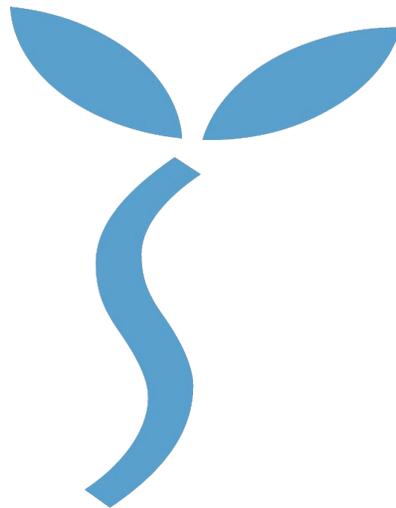


# **Sunnyvale School District**

## **Local Control and Accountability Plan 2025-2026**



**Adopted by the Board of Education on June 18, 2025**



**Sunnyvale School District  
Local Control and Accountability Plan (LCAP) 2025  
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# 2024-2027 Local Control and Accountability Plan Summary

Sunnyvale's LCAP has been designed to outline how our district & school sites will utilize state funds to meet local educational goals and improve student performance. It has been organized in a way that emphasizes transparency and based on the input from parents, teachers, students, and other community members. It has also been aligned with our 6 year Strategic Plan, so there is alignment across areas of focus for the district.

## Base Services and Staffing:

- **Base Resources & Services:** These are the foundational services provided to all students to ensure a minimum standard of education and support across the district. Base services typically include core academic programs, general student support services, and basic operational functions like facilities maintenance.
- **Base Staffing:** This includes the essential staff required to run the school effectively for all students. Examples include classroom teachers, school administrators, custodians, and general support staff such as school nurses and counselors.

## Targeted Services and Staffing:

- **Targeted Resources & Services:** These services are additional supports aimed at specific groups of students who may need extra help to achieve academic success. Targeted services often focus on students from low-income families, English learners, foster youth, and other historically underserved groups.
- **Targeted Staffing:** This includes specialized staff who provide additional support to students with greater needs. Examples include bilingual educators, specialized instructional aides, School Outreach Coordinator, School Outreach Assistants.

## GOAL 1: Students experience inclusive and nurturing environments

Goal one is one of four high priority goals from our Sunnyvale Community. Our community has indicated the need to provide spaces where every student will experience a sense of belonging, trusting relationships with teachers and staff, and access to timely supports. Based on our data, we have students who are not experiencing the level of success they need to experience. This goal was established to ensure our learning environments create conditions for optimal learning by promoting emotional well-being, fostering positive relationships, encouraging diversity of thought, and empowering students to reach their full potential.

<p><b>ACTION 1.1</b></p>	<p><b>Inclusive and nurturing environments base staffing</b></p> <p>Foster an inclusive and nurturing environment for all students takes a great number of staff of various classifications. The goal of creating and maintaining a standardized, district-wide system focused on social-emotional health and wellness of all students, including common curriculum, designated instructional time, proven social emotional practices, and ongoing training and support for all students and families requires we bring staff together with a cohesive, connected vision. This includes everyone from teachers to custodians, bus drivers to para educators playing their various roles in order to support all of our students in ensuring that every student will experience a sense of belonging, trusting relationship and timely access to supports for emotional, behavioral, mental, and physical health.</p>
<p><b>ACTION 1.2</b></p>	<p><b>Inclusive and nurturing environments targeted staffing</b></p> <p>While all of our staff actively support our students in their various areas of expertise, we also make dedicated staffing decisions with the primary intention of benefiting our unduplicated pupils. Some of the ways our staff do this work is through strengthening home-school connections by providing opportunities aligned to each unduplicated students' needs and interests, embracing each family's cultural and language background as assets, and promoting anti-racist and anti-bias mindset and behaviors.</p>
<p><b>ACTION 1.3</b></p>	<p><b>Inclusive and nurturing environments base resources &amp; services</b></p> <p>In addition to the staff required to serve all our students, a certain baseline of resources needs to be allocated to all of our schools to ensure we create a shared vision of an inclusive and nurturing environment. Outlined below are a couple aspects of resources - professional learning opportunities, and a social-emotional cultural survey - that help us understand our district families and train our staff in best meeting their needs.</p>
<p><b>ACTION 1.4</b></p>	<p><b>Inclusive and nurturing environments targeted resources &amp; services</b></p> <p>In addition to the staff required to serve all our students, and the baseline of resources needs to be allocated to all of our schools, we also dedicate targeted resources that are primarily directed at serving our unduplicated pupils. Similar to our base resources, this can come in the form of professional development, family surveys, or support networks and summits designed to particularly understand and serve our unduplicated pupils:</p> <p>Unconscious bias and Anti-Racist training equips our staff with the tools to recognize and mitigate the impact of unconscious biases on student learning.</p>

**GOAL 2: Students receive equitable opportunities for growth**

Goal two is one of the four high priority goals for our Sunnyside Community. Our community has indicated the need to ensure every student will receive the personalized assistance (both academic and non-academic) necessary to grow at a pace that closes opportunity, language, and achievement gaps. In particular, our English Learners, Hispanic students, Homeless and Foster Youth, socioeconomically disadvantaged families, and Students with Disabilities. The academic indicators for all of these groups lagged significantly behind their peers. Our goal of ensuring equitable opportunities for growth acknowledges that we need to do better in providing all students, regardless of background or circumstances, with the resources and support necessary to reach their full potential. By focusing on equity, we aim to bridge these gaps and ensure that all students have a level playing field for academic success.

<p><b>ACTION 2.1</b></p>	<p><b>Equitable opportunities base staff</b></p> <p>In order to have a variety of experiences for our students in our school system which ultimately lead to academic growth, we need a variety of staff on our workforce that are able to serve all students.</p> <p>Arts and Music Staff champion equity through artistic expression. Their programs empower all students, fostering creativity and collaboration regardless of background. The arts bridge cultural divides, promoting understanding and respect. This holistic approach levels the playing field, ensuring equitable opportunities for all to thrive.</p>
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ACTION 2.2	<p><b>Equitable opportunities targeted staff</b></p> <p>In addition to our baseline of staff that serve all of our students, some staff are hired with a particular targeted focus on unduplicated pupils. Having staff dedicated to serving unduplicated individuals assists us in achieving our commitment to ensuring that every student will receive personalized academic and non academic assistance necessary to grow at a pace that closes the opportunity, language, and achievement gaps. Supports will be provided during and after school.</p>
ACTION 2.3	<p><b>Equitable opportunities base resources and services</b></p> <p>All students need resources in order to assist them on their journey of growth in our schools. Outlined below are resources provided to all of our students:</p> <ul style="list-style-type: none"> <li>● Catalog of SEL Supports</li> <li>● Arts and Music Programs</li> <li>● STEM Program</li> <li>● Intervention Practices Training</li> <li>● Inclusion Plan</li> </ul>
ACTION 2.4	<p><b>Equitable opportunities targeted resources and services</b></p> <p>To create an environment that fosters equitable opportunities for growth, certain student groups may require resources that differ from their peers. This is because students come from diverse backgrounds and experiences, and a one-size-fits-all approach can leave some behind.</p>

**GOAL 3: Students demonstrate responsibility for learning**

This goal is one of two goals of high priority to our Sunnyvale Community. This goal aligns with the community's goal to ensure that every student will be an active partner in their learning process, share ownership for achieving their learning goals, and contribute meaningfully in their school and community.

ACTION 3.1	<p><b>Student responsibility for learning base staffing</b></p> <p>To offer the various experiences where student voices are heard more often in their educational decisions, we will need the staff to provide multiple pathways for students to develop the skills to express their voice, including student-led discussions, and advocating for opportunities.</p>
ACTION 3.2	<p><b>Student responsibility for learning targeted staffing</b></p> <p>Staff support students to strengthen their ownership of learning by engaging each student in setting and monitoring their academic and non-academic goals in age and developmentally appropriate ways.</p>
ACTION 3.3	<p><b>Student responsibility for learning base resources and services</b></p> <p>Certain resources will be required to support our efforts to increase student responsibility for their learning. In order to provide all our students and schools this support, staff will need professional development, materials, curricular supports, and other resources to create a baseline standard of student responsibility for learning.</p>
ACTION 3.4	<p><b>Student responsibility for learning targeted resources and services</b></p> <p>Provide targeted resources that are primarily directed towards our unduplicated pupils.</p> <ul style="list-style-type: none"> <li>● Student Leadership of Underrepresented Students</li> <li>● Parent/guardian Education Programs</li> <li>● Professional development/coaching opportunities for teachers on strategies to solicit voice, and embrace student engagement</li> </ul>

**GOAL 4: Students achieve mastery of core content area**

This goal aligns with the community's goal to ensure that every student will demonstrate continuous academic growth at a rate that will lead to mastery of core standards and skills at key transitional grade levels.

<b>ACTION 4.1</b>	<b>Students achieve mastery base staffing</b>  For all students to achieve mastery in core content areas, a certain baseline of staffing is required. With this baseline of staffing, we are able to continue the work of ensuring that every student will demonstrate continuous academic growth at a rate that will lead to mastery of core standards and skills at the key transitional levels.
<b>ACTION 4.2</b>	<b>Students achieve mastery targeted staffing</b>  For some students to achieve core content mastery, we will also need dedicated staff who are primarily targeted at meeting their individual needs. Examples of these staff include:  Bilingual Para Educators: our bilingual para educators bridge the language gap for English Learnings (EL) families and families with socioeconomically disadvantaged backgrounds, providing them with additional supports to navigate our educational systems and connect with the individual resources families need to be successful.
<b>ACTION 4.3</b>	<b>Students achieve mastery base resources and services</b>  Our staff and students require a baseline of resources designed to meet their needs and to increase student learning. Some of those resources include: <ul style="list-style-type: none"><li>● Standard Aligned Curriculum</li><li>● Provide professional development opportunities</li><li>● Student Progress Monitoring</li></ul>
<b>ACTION 4.4</b>	<b>Students achieve mastery targeted resources and services</b>  While the baseline resources often meet many student needs, we need specialized resources and training to further close observed opportunity gaps. This comes in many forms, but is often through professional development, specialized curriculum and other resources designed with our unduplicated pupils in mind. <ul style="list-style-type: none"><li>● Best Practices English Learners Professional Development</li><li>● Newcomer Curriculum</li><li>● Supplemental ELD Curriculum</li></ul>



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sunnyvale School District

CDS Code: 43 69690 0000000

School Year: 2025-26

LEA contact information:

