** The Family Resource Center partners with school sites to offer a comprehensive set of services and supports to foster youth, students experiencing homelessness, English learners, low income, and other families to address basic needs and access both community and school site resources. **Need:** A high percentage of families served by the Family Resource Center are those of our English learner, Foster youth and low income student groups. Their needs include food, clothing, sundries and school supplies, translation, support accessing community services, parent engagement and information regarding district practices and services, and referral to adult education opportunities. **Scope:** LEA-wide	The FRC is accessible and designed to serve all families within SCUSD. The FRC's services have been developed and prioritized in response to needs identified through family outreach efforts as well as data collected through a variety of modalities. A district level student family engagement liaison tracks the support being provided to each foster youth and homeless student, and provides this information to school teams to ensure adequacy and continuity of service. Two bilingual community liaisons engage and support students and families who speak Vietnamese or Spanish. These staff also will continue to provide education and assistance about district communication platforms. To promote equity and access, these services are provided at multiple locations in partnership with school sites. We have established a satellite center on the Agnew campus to serve our families from the north side of the district, and will continue to expand services in the coming years, including the possibility of making service offerings mobile.	• Number of family Resource Center contacts each year • Number of events where families receive services and supports • Percent of families responding that Family Resource Center sponsored events have a positive impact

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Provide supplementary targeted services to English learner students and their families to support growth in English language proficiency and academic achievement. **Need:** There is a need to provide additional support our English learners with home connection and case management to optimize their progress toward reaching the requirements for reclassification. **Scope:** Limited to Unduplicated Student Group(s)	While the ELSATs provide assessment of English learner progress, they also have been trained to use the Ellevation student data system to perform EL progress monitoring and RFEP monitoring periodically throughout the year, instead of once in the fall, with a particular focus on our LTEL students. The ELSAT provides other critical supplementary services, for example, frequently acting as a liaison between school and family, helping to broker resources, facilitating communication, and providing case management support to many of our English learners, in particular our newcomer students, long-term ELs, and students with interrupted educations and/or low income family circumstances. By providing a dedicated staff (ELSAT) at each site, they can connect with families and provide them with support to help their students understand the educational system. Monitoring of the EL Master Plan, developed by multiple partners including parents, students, staff and community members is crucial in making changes that better support our English learners. Implementation of SEAL helps improve teacher practice on evidence-based strategies to support multilingual learners as they enter our school system.	• Percent of "English Learner" students making progress towards English Proficiency as measured by the English Learner Progress Indicator (ELPI) • Percent of English Learner students "Reclassified as English Language Proficient" (RFEP)
3.5	**Action:** Provide interpretation and translation services to allow non-English speaking families to participate in school and district services and activities.	Our interpreters respond to requests for interpretation submitted online through a form by a district staff member. The Lead interpreters schedule either themselves or other staff or contractors to provide the service. The Language	• Number of interpretation episodes

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Our largest group of non-English speaking families speak Spanish in the home and need interpretation services for English for participation in meetings conducted in English, for parent-teacher conferences, for specific parent information and engagement meetings. SCUSD families speak more than 50 different languages and this continues to grow and is currently more than 50. The additional interpreter and the Language Line services helps us to communicate in our families' home language. **Scope:** Limited to Unduplicated Student Group(s)	Line online service is provided for interpretations that are 20 minutes or less in duration. By adding a second translator/interpreter, as well as the online service, we are able to meet the needs of our families.	• Number of language line requests