Dr. Tasha L. Dean

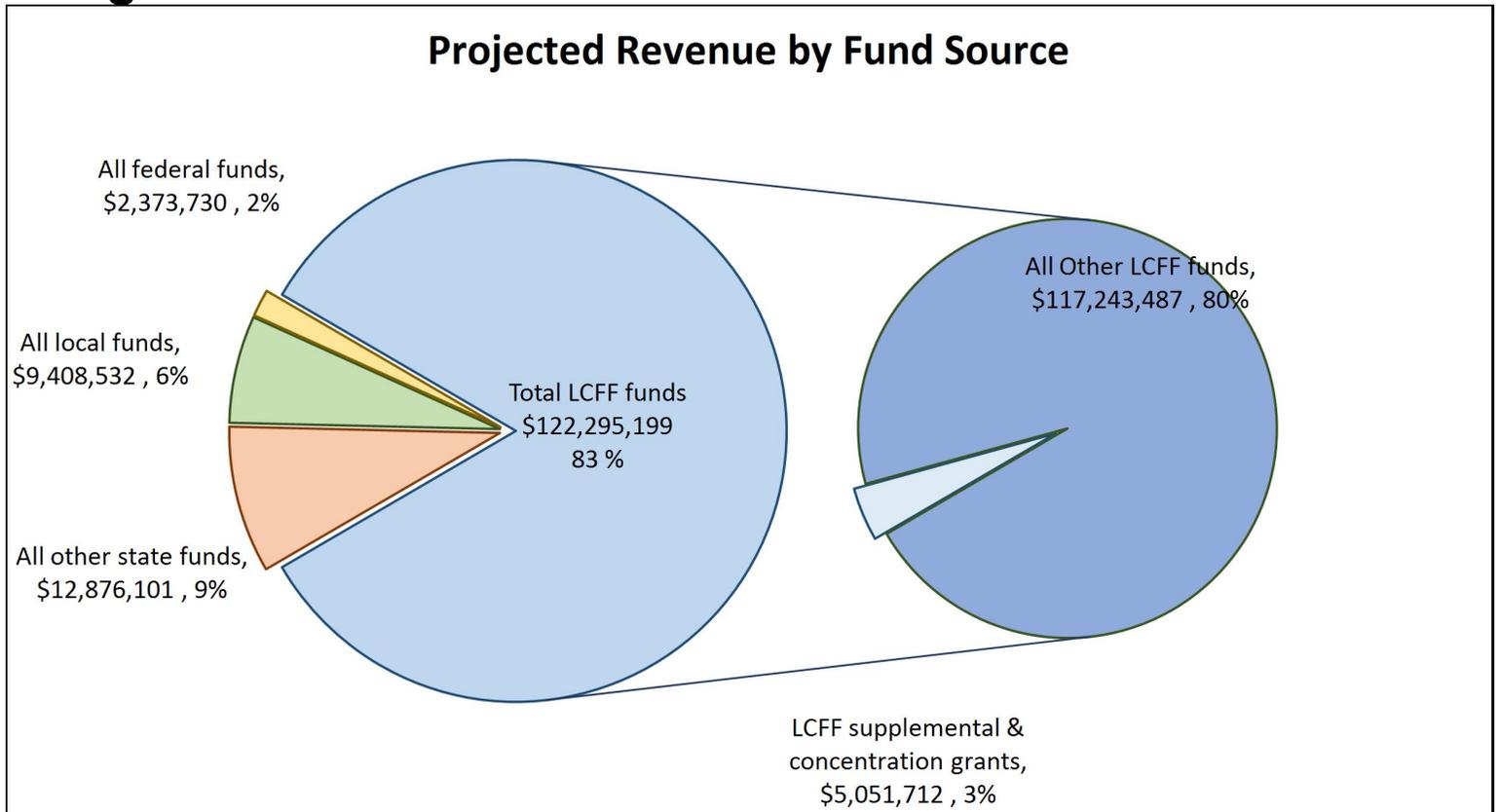
Chief Teaching and Learning Officer

tasha.dean@sesd.org

408 522-8200 x 1005

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

## Budget Overview for the 2025-26 School Year



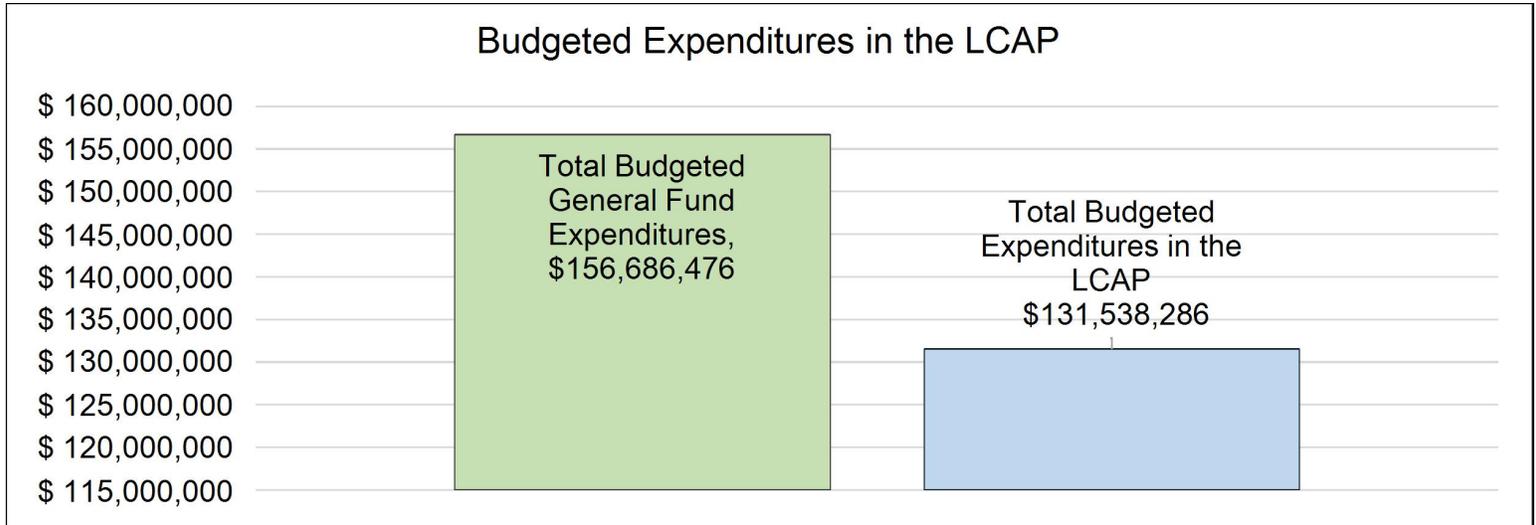
This chart shows the total general purpose revenue Sunnyvale School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sunnyvale School District is \$146,953,562, of which \$122,295,199 is Local Control Funding Formula (LCFF), \$12,876,101 is other state funds, \$9,408,532 is local funds, and \$2,373,730 is federal funds. Of the \$122,295,199 in LCFF Funds,

\$5,051,712 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sunnyvale School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sunnyvale School District plans to spend \$156,686,476 for the 2025-26 school year. Of that amount, \$131,538,286 is tied to actions/services in the LCAP and \$25,148,190 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures for the 2025-2026 school year that are not included in the Local Control and Accountability Plan (LCAP) primarily consist of routine operational and overhead costs that do not directly support the district's LCAP goals or Strategic Plan. While the LCAP focuses on programs and services that improve student outcomes, especially for English learners, foster youth, and low-income students, many necessary districtwide costs fall outside its scope. These excluded expenditures include utilities such as gas, electricity, water, sewage, and pest control, as well as operational expenses related to non-instructional activities, such as custodial overtime incurred through community facility use agreements. Although those facility-related costs are typically billed to the user and offset by revenue, they are not reflected in the LCAP. Other expenses not included in the LCAP are legal fees, costs associated with litigation, mediation, and settlements, as well as property and liability insurance premiums, annual audit expenses, and contributions to other district funds, such as the cafeteria fund, maintenance, or special education. While these expenditures are part of the district's overall General Fund budget, they are not included in the LCAP because they do not align with its targeted, student-centered purpose.

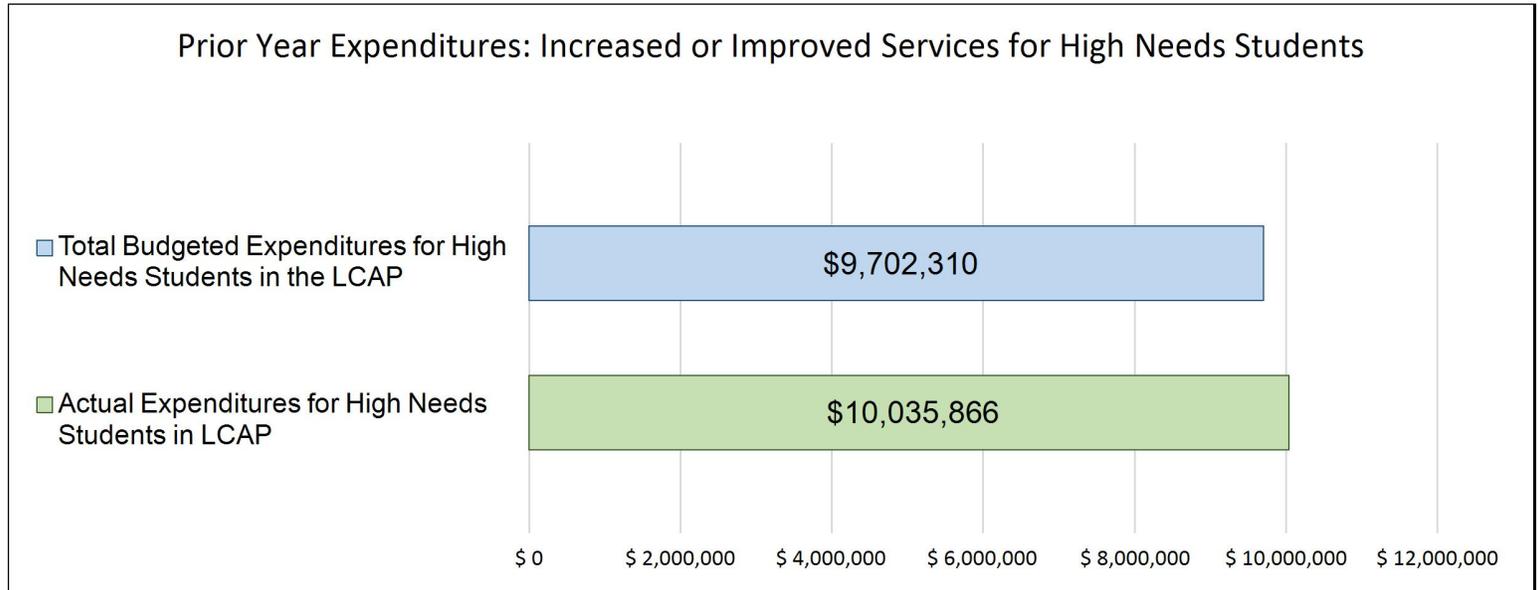
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Sunnyvale School District is projecting it will receive \$5,051,712 based on the enrollment of foster youth, English learner, and low-income students. Sunnyvale School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sunnyvale School District plans to spend \$8,930,219 towards meeting this requirement, as described in the LCAP.



# LCFF Budget Overview for Parents

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



This chart compares what Sunnyvale 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 Sunnyvale School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Sunnyvale School District's LCAP budgeted \$9,702,310 for planned actions to increase or improve services for high needs students. Sunnyvale School District actually spent \$10,035,866 for actions to increase or improve services for high needs students in 2024-25.



# 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
Sunnyvale School District	Dr. Tasha L. Dean Chief Teaching and Learning Officer	tasha.dean@sesd.org 408 522-8200 x 1005

## Plan Summary [2025-26]

### General Information

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

Located in the heart of Silicon Valley, Sunnyvale School District (SSD) supports and educates about 5,900 students annually. Just over 900 employees offer our students a robust standards-based curriculum delivered through high-quality instruction across our 10 schools, including eight elementary and two middle schools. Our student body, ranging from preschool to eighth grade, mirrors the rich diversity of our region, with 31.5% socio-economically disadvantaged and approximately 29.5% being English Learners. With more than 45 languages spoken among our students, diversity is a cornerstone of our district.

Sunnyvale's Promise is that every student is known by name, strength, and need, ready to excel in high school and beyond, and to lead a life of joy and purpose. We take pride in our prudent resource management, synergizing district assets with strategic community collaborations to ensure every child receives the opportunities necessary for optimal growth academically and emotionally. This commitment extends to enriching classroom experiences with intentional community engagement opportunities proven to enhance learning outcomes. Social-emotional learning (SEL) is another cornerstone in the Sunnyvale School District. SEL enhances children's mental health, relationships, and academic success by focusing on self-awareness, management, social awareness, relationship skills, and responsible decision-making, which SSD implements through district-wide programs using Positive Behavior Intervention Support (PBIS) and other resources.

As Sunnyvale School District continues the roll out of this 3-year LCAP, our focus remains steadfast on equity, a multi-tiered support framework, and innovation to enhance instructional effectiveness and student welfare. Our leadership structures integrate an equity and anti-racist perspective, fostering ongoing reflection on optimizing student support, dismantling barriers to learning, and strengthening overall support systems. Continuous coaching and training for our leadership teams are integral components of our commitment to constant

improvement and student success. As we enter our 2nd year of our new 3-year plan, we continue to function with the guidance of our Strategic Plan. The Sunnyvale School District's Strategic Plan was developed during a months-long process throughout the 2023-2024 school year. Its primary aim is to align all educational partners in a shared vision, common goals, and unified direction for our District's educational efforts over six years. We aligned the Strategic Plan and LCAP to accelerate goal progress.

## Reflections: Annual Performance

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

Our review of the 2023 Dashboard, and the areas where we received the lowest performance level, identified several areas where we need to focus our efforts to improve student achievement and well-being. Below are the outlined areas designated "lowest performing" on the CA Dashboard.

Districtwide "lowest performing":

Chronic absenteeism: We observed high rates of chronic absenteeism across several ethnicities (African American, Asian, Hispanic, White).

Students with disabilities (SWD): SWD achievement in ELA and math requires improvement as measured by CAASPP

Homeless Youth: This student group experiences high rates of chronic absenteeism

Specific Schools' "lowest performing":

Several schools have student groups performing in the lowest levels on specific indicators, which warrant additional resources and continued support:

Bishop: Focus on improving ELA achievement for Socioeconomically Disadvantaged (SED) students, and achievement in ELA and Math for Students with Disabilities (SWD) and Hispanic students. Additionally, address chronic absenteeism among Asian students.

Cherry Chase: Here, chronic absenteeism is a concern for Students with Disabilities and Hispanic students

Columbia Middle School: We will target math performance for Socioeconomically Disadvantaged students and improve ELA achievement for Students with Disabilities

Ellis: Additional work is needed to address chronic absenteeism among All students, English Learners (EL), Socioeconomically Disadvantaged students, Students with Disabilities, and Asian and Hispanic students as it is in the lowest performing category. In addition, students with disabilities showed ELA and Math as the greatest areas for growth.

Fairwood: Chronic absenteeism is a concern among All students, and for Socioeconomically Disadvantaged students, Students with disabilities, and Hispanic students as they are in the lowest performing category.

Lakewood: EL proficiency as measured by ELPI, ELA achievement for Hispanic students, and overall performance for Students with Disabilities (ELA/Math) require improvement.

San Miguel: Math performance needs improvement for Students with Disabilities. We will also address chronic absenteeism in this student group

Sunnyvale Middle School: A comprehensive approach is needed to address math achievement, suspension rates, and chronic absenteeism among White students and English Learners (as well as Chronic Absenteeism for students overall). Additionally, Socioeconomically

Disadvantaged students experience high suspension rates and chronic absenteeism. We will also target improved outcomes for Students with Disabilities (ELA/Math/chronic absenteeism) and Hispanic students facing suspension and chronic absenteeism.

Vargas: Chronic absenteeism is a concern for Asian students as they are in the lowest performing category. Math achievement also requires improvement for Hispanic students. We will pay close attention to the Two or More Races student group experiencing chronic absenteeism.

#### Chronic Absenteeism:

While chronic absenteeism emerged as a major concern across all student groups and schools, we are actively implementing solutions. Comprehensive preventative attendance teams at each school site, including social workers, administrators, and outreach staff, are now in place to proactively address potential attendance issues. We've also sharpened our focus on the Student Attendance Review Board (SARB) process at both the school and district levels, along with data tracking to identify students most at risk. In addition, improved and expanded district-level transportation ensures students who need it most can get to school. These combined efforts aim to significantly reduce chronic absenteeism.

#### African American Students:

While the district serves about 100 indentified African American families annually we see a need to provide greater equity and inclusion of African American students and their families. During the strategic planning and community conversations it is critical that we ensure all students, regardless of numbers have equal access to educational resources and opportunities. Creating a school environment where African American students feel valued, respected, and part of the community. Providing targeted academic support to help African American students excel and close achievement gaps will be included in the district's targeted anti-racist work.

#### English Learners:

English Learners continue to be a focus student group for our district, as indicated by both local and state measures. Districtwide, our English Learners were in the second highest performance level (green) as indicated by the CA Dashboard's ELPI indicator, and five out of ten schools were either in the highest (blue) or second highest (green) performance level. Only one school was in the lowest performance level for English Learners, three were in orange (second lowest performance level), and one school was in the yellow (mid performance level). We've continued to see some progress with English Learners on CAASPP, moving from 5-15% proficiency in math and 11-13% proficiency in English Language Arts over the past three years. Some of these gains may be due to our professional development around designated and integrated English Language Development (ELD), ELD instructional walkthroughs we've conducted, and English Learner progress monitoring meetings we conduct each year.

#### Students with Disabilities:

Students with disabilities continue to be a focus student group for our district, as indicated by local and state measures, in both ELA and math. During our 2023 Equity Summit, support for our students with disabilities surfaced in several ways from students, families, and staff: increase student voice in their learning, continue inclusion for students with disabilities and co-teaching opportunities, and introduce texts and lessons to support culturally responsive teaching.

#### Students who are Unhoused:

The district continues to support the higher number of students who are enrolled and have various challenges with housing. We continue to provide targeted case management to support students as often our students are facing significant emotional and social challenges. Its through the case management that we are able to minimize the negative impact of homelessness on their academic performance due to

lack of resources and frequent school changes. We work to foster a supportive positive environment that enables the students to thrive and meet their goals.

#### Student Voice and Ownership of Learning:

The district's Strategic Plan, developed during the 2023-2024 school year, aligns with the LCAP to unify educational efforts over six years. However, some goals from the previous year were not fully achieved due to competing demands on leadership teams. Last year the focus was involving students in their own learning and providing more opportunities for students to take ownership of their educational experience. The academic data and survey information continue to validate the need to move forward with these goals. The district leadership team will continue focusing on these goals with renewed strategies, particularly involving special education case managers and middle school planning adjustments. This alignment between the Strategic Plan and LCAP aims to accelerate progress toward shared goals while addressing past challenges effectively.

We continue to believe involving students to a greater degree in their educational experience will benefit the district population with respect to the above-mentioned focus areas. By providing students more opportunities to give input on their learning experience, we hope to increase student engagement, attendance, and ultimately academic achievement. By providing students with opportunities to shape their learning, like participation in IEP and goal-setting meetings for SWDs, or contributing to classroom discussions and activities for all students, we aim to increase their investment in their education. This, in turn, can lead to an increased growth in reading and math for students. For students with disabilities, involvement in IEP, 504s and SST meetings fosters a sense of agency and empowers them to participate actively in their learning journey.

#### UPDATE ON LOWEST PERFORMING AREAS (Updated in the 24-25 school year):

##### 2024-2025 Update on Districtwide "lowest performing" from 2023:

Chronic absenteeism: On the 2024 dashboard, we saw improvement in the rate of chronic absenteeism, with no groups in the red.

Students with disabilities (SWD): On the 2024 Dashboard, our students with disabilities have moved from red to orange in both ELA and Math.

Long-term English Learners: On the 2024 dashboard, our long-term English Learners are in the red for both ELA and Math.

The Sunnyvale School District has been identified as disproportionately identifying Hispanic students as eligible for special education under the category of Specific Learning Disability. We reflect on this as we consider the California Dashboard information. At this time, the District is undergoing an analysis of the root causes of our overidentification of students for special education. As we conduct data analysis, interview parents, and review our practices, we will focus on how to best support all students who are struggling to access grade level standards.

Sunnyvale has unexpended Learning Recovery and Emergency Block Grant (LREBG) funds for the 2025-26 school year.

Learning Recovery and Emergency Block Grant (LREBG) funded actions may be found in Goal 4, Action 2.

The Sunnyvale needs assessment substantiated findings from the 2024 Dashboard & The Northwest Evaluation Association (NWEA) related to English Language Arts and Math. A review of state and local data indicates Long-term English Learners: On the 2024 dashboard, our

long-term English Learners are in the red for both ELA and Math. In addition, The Sunnyvale School District has been identified as disproportionately identifying Hispanic students as eligible for special education under the category of Specific Learning Disability. Investing Learning Recovery and Emergency Block Grant (LREBG) funds in Teachers on Special Assignment directly addresses the urgent academic needs identified in the Dashboard and NWEA data, supports the reduction of disproportionality in special education, and aligns with the district's commitment to equity and excellence for all students. TOSAs are essential for building staff capacity, implementing evidence-based interventions, and ensuring that all students—especially long-term English Learners (LTELs) and Hispanic students—receive the support they need to succeed in ELA and Math.

## Reflections: Technical Assistance

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

NA

## 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.

NA

### ***Support for Identified Schools***

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

NA

### ***Monitoring and Evaluating Effectiveness***

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

NA

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	<p>Middle school students were surveyed specifically to review Algebra and the needs of our students. Students responses recommended increase differentiation and enrichment to better challenge advanced students.</p> <p>Expand access to homework help and tutoring for students and those needing extra support.</p> <p>Promote collaborative learning and discussion opportunities in all Algebra classes.</p> <p>Ensure equitable access to online and print resources for all students, especially for those who rely on them outside of class.</p> <p>Continue to gather student feedback to monitor the impact of curriculum adjustments and support strategies.</p> <p>These findings should guide LCAP priorities to ensure all students are appropriately challenged, supported, and engaged in Algebra during the 2025-2026 school year. Student focus sessions were held March 18th-28th, 2025 and students surveys were provided March 5th - March 14th, 2025.</p> <p>Student input was also captured during the Superintendent's Student Leadership Luncheon on April 9, 2025 students focused more goal 3,</p>

Educational Partner(s)	Process for Engagement
	<p>Students Demonstrate Responsibility for Learning. Their input included:</p> <ul style="list-style-type: none"> <li>-Hold meetings during summer that include both students and parents</li> <li>-Allow students to request more challenging homework</li> <li>-Provide more opportunities for younger students</li> <li>-Use skill assessments at the start of the year to place students in appropriate classes</li> <li>-Increase opportunities for open student input</li> <li>-Offer more support and clearer communication about learning objectives</li> </ul> <p>Panorama survey</p>
Parent Advisory Committee	<p>During the 2024-2025 school year, the district conducted a series of nine parent-specific meetings, bi-weekly through the Winter 2024, to help shape the direction of SEDD schools over the next six years. These meetings were a chance for parents to get involved, share their thoughts, and make sure our plans represent the diverse voices and backgrounds of our community. These meetings were held in the evenings, both online and in person at all 10 schools and the District Office. Some meetings were open to all families in the district, and all were advertised through School Messenger, email, and social media, while others were tailored to specific groups (such as families of students in special education or Latino and African American families). School Outreach Assistant staff also directly reached out to families to encourage them to participate. On average, around 20 to 25 parents attended each meeting. Some of parents' primary concerns were around seeking to expand after school learning opportunities (specifically in the area of math tutoring). Parents and families also continually sought a primary grade focus on phonics and reading acquisition.</p>