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$161,281,516.00	13,483,251.00	8.360%	0.000%	8.360%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,483,251.00	$2,815,593.00	$14,207,902.00	$277,227.00	$30,783,973.00	$26,906,540.00	$3,877,433.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide professional learning and instructional coaching to enhance certificated teacher, classified staff and site administrator capacity to improve student learning, achievement in literacy and mathematics and graduation rates, with a focus on English learners, Hispanic/Latino students, foster and homeless youth, low income students and students with disabilities.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Kathryn Hughes Elementary, Marian A. Peterson Middle, Pomeroy Elementary, Scott Lane Elementary, Adrian Wilcox High, Dolores Huerta Middle, Don Callejon, Juan Cabrillo Middle, Pomeroy Elementary, Santa Clara High, Wilson Alternative, New Valley Continuation High	Ongoing	$513,780.00	$171,267.00	$685,047.00				$685,047.00	
1	1.2	Provide before and after school support for	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$185,995.00	$14,005.00	$200,000.00				$200,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		students with the highest need as a Tier 2 support.	Low Income			Low Income										
1	1.3	Provide small group in-class Tier 1, Tier 2 and Tier 3 early literacy support to students with highest need	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,566,974.00	$37,799.00	$3,604,773.00				$3,604,773.00	
1	1.4	Provide K-12 summer program for students identified as in need of Tier 2 and 3 support.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,343,669.00	$290,060.00	$1,633,729.00				$1,633,729.00	
1	1.5	Provide equitable student access to Career Technical Education (CTE) courses and pathways and build career awareness including STEM related CTE fields in the middle grades.	All Socioeconomically Disadvantaged, Hispanic/Latino	No			Specific Schools: New Valley Continuation High, Wilson Alternative	Ongoing	$205,951.00	$97,120.00	$0.00		$192,384.00	$110,687.00	$303,071.00	
1	1.6	Support school staff and school leadership teams to analyze student achievement and unduplicated student progress data to inform decisions and take action to provide academic interventions and other supports.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$331,922.00	$0.00	$331,922.00				$331,922.00	
1	1.7	Provide supplementary targeted services to English learner students and their families to support growth in English language proficiency and academic achievement.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Abram Agnew Elementary, Briarwood Elementary	Ongoing	$2,160,700.00	$0.00	$2,160,700.00				$2,160,700.00	
1	1.8	Provide supplemental site level support for improved instruction and academic intervention according to unduplicated student needs.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,521,351.00	$687,214.00	$2,208,565.00				$2,208,565.00	
1	1.9	Provide supplemental site level support to better address unduplicated student wellness, behavioral,	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$760,675.00	$343,607.00	$1,104,282.00				$1,104,282.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		and mental health needs.														
2	2.1	Using a whole child approach, school site teams continue to develop, implement, refine and monitor their tiered systems of social emotional and behavioral support and intervention.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$432,161.00	$11,000.00	$443,161.00				$443,161.00	
2	2.2	Provide professional learning to build staff diversity, equity and inclusion awareness, and staff capacity to respond effectively to mental health, substance abuse and risk factors in order to better foster socio-emotionally safe and culturally inclusive classroom and school environments.	All Students with Disabilities	No			All Schools	Ongoing	$826,902.00	$655,944.00	$0.00	$1,482,846.00			$1,482,846.00	
2	2.3	Provide equitable mental health and wellness support for all students, with a focus on support for our English learners, foster youth, homeless students, and low income students.	All Students with Disabilities	No			All Schools	Ongoing	$12,526,701.00	$714,671.00	$0.00	$1,071,700.00	$12,003,132.00	$166,540.00	$13,241,372.00	
2	2.4	Provide support and engage with students and families, with a focus on foster and unhoused youth, to increase regular school attendance, and decrease chronic absenteeism.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: C.W. Haman Elementary, Kathryn Hughes Elementary, Laurelwood Elementary, Wilson Alternative. Abram Agnew Elementary, Bowers Elementary, Scott	Ongoing	$295,100.00	$0.00	$295,100.00				$295,100.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Lane Elementary, Buchser Middle, Don Callejon, Central Park Elementary, George Mayne Elementary, Pomeroy Elementary, Sutter Elementary, Washington Open Elementary, Westwood Elementary, Juan Cabrillo Middle and Montague Elementary.									
2	2.5	Invest in expansion of inclusive practices in order to improve access to rigorous, college/career readiness courses especially for students with disabilities and unhoused youth, to address areas of focus for Differentiated Assistance.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$168,668.00	$62,500.00	$231,168.00				$231,168.00	
2	2.6	Invest in improvements and training to increase student and staff perceptions and experience of campus safety and security, with particular attention to the needs of our unduplicated students population.	All	No				Ongoing	$1,268,565.00	$344,571.00	$0.00		$1,613,136.00		$1,613,136.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Increase meaningful engagement through educational opportunities for parents and families, district events, and volunteerism.	All	No				Ongoing	$0.00	$5,000.00	$0.00		$5,000.00		$5,000.00	
3	3.2	Increase student, staff and family intercultural awareness and understanding through a diverse range of staff, student and family engagement activities, cultural events and on visible representations of cultural diversity on campuses.	All	No			All Schools	Ongoing	$15,000.00	$34,250.00	$0.00		$49,250.00		$49,250.00	
3	3.3	The Family Resource Center partners with school sites to offer a comprehensive set of services and supports to foster youth, students experiencing homelessness, English learners, low income, and other families to address basic needs and access both community and school site resources.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$378,564.00	$0.00	$378,564.00				$378,564.00	
3	3.4	The district will continue to invest in active labor management partnership to inform planning and shared decision making in pursuit of our shared goals and priorities. This includes shared responsibility for the implementation of our new district equity framework. The district will continue to invest in eliciting student and family voice and leadership across a range of involvements in programs, events and committees.	All	No			All Schools	Ongoing	$0.00	$45,000.00	$0.00		$45,000.00		$45,000.00	
3	3.5	Provide interpretation and translation services to allow non-English speaking families to participate in school and district services and activities.	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	Ongoing	$175,240.00	$31,000.00	$206,240.00				$206,240.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
3	3.6	Sustain and expand post-secondary partnerships to equitably provide opportunities and resources to unduplicated students, including support for families to equitably understand and access college and career resources, in multiple languages.	All	No				Ongoing	$8,575.00	$291,425.00	$0.00		$300,000.00		$300,000.00	
4	4.1	Provide increased coordination and support for the college and career readiness program and services.	All Students with Disabilities English Learners, Homeless Youth, Economically Disadvantaged students, Students with Disabilities and Hispanic/Latino students	No			Specific Schools: New Valley Continuation High 10-12	Ongoing	$202,920.00	$0.00		$202,920.00			$202,920.00	
4	4.2	Provide field studies for students to visit local colleges and CTE programs.	All Students with Disabilities English Learners, Homeless Youth, Economically Disadvantaged students, Students with Disabilities and Hispanic/Latino students	No			Specific Schools: New Valley Continuation High 10-12	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
4	4.3	Provide teachers with supplemental curriculum resources and educational supports for "at-promise" students and students with disabilities.	All Students with Disabilities	No			Specific Schools: New Valley Continuation High 10-12	August 2024 - May 2025	$5,000.00	$15,000.00		$20,000.00			$20,000.00	
4	4.4	Provide teachers with Professional Learning opportunities focused on supporting youth in the areas of Social Emotional Learning, restorative practices,	All Students with Disabilities English Learners, Students with Disabilities, Hispanic/Latino	No			Specific Schools: New Valley Continuation High	Ongoing	$0.00	$16,000.00		$16,000.00			$16,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		and de-escalation strategies.	Students, and White students.				10-12									
4	4.5	Establish and provide a mentoring program for targeted "at-promise" youth.	All	No			Specific Schools: New Valley Continuation High 10-12	Ongoing	$12,127.00	$0.00		$12,127.00			$12,127.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type		Total LCFF Funds
$161,281,516.00	13,483,251.00	8.360%	0.000%	8.360%	$13,483,251.00	0.000%	8.360 %	**Total:**		$13,483,251.00
								LEA-wide Total:		$11,116,311.00
								Limited Total:		$2,366,940.00
								Schoolwide Total:		$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Provide professional learning and instructional coaching to enhance certificated teacher, classified staff and site administrator capacity to improve student learning, achievement in literacy and mathematics and graduation rates, with a focus on English learners, Hispanic/Latino students, foster and homeless youth, low income students and students with disabilities.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Kathryn Hughes Elementary, Marian A. Peterson Middle, Pomeroy Elementary, Scott Lane Elementary, Adrian Wilcox High, Dolores Huerta Middle, Don Callejon, Juan Cabrillo Middle, Pomeroy Elementary, Santa Clara High, Wilson Alternative, New Valley Continuation High	$685,047.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Provide before and after school support for students with the highest need as a Tier 2 support.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
1	1.3	Provide small group in-class Tier 1, Tier 2 and Tier 3 early literacy support to students with highest need	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,604,773.00	
1	1.4	Provide K-12 summer program for students identified as in need of Tier 2 and 3 support.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,633,729.00	
1	1.6	Support school staff and school leadership teams to analyze student achievement and unduplicated student progress data to inform decisions and take action to provide academic interventions and other supports.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$331,922.00	
1	1.7	Provide supplementary targeted services to English learner students and their families to support growth in English language proficiency and academic achievement.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Abram Agnew Elementary, Briarwood Elementary	$2,160,700.00	
1	1.8	Provide supplemental site level support for improved instruction and academic intervention according to unduplicated student needs.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,208,565.00	
1	1.9	Provide supplemental site level support to better address unduplicated student wellness, behavioral, and mental health needs.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,104,282.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Using a whole child approach, school site teams continue to develop, implement, refine and monitor their tiered systems of social emotional and behavioral support and intervention.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$443,161.00	
2	2.4	Provide support and engage with students and families, with a focus on foster and unhoused youth, to increase regular school attendance, and decrease chronic absenteeism.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: C.W. Haman Elementary, Kathryn Hughes Elementary, Laurelwood Elementary, Wilson Alternative. Abram Agnew Elementary, Bowers Elementary, Scott Lane Elementary, Buchser Middle, Don Callejon, Central Park Elementary, George Mayne Elementary, Pomeroy Elementary, Sutter Elementary, Washington Open Elementary, Westwood Elementary, Juan Cabrillo Middle and Montague Elementary.	$295,100.00	
2	2.5	Invest in expansion of inclusive practices in order to improve access to rigorous, college/career	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$231,168.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		readiness courses especially for students with disabilities and unhoused youth, to address areas of focus for Differentiated Assistance.						
3	3.3	The Family Resource Center partners with school sites to offer a comprehensive set of services and supports to foster youth, students experiencing homelessness, English learners, low income, and other families to address basic needs and access both community and school site resources.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$378,564.00	
3	3.5	Provide interpretation and translation services to allow non-English speaking families to participate in school and district services and activities.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$206,240.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,376,219.00	$14,209,040.00