Educational Partner(s)	Process for Engagement
	<p>Other areas of focus for parents included expressing a desire for continued socio-emotional and mental health support, with a desire for the District to continue to explore reliable metrics to measure progress in these areas. Families were able to participate in dedicated meetings, surveys, and intentional activities on 11/18/24, 11/25/24, 1/15/25, 1/29/25, 1/30/25, , 2/8/25, 3/25/25, 4/23/25, &amp; 5/2/25</p>
Community	<p>In the 2024-25 school year, Sunnyvale continued to prioritize intentional engagement with all families and focused more intentionally on Black families and families of African descent to better understand their experiences and needs. This work, in partnership with Quetzal Education Consulting, builds on previous years' efforts to strengthen home-school connections, embrace cultural assets, promote anti-racist mindsets, and involve families in decision-making processes. In addition, to targeted district wide sessions held on Feb 8, March 25, and April 1st, school sites have engaged in conversations with their individual family/community groups.</p>
Instructional Staff	<p>Teachers were surveyed from February 2025-April 2025. This included a standard survey, in addition school sites spent time with teachers collecting input regarding English Language Arts curriculum and progress monitoring for both English and Math. On April 22 &amp; 24 teachers finalized their input regarding progress monitoring tools as well as recommendations for English Language Arts pilot for the 2025-2026 school year. Teachers have provided a variety of input that emphasizes the need to strengthen instruction of ELA, Math, and opportunities for intervention for students . These items were directly related to identified needs by our teachers related to actions of Goal 2 &amp; Goal 4.</p> <p>Teachers also participated in the Panorama survey, a comprehensive instrument designed to gather valuable insights into various aspects of the school environment. This particular survey was administered on two separate occasions, providing longitudinal data for analysis. The data collection occurred across two distinct windows, once during the fall semester and again in the spring. This repeated administration</p>

Educational Partner(s)	Process for Engagement
	<p>allowed for the tracking of changes and trends in teacher perceptions over the course of the academic year. Ultimately, the information collected from these Panorama surveys aimed to inform school improvement efforts and enhance the overall educational experience.</p>
Bargaining Units (SEA/CSEA)	<p>On April 24, 2025 a LCAP/Strategic Plan session was held in order to review goals and key actions. This session was designed to provide updates on goals and key actions, specifically to gather feedback around prioritizing key actions and working to set a calendar for their implementation. Participants discussed the LCAP document itself and it's utility in defining the districts short term and long-term planning, and connected district goals, signature strategies, and key actions to the local indicators.</p>
Instructional Leadership Team	<p>The Instructional Leadership Team (a consortium of Principals, Assistant Principals, Managers, Coordinators and Directors along with members of the Superintendent's Cabinet) included LCAP/Strategic plan work on its monthly agenda, revisiting goals and actions regularly for input and review. In addition, the Cabinet team reviewed it's adult actions that support the goals identified for the school year to ensure we continued to hold each other accountable during the year. Targeted session include: 10/1/24, 11/5/24, 12/3/24, 1/7/25, 2/4/25, 3/4/25, 4/8/25, and 4/22/25.</p>
Staff	<p>The district acknowledged the importance of comprehensive input during the LCAP creation process, and the collaborative effort to engage employee voices through their bargaining units ensured that the voices of Classified staff, a vital component of the school district's operation, were considered in shaping the future direction of Sunnyvale's schools through the LCAP. This extended beyond teachers to encompass Classified Staff, members of the California School Employees Association (CSEA), and feedback was gathered at the April 24, 2025 LCAP/Strategic Plan Session.</p>
SELPA	<p>The LCAP was shared with the SELPA Director on 5/15/25 following a review it was recommended we incorporate additional demographic data into the document and also include a statement related to our disproportionality.</p>

Educational Partner(s)	Process for Engagement
English Language Advisory Committee (ELAC/DELAC)	This year, Sunnyvale School District continued collaboration with key educational partners, actively engaging both the District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees (ELACs). Consistent with previous practice, ELACs convened monthly at each school site, while DELAC met on four occasions throughout the academic year. These meetings remained crucial platforms for sharing updates on our Strategic Plan's progress and, importantly, for gathering valuable feedback regarding the specific needs and experiences of our English Learner population. Demonstrating its ongoing commitment to partnership, the district maintained a monthly meetings with the ELACs, and for District-level DELAC meetings scheduled on 10/22/24, 12/10/24, 3/26/25 and 5/28/25.

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

The Sunnyvale School District's approach to engaging educational partners in the development of the LCAP was marked by a commitment to inclusivity and collaboration at every stage of the process. Leveraging the necessity to craft a new LCAP, the district opted to concurrently draft a six-year Strategic Plan, ensuring a comprehensive and forward-thinking approach to educational planning. The district embarked on a journey that prioritized the voices of its diverse community members, including specific parent groups such as underserved parents, parents of English Learner (EL) students, and parents of students receiving Special Education services. Additionally, middle school parents, elementary school parents, middle school students, and elementary school students were actively engaged, ensuring a broad representation of perspectives throughout the decision-making process. The district conducted a series of nine meetings to help shape the direction of our schools over the next six years. These meetings were a chance for parents to get involved, share their thoughts, and make sure our plans represent the diverse voices and backgrounds of our community. These meetings were held in the evenings, both online and in person at Bishop, Cherry Chase, San Miguel, and the District Office. Some meetings were open to all families in the district, and all were advertised through School Messenger, email, and social media, while others were tailored to specific groups (such as families of students in special education or Latino and African American families). School Outreach Assistant staff also directly reached out to families to encourage them to participate. On average, around 20 to 25 parents attended each meeting. Students were not neglected! – separate meetings were held for 4th to 8th graders, with after-school sessions for 4th and 5th graders and visits to ELD and flex classrooms for 6th to 8th graders. In total, 140 students attended these sessions, ensuring that their voices were also heard in the planning process.

In addition to soliciting input through traditional channels, such as meetings and open forums, the district implemented innovative strategies to foster relationships with underrepresented families. The creation of a four-part equity series of events served as a platform for meaningful dialogue and engagement, specifically targeting underrepresented communities. The district collaborated with Quetzal Consulting to organize a comprehensive series. In the Fall, the district hosted an Equity Summit, inviting 4th to 8th grade students to engage in a day of interactive discussions and activities addressing issues within their school communities. The Summit took place at the Sunnyvale Community Center, where families were provided with breakfast and lunch. Sixty students attended this event. In the winter, there were two events that took

place: the first an art class tailored for 6th to 8th graders, where they translated the topics explored during the fall summit into a poster. Facilitated by community artist Eduardo Valadez, this workshop, attended by 10 students (5 from each middle school), took place at Columbia Middle School. The resulting artwork was showcased at the Fiesta Kermes, our second winter event, which celebrated the accomplishments of the fall summit with approximately 150 attendees at Bishop Elementary School. Festivities included a parent-owned taco truck, performances by mariachi bands and folkloric dance groups made up of students attending the district, and an opportunity for students to share the significance of their creations through brief speeches. Wrapping up the equity series, we organized Noche de Padres (Parents Night Out), a special evening tailored for parents and guardians, with around 100 attendees at the Hilton Garden Inn in Sunnyvale. The hotel provided a buffet-style three-course meal which many families heavily enjoyed. Students within the district put together a folklorico dance performance, a game was played that was centered on equity initiatives in the district, and the night ended in a dance party with Columbia Middle School's very own principal as the DJ. Crucial to the success of these events were the School Outreach Assistants. They played a pivotal role in the parent participation for each event. The district also utilized School Messenger, email, and traditional paper invitations as publicity efforts.

These events provided opportunities for community members to share their experiences, insights, and aspirations, thereby informing the development of long-term district initiatives. By centering equity in its outreach efforts, the district demonstrated a deep commitment to addressing disparities and fostering a more inclusive educational environment for all students.

Furthermore, the district's collaboration with educational partners extended beyond just parents and students to encompass various advisory committees, including the District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committees (ELAC). These committees served as vital forums for sharing progress in Strategic Planning and eliciting feedback on the specific needs of English Learners. Moreover, the district actively engaged with members of bargaining units such as the Sunnyvale Education Association (SEA) and California School Employees Association (CSEA). By including bargaining unit members and leadership on District-level Strategic Planning teams, the district ensured that the perspectives and concerns of teachers and support staff were integrated into decision-making processes. This collaborative approach enhanced transparency, communication, and ultimately fostered a sense of collective ownership and accountability in advancing the district's educational goals.

The engagement process has allowed for meaningful engagement, strengthened understanding, increased appreciation and commitment to the work ahead. The process included 10 separate teams. The teams met from October through April and included over 35 planning sessions with over 415 participants including staff & family sessions and 4 community forums. The opportunities contributing to the development of all 4 goals. In addition, success from last year with family engagement has also lead to how the district can have greater impact on student engagement. Conversations with students lead to the importance of a goal 3 to focus on increasing student voice.

As a whole, student discussions highlighted a desire for more personalized learning. This feedback directly shaped LCAP Goal 1: "Students receive equitable opportunities for growth," focusing on providing all students with the resources and support they need to thrive.

The Parent Advisory Committee emphasized the need for after-school programs teacher support. This feedback directly influenced LCAP Goal 2: "Students receive equitable opportunities for growth." The goal aims to address concerns about individual student support and provide enriching programs outside the traditional school day.

Community feedback highlighted the importance of student ownership in their learning journey. Phrases like "Student Participation in Student Meetings" and "Recognition and celebration of student growth" echoed throughout the discussions. This community input directly shaped LCAP Goal 3: "Students demonstrate responsibility for learning." The goal focuses on empowering students to take an active role in their education and celebrate their achievements along the way.

Bargaining unit representatives, instructional coaches, and members of the Instructional Leadership Team emphasized the need for a well-rounded approach to student academic and emotional growth. Their feedback on LCAP Goal 2, "Students receive equitable opportunities for growth," centered on providing targeted support. They identified the need for Social-Emotional Learning (SEL) Supports to address non-academic needs, Tier 2 Interventions for students requiring additional academic assistance, using Rapid Data Cycles to monitor instruction, and a revision of the Multi-Tiered System of Supports (MTSS) process to ensure its effectiveness. Additionally, they highlighted the importance of dedicated support for newcomers and English Language Learner (EL) students. This combined feedback ensures Goal 2 focuses on creating a comprehensive support system that empowers all students to reach their full potential.

ELAC members played a key role in shaping LCAP Goal 3: "Students demonstrate responsibility for learning." Their feedback championed two crucial areas: fostering student leadership and empowering parents/guardians. Specifically, they advocated for increased inclusion of underrepresented students in leadership roles through initiatives like "Student Leadership of Underrepresented Students". They also emphasized the importance of "Parent/Guardian Education Programs" delivered in multiple languages. These programs aim to equip parents/guardians with the knowledge and tools to support their children's ownership of learning.

#### NEW CONTENT:

During the 2024-2025 school year, we facilitated approximately 675 interpreter requests, primarily for Spanish-speaking families. As of April 2025 we have already fulfilled around 700 requests, serving about 750 families. Our interpretation services span a wide range of languages, including Spanish, Vietnamese, Tagalog, Farsi, Mandarin, Japanese, Hindi, Telugu, ASL, and Turkish, among others. This demonstrates our ongoing commitment to ensuring equitable access and communication for all families, above and beyond the daily support provided by our outreach assistants at school sites.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Students Experience Inclusive and Nurturing Environments	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Sunnyvale School District engaged in a strategic planning process in order to align and engage the entire community. It was decided that this would inform our LCAP for the next three years with the approved strategic plan guiding the goals for the district ahead. This process has allowed for meaningful engagement, strengthened understanding, increased appreciation and commitment to the work ahead. The process included ten separate teams meeting from October through April and including over thirty-five planning sessions with over four hundred participants. This process included six family sessions and four community forums. Goal one is one of four high priority goals from our Sunnyvale Community. Our community has indicated the need to provide spaces where every student will experience a sense of belonging, trusting relationships with teachers and staff, and access to timely supports. Based on our data, we have students who are not experiencing the level of success they need to experience. This goal was established to ensure our learning environments create conditions for optimal learning by promoting emotional well-being, fostering positive relationships, encouraging diversity of thought, and empowering students to reach their full potential.

Goal One continues to be critical to ensure that all learning environments foster optimal conditions for student growth by:

- Promoting emotional well-being and positive school climate
- Building strong, supportive relationships between students and staff
- Encouraging diversity of thought and inclusive practices
- Providing timely, differentiated supports, especially for our most vulnerable student groups

We continue to be committed to measurable actions and outcomes that will close achievement gaps, elevate student voice, and empower every learner to reach their full potential. This goal remains a top priority because our data and community feedback consistently highlight the need for sustained, focused attention on the success of English Learners, Spanish-speaking ELs, students with disabilities, and all students who have not yet experienced equitable outcomes. Goal one is not only compliant with state requirements but also authentically reflects the needs and aspirations of the Sunnyvale community, with a clear focus on equity, engagement, and continuous improvement.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Chronic absenteeism (source: CA Dashboard)	<p>2023 California Dashboard performance:</p> <p>Students with Disabilities: 18.8% Homeless Youth: 47.1% African American: 20.8% Asian: 10.1% Hispanic/Latino: 21.4% White: 10.2% Socioeconomically Disadvantaged: 19.9% English Learners: 18% Two or More Races: 11.1% All Students: 14.8%</p>	<p>2024 California Dashboard performance:</p> <p>Students with Disabilities: 15.7% Homeless Youth: 32.8% African American: 17.9% Asian: 9.6% Hispanic/Latino: 15.7% White: 7.4% Socioeconomically Disadvantaged: 12.8% English Learners: 14.5% Two or More Races: 6% All Students: 11.3%</p>		Chronic absenteeism in each significant subgroup is 10%	<p>Students with Disabilities: -3.1% Homeless Youth: -14.3% African American: -2.9% Asian: -.5% Hispanic/Latino: -5.7% White: -2.8% Socioeconomically Disadvantaged: -7.1% English Learners: -3.5% Two or More Races: -5.1% All Students: -3.5%</p>
1.2	Attendance Rates	<p>2023 YTD % of students who are on track for attendance (attendance is at 90% or greater)</p> <p>As of 5/2024: Students with Disabilities: 86% Homeless Youth: 72% African American: 77%</p>	<p>2024 YTD % of students who are on track for attendance (attendance is at 90% or greater)</p> <p>CHANGE TO MAY DATA</p> <p>As of 5/2025:</p>		Ninety percent of each significant student subgroup are attending 90% or more of the school days.	<p>Students with Disabilities: -2% Homeless Youth: -4% African American: -1% Asian: +1% Hispanic/Latino: 0% White: +7%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 91% Hispanic/Latino: 85% White: 88% Socioeconomically Disadvantaged: 86% English Learners: 85% Two or More Races: 89% All Students: 89%	Students with Disabilities: 84% Homeless Youth: 68% African American: 76% Asian: 92% Hispanic/Latino: 85% White: 95% Socioeconomically Disadvantaged: 84% English Learners: 86% Two or More Races: 95% All Students: 90%			Socioeconomically Disadvantaged: -2% English Learners: +1% Two or More Races: +6% All Students: +1%
1.3	Middle School Drop Out Rates	For 2023 zero middle school students have dropped out.  All Students: 0  (Metric has been changed.)	For 2024 zero middle school students have dropped out  All Students: 0		Zero middle school students have dropped out  All Students: 0	All Students: 0
1.4	Student Suspension Rates	2023 California Dashboard performance:  Students with Disabilities: 29 (2.8%) Homeless Youth: 2 (8% of subgroup)	2024 California Dashboard performance:  Students with Disabilities: 33 (3.8% of subgroup)		Total number of students receiving one or more days of suspension within the school year will be 2% or lower in each subgroup, and 2%	Students with Disabilities: +1% Homeless Youth: +3.6% African American: +1.2% Asian: +0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>African American: 3 (3.7% of subgroup)  Asian: 5 (0.4% of subgroup)  Hispanic/Latino: 75 (3.4% of subgroup)  White: 11 (1% of subgroup)  Socioeconomically Disadvantaged: 79 (3.5% of subgroup)  English Learners: 33 (2.6% of subgroup)  Two or More Races: 8 (1.7% of subgroup)  All Students: 117 (2% of total)</p>	<p>Homeless Youth: 8 (11.6% of subgroup)  African American: 4 (4.9% of subgroup)  Asian: 10 (0.6% of subgroup)  Hispanic/Latino: 72 (3% of subgroup)  White: 14 (1.3% of subgroup)  Socioeconomically Disadvantaged: 79 (2.8% of subgroup)  English Learners: 45 (2.4% of subgroup)  Two or More Races: 7 (1.5% of subgroup)  All Students: 119 (2% of total)</p>		<p>or lower for all students.   Students with Disabilities:  Homeless Youth:  African American:  Asian: b  Hispanic/Latino:  White:  Socioeconomically Disadvantaged:  English Learners:  Two or More Races:</p>	<p>Hispanic/Latino: -0.4%  White: +0.3%  Socioeconomically Disadvantaged: -0.7%  English Learners: -0.2%  Two or More Races: -0.2%  All Students: 0%</p>
1.5	Student Expulsions	<p>For 2023-24:   Total Students: 2   (Metric has been changed.)</p>	<p>For 2024:   Total Students: 2</p>		The District expels zero students.	All Students: 0
1.6	Student Discipline Referrals	<p>For 2023-24:   YTD % of students "on track for behavior" (i.e, receiving referrals on less than 3% of days)</p>	<p>For 2024-25   YTD % of students "on track for behavior" (i.e, receiving referrals</p>		YTD percentage of students "on track for behavior" (i.e, receiving referrals on less than 3% of days) is above	<p>Students with Disabilities: -1%  Homeless Youth: -16.4%  African American: +1%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities: 97%</p> <p>Homeless Youth: 98%</p> <p>African American: 96%</p> <p>Asian: 99.7%</p> <p>Hispanic/Latino: 98%</p> <p>White: 99%</p> <p>Socioeconomically Disadvantaged: 99%</p> <p>English Learners: 99%</p> <p>Two or More Races: 99%</p> <p>All Students: 99%</p>	<p>on less than 3% of days)</p> <p>Students with Disabilities: 96%</p> <p>Homeless Youth: 81.6%</p> <p>African American: 97%</p> <p>Asian: 99.3%</p> <p>Hispanic/Latino: 98%</p> <p>White: 99%</p> <p>Socioeconomically Disadvantaged: 93%</p> <p>English Learners: 98.4%</p> <p>Two or More Races: 99%</p> <p>All Students: 99%</p>		95% for all significant subgroups.	<p>Asian: -.4%</p> <p>Hispanic/Latino: 0</p> <p>White: 0</p> <p>Socioeconomically Disadvantaged: -6%</p> <p>English Learners: -.6%</p> <p>Two or More Races: 0%</p> <p>All Students: 0%</p>
1.7	Survey Findings - Staff	<p>Baseline collected in Fall of 2024:</p> <p>2024-25 Baseline:</p> <p>How concerned are you about students' academic growth right now? (30% favorable)</p> <p>How concerned are you about students' social-emotional well-being</p>	N/A		Favorable staff responses (defined as top two responses) to target survey questions will be at or above 80%.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>right now? (36% favorable)</p> <p>How concerned are you about students' behavior right now? (38% favorable)</p> <p>How concerned are you about students' peer relationships right now? (51% favorable)</p> <p>How concerned are you about students' relationships with adults at school right now? (67% favorable)</p>				
1.8	Survey Findings - Families	<p>Baseline collected in Fall of 2024:</p> <p>2024-25 Baseline:</p> <p>Do you feel welcomed at the school?</p> <p>EL: (68% favorable)</p> <p>Socioeconomically Disadvantaged: (71% favorable)</p> <p>Homeless Youth: (87% favorable)</p>	N/A		Family responses will be at or above 80% in the "top two" responses to target survey questions.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities: (60% favorable)</p> <p>Do you feel valued in your school?</p> <p>EL: (43% favorable)</p> <p>Socioeconomically Disadvantaged: (49% favorable)</p> <p>Homeless Youth: (38% favorable)</p> <p>Students with Disabilities: (44% favorable)</p>				
1.9	Survey Findings - Students	<p>Baseline collected in Fall of 2024:</p> <p>2024-25 Baseline:</p> <p>Percent of Grade 3-5 students indicating that they know where the can go at school to get help if they're feeling stressed, anxious, or down:</p> <p>EL: 72%</p> <p>SED: 69%</p> <p>Homeless Youth: 70%</p>	N/A		Student responses will be at or above 80% "yes" response (or the "top two" responses) to target survey questions.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities: 72%</p> <p>Percent of Grade 3-5 students indicating how easy it be for them to talk to someone at school about a personal problem</p> <p>EL: (29% favorable)</p> <p>Socioeconomically Disadvantaged: (27% favorable)</p> <p>Homeless Youth: (33% favorable)</p> <p>Students with Disabilities: (36% favorable)</p> <p>Percent Grades 6-8 students who reported learning in class about how to better communicate with others and understand their feelings.</p> <p>EL: 71.43% SED: 70.93% Homeless Youth: 62.50%</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities: 73.64%</p> <p>Do you feel safe at your school?</p> <p>EL: (61% favorable)</p> <p>Socioeconomically Disadvantaged: (65% favorable)</p> <p>Homeless Youth: (62% favorable)</p> <p>Students with Disabilities: (57% favorable)</p>				
1.10	Williams Uniform Complaint Process - Facilities	Baseline April 2024 10/10 schools are ranked "Good" based on the Office of Public School Construction's Facility Assessment Tool (FIT)	2024-25  10/10 schools are ranked "Good" based on the Office of Public School Construction's Facility Assessment Tool (FIT)		10/10 schools will continue to be ranked "Good" based on the Office of Public School Construction's Facility Assessment Tool (FIT)	No change.

## Goal Analysis [2024-25]

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

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

The first year of implementing the "Students Experience Inclusive and Nurturing Environments" goal involved deploying essential staff (Action 1.1). We were fortunate to staff these positions at full capacity across all schools to provide foundational support encompassing safety, well-being, and basic access for all students. Similarly, targeted staff (Action 1.2) focused on the unique needs of unduplicated pupils were also fully staffed, aiming to address behavioral, emotional, and systemic barriers. A range of base resources and services (Action 1.3), including professional learning, SEL, counseling, and academic support, were implemented for all students, though details on their planned delivery and reach need validation. An identified area for growth includes developing robust methods to monitor the integration of social-emotional learning competencies throughout the curriculum and school culture, ensuring it's not treated as a separate entity but rather a constant aspect of the learning experience for all students. Targeted resources and services (Action 1.4) specifically aimed at unduplicated pupils, such as anti-bias training and transportation support, were also rolled out. A key challenge identified was enhancing community engagement with underrepresented families, and continuing to foster this engagement in an ongoing way. The successes of these initial efforts are yet to be detailed and validated. Overall, the full staffing and broad implementation of resources suggest a strong initial push towards a supportive environment for all students, with targeted efforts aimed at promoting equity.