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	$933,210.00	$937,960.00
1	1.2	Provide K-12 summer programs for students in need of additional support.	Yes	$1,832,558.00	$1,898,781.00
1	1.3	Provide before and after school programs for students in need of additional support	No	$0.00	$0.00
1	1.4	Provide intensive Tier 2 and 3 early literacy support to students with the highest need	Yes	$3,565,236.00	$3,588,093.00
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	$323,085.00	$322,386.00
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	$3,583,862.00	$3,000,496.00
2	2.1	Support sites to identify, plan, implement and monitor early behavior interventions.	Yes	$409,757.00	$623,014.00
2	2.2	Provide staff with professional learning and coaching support to strengthen and implement instructional priorities, a socio-emotionally safe environment, and	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)
		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, culturally responsive opportunities in all schools.	Yes	$199,128.00	$287,478.00
2	2.4	Increase and improve mental health, safety and wellness supports for targeted students.	Yes	$428,944.00	$438,734.00
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	$257,606.00	$305,733.00
2	2.7	Provide additional targeted support for English Learners, foster, and homeless youth.	Yes	$2,400,969.00	$2,348,208.00
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	$236,619.00	$236,488.00
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 Leadership, CTE Advisory Board, and District Advisory Committee. Members include business, community, parents, students, and staff.	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)
3	3.5	Provide translation/interpretation services to allow non-English speaking families to participate in school and district services and activities.	Yes	$205,245.00	$221,669.00
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