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 for this goal.

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

Focusing on base staffing allocations (action 1.1), has demonstrated notable effectiveness in making progress toward the overarching goals, as evidenced by improvements across several key metrics. The strategic allocation of bus drivers has directly contributed to a decrease in chronic absenteeism (Metric 1.1), ensuring more students have consistent access to education. Similarly, the deployment of Attendance Clerks and Attendance Technicians has bolstered attendance support systems, positively impacting Metric 1.2 by providing timely interventions and follow-up. We are in a baseline year gathering data around the presence of Health Assistants and Nurses and whether this work fosters a greater sense of school connectedness (Metric 1.9) by addressing students' health and well-being needs. We are also gathering data around the staffing investments under Action 1.1 to assess whether they yield positive results in creating a more accessible, supportive, and engaging educational experience for our students.

Targeted staffing (Action 1.2) has shown mixed effectiveness in addressing specific student needs and contributing to a more positive school climate. The allocation of a Behavior Intervention Services Supervisor and Behavior Specialists has led to mixed results in behavioral referrals, suspensions, and expulsions (Metrics 1.4, 1.5, and 1.6). This targeted support does allow for proactive interventions and the development of strategies to help students succeed behaviorally. This work has supported our unduplicated students by improving their Chronic Absenteeism rates (Metric 1.1). Data for our Foster Youth/Homeless shows a 14.3% reduction in chronic absenteeism rates, English Learners a 3.5% reduction, and our Low Socioeconomically Disadvantaged a 7.1% reduction. The attendance (Metric 1.2) of our

Homeless/Foster Youth demonstrated a overall drop from 72% to 68%,we are looking at how to analyze this data as students are entering and exiting throughout the year. There was a 2% reduction for students who are low socioeconomically disadvantaged, and a 1% improvement for English Language Learners.

The deployment of Mental Health Associates and Social Workers has strengthened support for both students and families, and we are gathering baseline data around whether this fosters a stronger sense of school connectedness (Metrics 1.8 and 1.9) by providing crucial mental health services and resources. The strategic investments in these targeted roles under Action 1.2 are contributing to a safer, more supportive, and more connected school environment for all students, baseline results with regard to metric data (Metrics 1.8 and 1.9 ) have been added which will allow us to provide additional analysis and support for unduplicated students (Foster Youth, English Learners, and Low Socioeconomically disadvantaged). Unduplicated students (homeless/foster Youth, ELs, & socioeconomically disadvantaged) saw reductions in maintaining the positive student discipline referral levels (Metric 1.6). Homeless/Foster Youth saw a 16.4% reduction.

Our "base resources and services" (action 1.3) has provided valuable tools and supports that are contributing positively to the school climate and student well-being. The implementation of a comprehensive Social-Emotional Cultural Survey continues to be an important step in gathering critical data on the perceptions of students, families, and staff (Metrics 1.7, 1.8, and 1.9), providing essential insights to inform our strategies and identify areas for growth. There is room for growth in response rates across staff, faculty student survey groups as rates have been inconsistent. The Social-Emotional Learning (SEL) curriculum is helping to align instructional practice that will increase the skills of students with skills to understand and manage their emotions, and setting the baseline of (Metric 1.9) will serve to assess the effectiveness. The consistency of using aligned curriculum through an integrated model of implementation is an area of growth. Furthermore, the establishment of after-school partnerships is successfully extending opportunities for students to engage with the school community in meaningful ways. Metric 1.9 (Metric 1.9 established a baseline this year) was established to measure our overall connectedness to the school The resources and services provided under Action 1.3 are are showing signs of playing an important role in our goal of creating a more informed, supportive, and connected school environment.

Our targeted resources and services (action 1.4) is demonstrating effectiveness in fostering a more equitable and inclusive school environment. The provision of Unconscious Bias and Anti-Racist Training has empowered staff to better understand and address potential biases, leading to improved access and support for all students and families, but more specifically our unduplicated students (Foster Youth, English Learners, and Low Socioeconomically disadvantaged) will be measured using the baselines established this year in Metrics 1.8 and 1.9). Improving Chronic Absenteeism rates (Metric 1.1). Data for our Foster Youth/Homeless shows a 14.3% reduction in chronic absenteeism rates, English Learners a 3.5% reduction, and our Low Socioeconomically Disadvantaged a 7.1% reduction. Showing progress to a goal of 10% or less chronic absenteeism. This Unconscious Bias and Anti-Racist Training training & mental health and wellness service providers continues to play a critical role in creating a more welcoming and equitable experience for our diverse community. Furthermore, the formation of Parent Affinity Groups has successfully increased access and engagement for underrepresented families (Metric 1.9) by creating spaces for connection, support, and a stronger sense of belonging. Mental Health and wellness service providers under Action 1.4 are proving valuable in building a more inclusive and connected school community where all families and students feel welcome and supported. The attendance (Metric 1.2) of our Homeless/Foster Youth demonstrated a overall drop from 72% to 68%, indicates this continues to be an area of focus we must continue to look at how to analyze this data as students are entering and exiting throughout the year. There was a 2% reduction for students who are low socioeconomically disadvantaged, and a 1% improvement for English Language Learners. When looking to (Metric 1.6) of students receiving referrals on less than 3% of days, Homeless/Foster Youth moved from 98% to 81.6% a 16.4% reduction. We will need to do further analysis to see if all students are still in our system at the start of the 2025-2026 school

year and provide consider additional data and possible supports baed on this analysis. Low Socioeconomically moved from 99% to 93% a 6% reduction and English Language Learners from 99% to 98.4 a .6% drop, but still maintained the expected 95% or better goal.

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

Action 1.1 - No changes to planned goal, metrics, target outcomes, or actions that resulted from reflections on prior practice.

Action 1.2 - For "Targeted Staffing", we saw an increase in students presenting behaviors that merited services from a behavior specialist. This increase has led to a review of the Multi-Tiered Systems of Support (MTSS) process, to ensure teachers have a consistent understanding of which behaviors are Tier 1 (managed in the classroom), and which are Tier 2 or 3 (requiring outside support).

Action 1.3 - For "Base Resources and Services", we found difficulty in identifying a reliable method of assessment of progress for SEL and trauma-informed practices. Moving to an integrated model rather than a separate curriculum calls for a revision in how to identify what SEL strategies are being used by teachers, how often they are used, and whether they are effective. We are hoping this a more flexible and sustainable service model for providing both Educationally Related Mental Health Services (ERMHS), defined in Individual Educational Plans (IEPs), as well general student counseling services. The description of Action 1.3 has also been expanded to include services from Acknowledge Alliance, Swing Education, Frontline Education, Bay Area PLS and flexible furniture. These services necessary and felt is was necessary to call them out explicitly given their support meet LCAP Goal 1 and were therefore included in Action 1.3.

Action 1.4 - Survey completion rates have consistently dropped over the past three administrations. In an effort to increase survey participation, we identified a more flexible survey tool (Satchel Pulse: Perceptions) which will provide flexible, "micro-surveying" along with larger surveys, providing an ongoing method for assessing Additionally, we are reducing our contracts with outside service providers to providing the majority of mental health services to students using in-house Mental Health Associates. The description of Action 1.4 has also been expanded to include services such as the Columbia Neighborhood Center, Mental Health and Wellness Survey Platforms, and the Lakewood Branch Library. These services meet an identified need in connecting with our community, addressing the needs of students and families, and support the expanded needs of our community. They support LCAP Goal 1, and were therefore included in Action 1.3.

Metric 1.3 and 1.5 - Removed demographic tag for middle school dropout rates given the small sample number of incidents and the possibility of unwittingly releasing identifying specific student data or demographics.

Metric 1.4 - The baseline numbers for suspension were adjusted to reflect both total number of students and the total percentage of that subgroup affected by suspension. The metric title was adjusted to correctly reflect that the data was based on 2023 Dashboard Performance.

Metrics 1.7, Metric 1.8 Metric 1.9 -The purpose of the changes to Metrics 1.7, 1.8, and 1.9 was to enhance the clarity and usability of our student, staff, and family survey data. Survey results were summarized to a broader "favorable response" model.

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

**Actions**

Action #	Title	Description	Total Funds	Contributing
1.1	Inclusive and Nurturing Environments Base Staffing	<p>Creating an inclusive and nurturing environment for all students requires the collective efforts of a diverse team of staff across many classifications. Achieving the goal of a consistent, district-wide system that supports the social-emotional health and wellness of every student, through common curriculum, dedicated instructional time, evidence-based practices, and ongoing training, depends on uniting staff around a shared and cohesive vision. From teachers to custodians, bus drivers to paraeducators, every role contributes to building a school culture where students feel safe, supported, and valued. When all staff work together with this common purpose, we ensure that every student experiences a sense of belonging, develops trusting relationships, and has timely access to the emotional, behavioral, mental, and physical health supports they need to thrive.</p> <p>This action also addresses the lowest performing area in the CA Dashboard of Chronic Absenteeism: Districtwide (Students experiencing homelessness, African American, Asian, Hispanic, and White), Bishop (Asian), Cherry Chase (students with disabilities &amp; Hispanic students), Ellis (English Learners, Socioeconomically disadvantaged students, students with disabilities, Asian, Hispanic, and All students), Fairwood (socioeconomically disadvantaged, students with disabilities, Hispanic, and all students), San Miguel (students with disabilities), SMS (English Learners, socioeconomically disadvantaged, students with disabilities, Hispanic, White), Vargas (Asian, two or more races) and addresses the lowest performing area of suspensions in the following sites: SMS (Hispanic, English Learners, and Socioeconomically Disadvantaged students.)</p> <p>Assistant Principals: Each elementary school is staffed with a dedicated Assistant Principal as part of the district’s base staffing model. Middle schools are allocated at least two Assistant Principals, with the option to add more as student needs grow. Assistant Principals play a central role in</p>	\$20,828,762.12	No

Action #	Title	Description	Total Funds	Contributing
		<p>coordinating and leading a wide range of student support services. They manage 504 plans to ensure students receive the accommodations they need to overcome barriers to learning, and they oversee critical services such as social-emotional supports. Their responsibilities also include organizing extracurricular activities, facilitating conflict resolution, building strong family connections, monitoring attendance, and supporting counseling, guidance, and behavior management efforts. Through this comprehensive support, Assistant Principals help foster a school environment where every student feels safe, included, and empowered to succeed. Assistant Principals represent 15.1% of the resources allocated under Goal-Action 1.1.</p> <p>Attendance Clerks and Attendance Technicians maintain our attendance tracking, creating crucial data that fuels several key initiatives. It allows for early intervention with students facing chronic absenteeism, improves school funding allocation, and informs future planning through identified trends. Attendance clerks also bridge communication between schools, families, and social services, ensuring student success. Attendance Clerks and Attendance Technicians represent 1.8% of the resources allocated under Goal-Action 1.1.</p> <p>Transportation staff support by eliminating barriers to attendance and tardiness. All students who live a certain distance from school are offered transportation to and from school. Bus drivers are usually the first adult certain students will interact with and work to foster a feeling of connectedness. They are also in charge of ensuring students are demonstrating appropriate and safe behaviors with each other. Home-to-school transportation is a critical support that helps ensure all students, especially those with the greatest needs, have equitable access to education. In our district, transportation services support students with disabilities, students in foster care, and those experiencing homelessness. Removing a major barrier to attendance, these services help students arrive at school safely, on time, and ready to learn. Reliable transportation contributes to a nurturing environment by reducing stress for students and families, promoting consistent attendance, and supporting strong home-school connections. For students with unique challenges, having a predictable and supportive transportation experience can significantly impact their sense of security, belonging, and overall well-being. In</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>addition, our transportation policies consider student safety beyond the bus ride. When determining eligibility for service, we account for whether a student’s walking route to school requires crossing busy streets or intersections. These safety factors are carefully reviewed to ensure students are not placed in situations that could compromise their well-being. In this way, our transportation program is not just a logistical service, it is a key component of our commitment to equity, inclusion, and student care. Transportation staff represent 3.9% of the resources allocated under Goal-Action 1.1.</p> <p>Custodial staff, groundskeepers, and skilled maintenance workers are essential to fostering a nurturing and inclusive environment in our schools. Their dedication ensures that campuses are clean, safe, and welcoming for all students, staff, and visitors. By maintaining well-kept classrooms, restrooms, playgrounds, and common areas, they create spaces where students can learn and grow with dignity and pride. Their attention to detail and quick response to facility needs help minimize disruptions, support health and safety, and promote a sense of care and respect across the school community. Their work—often behind the scenes—lays the foundation for an environment where every student feels valued and supported. The care being put into the facilities our students use is a direct message to our students regarding how important we adults think they are. Well-maintained facilities help cultivate a student's sense of importance, so keeping our facilities in good shape is another vital component to the success of this goal. Custodial staff, groundskeepers, and skilled maintenance workers represent 27.5% of the resources allocated under Goal-Action 1.1.</p> <p>Child Nutrition employees: The Child Nutrition Department plays an important role in supporting the district’s goal of creating an inclusive and nurturing environment by providing students with healthy, nourishing meals each day. With a growing focus on using healthier ingredients and expanding scratch cooking, the department is committed to offering meals that not only support student wellness but also reflect care and quality. Student voice is a key part of this effort. Nutrition staff actively seek input through kid-friendly surveys to better understand students’ preferences and create menus that are both nutritious and enjoyable. This engagement sends a powerful message that students’ opinions matter and that their</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>needs are at the heart of our meal program. While the Child Nutrition Program significantly contributes to the outcomes of Goal-Action 1.1, it operates independently of the general fund and is not included in the budget for this goal. Nonetheless, its impact on student health, inclusion, and overall well-being remains a vital part of our district's supportive school environment.</p> <p>Campus Assistants and Noon Duty staff play a key role in supporting an inclusive and nurturing environment by providing active supervision during recess and lunch periods. As consistent, visible adults on the playground, they help create a safe and welcoming space where all students can feel included and supported. Often the first to respond to conflicts or inappropriate behavior, these staff members are essential in guiding students toward positive interactions, reinforcing school expectations, and addressing issues before they escalate. Since unstructured playtime can be a source of both joy and challenge, their presence is crucial in helping students navigate social dynamics and feel safe and respected. Campus Assistants and Noon Duty staff are a vital part of the support system that contributes to student well-being and school culture, representing 3.5% of the resources allocated under Goal-Action 1.1.</p> <p>Health Assistants and Nurses: Our nurses and health assistants are the heart of our school health system, ensuring a safe and healthy environment for all students to thrive. They provide essential care, from administering first aid to managing chronic conditions, allowing students to focus on learning without worry. Their expertise also extends to identifying and addressing potential health concerns that might otherwise hinder academic progress. Nurses and health assistants work collaboratively with families and school staff to develop personalized health plans, fostering a supportive network that prioritizes student well-being. In this way, they play a vital role in creating a foundation for academic success. Health Assistants and Nurses represent 7.1% of the resources allocated under Goal-Action 1.1.</p> <p>Administrative assistants and front office staff play a vital role in creating a nurturing and inclusive environment in schools. As the first point of contact for students, families, and staff, they set a welcoming tone and ensure that everyone feels seen, heard, and supported. Through their daily</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>interactions, they build trusting relationships, respond to individual needs with care and professionalism, and help maintain a calm and organized atmosphere. Their behind-the-scenes coordination and communication also contribute to a well-functioning school community where every student can thrive. Administrative assistants and front office staff represent 18.1% of the resources allocated under Goal-Action 1.1.</p> <p>Human Resources staff play a foundational role in advancing the district's goal of an inclusive and nurturing environment by recruiting, hiring, and retaining a diverse, skilled, and compassionate workforce. They ensure that every school is staffed with individuals who reflect our values and are committed to student well-being. HR staff also support a positive workplace culture through fair policies, responsive employee support, and ongoing professional development. By fostering a respectful and inclusive environment for all employees, Human Resources helps create the conditions where students, families, and staff feel safe, valued, and supported. Human Resources staff represent 6.6% of the resources allocated under Goal-Action 1.1.</p> <p>Technology staff: Behind the scenes, the Technology Department keeps the digital backbone of the district running smoothly, quietly removing barriers that might otherwise disrupt learning or connection. Whether it's ensuring every student has a working device, maintaining secure access to online learning platforms, or responding quickly to technical issues, their work enables classrooms to function without interruption. In a world where access to technology can shape opportunity, the tech team plays a crucial role in leveling the playing field and making sure every student can engage fully in their education. Their expertise helps create a school environment where innovation, inclusion, and support go hand in hand. Technology staff represent 4.6% of the resources allocated under Goal-Action 1.1.</p> <p>Fiscal, Payroll, &amp; Benefits staff: Fiscal, payroll, and benefit services staff provide the essential financial backbone that allows schools to operate smoothly and staff to feel supported. By ensuring employees are paid accurately and on time, managing benefits with care, and overseeing responsible budgeting and resource allocation, they help create a stable, trustworthy environment for all. Their behind-the-scenes work allows educators and support staff to focus on students, knowing their own well-</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>being and financial security are in good hands. In doing so, these teams contribute to a positive, inclusive culture where the needs of both students and staff are respected and met. Fiscal, Payroll, &amp; Benefits staff represent 5.9% of the resources allocated under Goal-Action 1.1.</p>		
1.2	Inclusive and Nurturing Environments Targeted Staffing	<p>While all of our staff actively support our students in their various areas of expertise, we also make dedicated staffing decisions with the primary intention of benefiting our unduplicated pupils. Some of the ways our staff do this work is through strengthening home-school connections by providing opportunities aligned to each unduplicated students' needs and interests, embracing each family's cultural and language background as assets, and promoting anti-racist and anti-bias mindset and behaviors.</p> <p>Behavior Intervention Services Supervisor: Our Behavior Intervention Services Supervisor acts as a champion for individualized student success, particularly for those with unique learning needs. They lead a team of specialists who develop and implement behavior intervention plans tailored to address the specific challenges faced by each student. This targeted support empowers students to overcome obstacles that might otherwise hinder their academic journey and social development. This position represents 17.4% of the resources allocated under Goal-Action 1.2.</p> <p>Behavior specialists &amp; behavior technicians are critical adults in our classrooms, working tirelessly to unlock the potential of every student, particularly those with unique learning and social-emotional needs. They act as detectives, observing student behavior, identifying underlying causes of challenges, and then implementing individualized plans to promote positive behavior and foster a successful learning environment. Their expertise allows them to implement targeted interventions, from social-emotional learning strategies to positive reinforcement techniques. This tailored support empowers students to overcome obstacles that might otherwise hinder their academic achievement and social participation. These positions represent 57.4% of the resources allocated under Goal-Action 1.2.</p>	\$6,680,192.13	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Our Mental Health and Wellness Associates serve as emotional guides for our students, particularly those navigating challenges that might impact their academic and social well-being. Through individual and group counseling sessions, they provide a safe space for students to express their concerns, develop coping mechanisms, and build resilience. The associate's expertise allows them to address a variety of issues, from anxiety and depression to social-emotional learning and grief. By providing this targeted support, they empower students to manage their emotional well-being, fostering a sense of self-awareness and emotional regulation. This, in turn, allows students to participate more fully in the learning environment, ultimately contributing to their academic success and overall well-being. These positions represent 5.1% of the resources allocated under Goal-Action 1.2.</p> <p>School social workers are the bridge builders within our schools, weaving a vital support network for students, particularly those facing challenges that extend beyond the classroom. They act as advocates, counselors, and liaisons, working directly with students, families, and community resources to address social, emotional, and environmental barriers to learning. Their expertise allows them to navigate complex situations, from family crises to bullying prevention, ensuring a safe and supportive school environment. By connecting students with necessary services and resources, school social workers empower them to overcome obstacles and reach their full potential. This holistic approach fosters a sense of well-being and belonging, ultimately contributing to a more inclusive and successful learning experience for all students. Social worker positions represent 15.5% of the resources allocated under Goal-Action 1.2.</p>		
1.3	Inclusive and Nurturing Environments Base Resources & Services	In addition to the staff necessary to support all students, each school requires a baseline level of resources to help build a consistent, districtwide vision of an inclusive and nurturing environment. Two key components of this foundation are professional learning opportunities and a social-emotional and cultural climate survey. Together, these resources help us better understand the needs of our district families and ensure our staff are equipped with the training and insights needed to support every student effectively.	\$1,626,102.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Social-emotional learning (SEL) and Trauma-informed Practices work in tandem to cultivate a supportive and responsive learning environment for all students. SEL equips students with the skills to manage emotions, build healthy relationships, and make responsible decisions. This sets the stage for academic achievement by fostering self-awareness, focus, and resilience. Trauma-informed practices recognize the impact of past experiences on learning. By creating a safe and predictable classroom environment, teachers can support students who have experienced trauma, allowing them to feel comfortable taking risks and engaging fully in the learning process. Together, SEL and trauma-informed practices build a strong foundation for student success, empowering them to reach their full potential.</p> <p>Social-emotional cultural surveying provides a vital lens into the hearts and minds of our students. These surveys go beyond academics, exploring students' social and emotional well-being within the context of their cultural backgrounds. The data gleaned allows us to identify areas of strength and areas where we can provide additional support. This can include recognizing students who might be thriving in a particular social-emotional learning program or identifying cultural nuances that impact student engagement. By providing this valuable data, social-emotional cultural surveys empower us to create a more inclusive and responsive learning environment, ultimately fostering student success for all.</p> <p>Contracted counseling services serve as guiding lights for our students, navigating the academic, social, and personal challenges that can impact their learning journey. They wear many hats – advocates, advisors, and confidantes, providing individual and group counseling to address a wide range of concerns. From academic goal setting to social conflict resolution and managing anxieties, school counselors empower students with the tools they need to thrive.</p> <p>Our after-school partnerships with outside vendors such as Valley Sports, FORXA and the City of Sunnyvale fuel student potential beyond the classroom. These programs ignite a love for arts and sports, offering a platform for exploration and hidden talent development. Alongside academic support that strengthens core skills, these enriching activities</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>foster critical thinking, teamwork, and perseverance. This collaborative approach promotes equity, ensuring all students can participate in a vibrant after-school landscape, ultimately empowering them to discover their strengths and thrive in all aspects of their development.