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$13,529,945.00	$14,376,219.00	$14,209,040.00	$167,179.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Provide professional learning for certificated and classified staff on effective instruction for students from diverse backgrounds.	Yes	$933,210.00	$937,960.00		
1	1.2	Provide K-12 summer programs for students in need of additional support.	Yes	$1,832,558.00	$1,898,781.00		
1	1.4	Provide intensive Tier 2 and 3 early literacy support to students with the highest need	Yes	$3,565,236.00	$3,588,093.00		
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	$323,085.00	$322,386.00		
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	$3,583,862.00	$3,000,496.00		
2	2.1	Support sites to identify, plan, implement and monitor early behavior interventions.	Yes	$409,757.00	$623,014.00		
2	2.3	Plan, pilot, implement and monitor STEAM, Project Based	Yes	$199,128.00	$287,478.00		

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)
		Learning, culturally responsive opportunities in all schools.					
2	2.4	Increase and improve mental health, safety and wellness supports for targeted students.	Yes	$428,944.00	$438,734.00		
2	2.6	Provide additional targeted support for students with disabilities	Yes	$257,606.00	$305,733.00		
2	2.7	Provide additional targeted support for English Learners, foster, and homeless youth.	Yes	$2,400,969.00	$2,348,208.00		
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	$236,619.00	$236,488.00		
3	3.5	Provide translation/interpretation services to allow non-English speaking families to participate in school and district services and activities.	Yes	$205,245.00	$221,669.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$161,669,593.00	$13,529,945.00	0.00%	8.369%	$14,209,040.00	0.000%	8.789%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o 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.

    o Indicate the school year to which the baseline data applies.

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

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o   Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o   Include a discussion of relevant challenges and successes experienced with the implementation process.

    o   This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **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.

- o **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).

  - o **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.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o 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)**

o 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**

  o 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)**

  o 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**

  o 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)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

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

- o 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)**

  - o 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)**

  - o 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)**

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

California Department of Education
November 2023