</p> <p>The NWEA ELA Reading Fluency program acts as a window into our students' reading proficiency. This assessment efficiently measures foundational reading skills, including oral reading fluency and comprehension. The data gleaned allows us to identify students who might need additional support in developing fluency and accuracy. Early intervention, informed by NWEA results, empowers us to provide targeted instruction that strengthens critical reading skills. This, in turn, fosters a strong foundation for future academic success and a lifelong love of reading.</p> <p>Acknowledge Alliance provides a comprehensive range of services that strongly support our school district's goal of fostering an inclusive and nurturing environment for students and staff. Their student-centered programs focus on building resilience and social-emotional skills through in-class lessons, counseling, and educator support. Project Resilience, their K–8 curriculum, is facilitated by mental health professionals and emphasizes connection, emotional regulation, empathy, and responsible decision-making, key components of a supportive learning environment. They offer on-site counseling to help those navigating trauma and adversity develop healthier relationships, manage emotional responses, and re-engage with school. A cornerstone of their services is the support provided by dedicated Resilience Consultants assigned to school sites. These trained professionals collaborate closely with staff, offering in-depth classroom observations and on-call assistance to help teachers better understand students' SEL challenges and develop strategies that foster both teacher and student success. Resilience Consultants also lead professional development and coaching sessions focused on mitigating the lingering impacts of pandemic-related trauma. These sessions, delivered during staff development days or staff meetings, offer tools for emotional self-regulation and promote a trauma-informed approach to education. In addition, consultants facilitate leadership resilience groups that support administrators and teacher leaders in modeling and sustaining practices that build resilient school communities. By leading shorter resilience-</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>building activities and discussions at staff meetings, they continuously reinforce a culture of empathy, support, and inclusion throughout the school year. Through this multi-layered approach, Acknowledge Alliance plays a pivotal role in cultivating safe, inclusive, and emotionally supportive school climates.</p> <p>Swing Education supports our school district's commitment to fostering a nurturing and inclusive environment by providing a reliable and efficient platform for securing qualified substitute teachers. By swiftly filling teacher absences, Swing ensures that students experience uninterrupted learning, which is crucial for maintaining stability and inclusivity in the classroom. The platform's pool of vetted substitutes is equipped to handle diverse classroom settings, including special education, thereby catering to students with varied needs. Moreover, Swing emphasizes integrating substitute teachers into the school community by promoting practices that make them feel valued and included. This includes providing access to teacher amenities, clear communication of expectations, and recognition of their contributions. Such measures not only enhance the substitutes' effectiveness but also contribute to a positive school culture where all educators and students feel respected and supported. By streamlining the substitute placement process and fostering an inclusive atmosphere for both teachers and students, Swing Education plays a pivotal role in upholding the district's values of inclusivity and nurturing educational environments.</p> <p>Educational technologies such as Frontline Education, PowerSchool Group, and services from Bay Area PLS play a pivotal role in supporting our school district's commitment to fostering an inclusive and nurturing environment. Frontline Education provides a comprehensive suite of K-12 administrative tools that streamline absence management, support professional development, and enhance hiring and recruitment processes. By centralizing these functions, Frontline enables educators and administrators to focus more on student engagement and well-being. Their solutions are designed to proactively manage school operations, allowing for timely interventions and support for students' diverse needs. PowerSchool Group provides cloud-based solutions that connect students, teachers, administrators, and parents. Their platforms facilitate real-time communication and data sharing, promoting transparency and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>collaboration within the school community. By offering tools that support personalized learning and equitable access to resources, PowerSchool helps create a more inclusive educational environment. Bay Area PLS enhances parent and community involvement by simplifying the fingerprinting and background check process required for school volunteers. Their mobile and on-site Live Scan services expedite volunteer clearance, making it easier for parents to participate in classroom activities and school events. This streamlined approach encourages greater family engagement, which is essential for building a supportive and inclusive school culture. Collectively, these technologies and services contribute to a school environment where administrative efficiency, transparent communication, and active community participation are prioritized, thereby supporting our district's goals of inclusivity and nurturing student development.</p> <p>Flexible educational furniture supports a school district's goal of creating an inclusive and nurturing environment by promoting adaptability, comfort, and student-centered learning. Unlike traditional fixed desks and chairs, flexible furniture can be easily rearranged to accommodate different learning styles, group sizes, and activities, whether collaborative projects, independent work, or small-group instruction. This adaptability helps create a more engaging and responsive classroom environment where all students feel supported and included. For students with sensory, mobility, or attention challenges, flexible furniture provides options that can improve comfort, focus, and access. Adjustable seating, standing desks, and soft seating areas allow for movement and choice, which can be especially beneficial for students who need alternative learning setups to thrive. By enabling teachers to create inclusive layouts tailored to diverse needs, flexible furniture fosters a sense of belonging and promotes a positive, student-friendly atmosphere where all learners can succeed.</p>		
1.4	Inclusive and Nurturing Environments	In addition to the staff and baseline resources provided to serve all students across our schools, we also allocate targeted resources specifically aimed at supporting our unduplicated pupils. Similar to our base resources, this can come in the form of professional development,	\$2,288,145.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Targeted Resources & Services	<p>family surveys, or support networks and summits designed to particularly understand and serve our unduplicated pupils:</p> <p>Unconscious bias and Anti-Racist training equips our staff with the tools to recognize and mitigate the impact of unconscious biases on student learning. These biases, often unintentional, can influence interactions and expectations in the classroom. By participating in this training, staff gain valuable self-awareness and develop strategies to ensure all students are treated fairly and have an equal opportunity to succeed. This not only promotes equity in the classroom but also fosters a more inclusive learning environment where all students feel valued and respected.</p> <p>School buses are more than just a ride to and from school; they are the wheels of opportunity for student learning. By providing reliable transportation to the vulnerable, they ensure all students have equal access to education, regardless of their distance from school. This promotes equity and removes a potential barrier to academic achievement. Ultimately, school buses play a vital role in creating a foundation for student success by ensuring access to education and fostering important life skills.</p> <p>Creating multiple channels for parents to access formal and informal support networks, potentially including multilingual parent ambassadors at each school site, parent affinity groups, school-based family forums and celebrations, and participation in school decision-making is an important move toward providing equitable access and advocacy for high needs, under-represented families.</p> <p>We maintain partnerships to support specialized student transportation, which supports our district's commitment to an inclusive and nurturing environment, particularly for students with specialized needs. These transportation services offer a safe, reliable, and flexible solution for students who require additional support to access their education. By providing individualized ride options, including vehicles that accommodate mobility needs and trained drivers who understand how to work with students facing a range of challenges, we are ensuring that every child arrives at school ready to learn. This service has been especially impactful in reducing barriers to attendance and creating a sense of consistency and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>care for students who may otherwise struggle with traditional transportation methods. It allows our staff to focus on instructional support, knowing that students are in good hands from the moment they leave home.</p> <p>The Columbia Neighborhood Center (CNC) plays a vital role in supporting our school district's commitment to fostering an inclusive and nurturing environment, particularly for our targeted populations: English learners, foster youth, and students eligible for free and reduced-price meals. CNC offers a range of services and programs designed to meet the diverse needs of the community. These include educational support, health and wellness services, and recreational activities that are accessible to all families, regardless of their socioeconomic status. By providing resources such as tutoring, language development programs, and family engagement initiatives, CNC helps bridge educational gaps and promotes equity among students. For English learners, CNC's language support services and multicultural programs facilitate language acquisition and cultural integration, fostering a sense of belonging and confidence in the school environment. Foster youth benefit from CNC's counseling services and mentorship programs, which offer emotional support and guidance, helping them navigate the educational system and build resilience. Students from low-income families gain access to essential services like health screenings, nutritional programs, and after-school activities, ensuring their well-being and enabling them to focus on learning. By addressing the specific needs of these targeted populations, the Columbia Neighborhood Center contributes significantly to creating a supportive and inclusive educational landscape where every student has the opportunity to thrive.</p> <p>Mental health and wellness service providers play a critical role in supporting a school district's goal of fostering an inclusive and nurturing environment, particularly for historically underserved populations such as English learners, foster youth, and students eligible for free and reduced-price meals. Through school-based intervention teams, these providers collaborate directly with schools to deliver a range of multi-tiered supports. These include behavioral consultations, social-emotional learning (SEL) instruction, restorative practices, and operation of on-campus wellness centers. By embedding these services within schools, students receive timely, culturally responsive care that enhances both emotional well-being and academic outcomes. These providers also offer specialized programs</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>such as early childhood development services, individual and family therapy, parent education workshops, and peer support groups. These services are designed to engage families, build resilience in students, and address the broader social and emotional needs that affect learning. By addressing these critical areas within the school setting, mental health service partners help ensure that every student, regardless of background, has equitable access to the support and resources needed to succeed in school and beyond.</p> <p>Educational equity consultants play a crucial role in fostering inclusive and nurturing school environments, especially for our historically underserved target populations. These consultants offer a range of services designed to address systemic inequities and support the diverse needs of students. Their offerings include professional development workshops that equip educators and administrators with strategies for implementing anti-oppressive practices in the classroom. These sessions often focus on culturally responsive teaching methods, restorative practices, and the integration of social-emotional learning, all aimed at creating supportive learning environments for all students. In addition to professional development, these consultants assist schools in systemic change initiatives. They work collaboratively with school communities to analyze existing policies and practices, identify areas of inequity, and develop actionable plans to promote equity and inclusion. This comprehensive approach ensures that changes are sustainable and aligned with the district's goals. By partnering with such consultants, school districts can better understand and address the unique challenges faced by their diverse student populations, ensuring that all students have equitable access to supportive and affirming educational experiences.</p> <p>Survey platforms like Panorama Education play a pivotal role in advancing our school district's commitment to fostering an inclusive and nurturing environment. By providing tools that capture and analyze data on student well-being, engagement, and academic progress, these platforms enable educators to make informed decisions that support every student's unique needs. Through comprehensive surveys targeting students, families, and staff, schools can gain insights into the social-emotional climate, school culture, and areas where students may feel disconnected or unsupported. This feedback is essential for identifying and addressing barriers to</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>inclusion, ensuring that all students, especially those from historically underserved populations, feel valued and supported. Additionally, the integration of data across various domains, such as attendance, behavior, and academic performance, allows for a holistic view of each student's experience. This comprehensive approach facilitates early identification of students who may be at risk and supports the development of targeted interventions. By leveraging these tools, our district can proactively create strategies that promote equity, enhance student engagement, and build a school culture where every student has the opportunity to succeed.</p> <p>The Lakewood Branch Library and Learning Center project is a vital investment in advancing our school district's goal of building an inclusive and nurturing environment for all students. Located in North Sunnyvale, a historically underserved and low-income area, the library addresses a long-standing gap in access to educational and community resources. Many residents in this neighborhood live two to four miles from any library, resulting in the lowest percentage of library cardholders in the city. Some of the residents who would benefit most from library services currently face the greatest barriers to accessing them. This new 22,000-square-foot facility will bring critical library and learning resources directly into the community, helping ensure equitable access to knowledge, technology, and enrichment opportunities. The project reflects a joint commitment from the City of Sunnyvale, the Sunnyvale School District, and the Fremont Union High School District. It will be located on the Lakewood Elementary School campus, an accessible and familiar site for neighborhood families. The library will serve multiple functions, with space for traditional library services as well as flexible areas for programs such as language learning, cultural events, academic enrichment, and family engagement. By reducing barriers to access and strengthening ties between schools and the surrounding community, the Lakewood Library and Learning Center embodies our district's commitment to equity, inclusion, and whole-child development.</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Students receive equitable opportunities for growth	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- 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.

The district engaged in a strategic planning process in order to align and engage the entire community. We decided this would inform our LCAP for the next three years with the approved strategic plan guiding the goals for the district. This process has allowed for meaningful engagement, strengthened understanding, increased appreciation and commitment to the work ahead. The process included ten separate teams who met from October through April and included over thirty five planning sessions with over four hundred participants including six family sessions and four community forums. Goal two is one of the four high priority goals for our Sunnyvale Community. Our community has indicated the need to ensure every student will receive the personalized assistance (both academic and non-academic) necessary to grow at a pace that closes opportunity, language, and achievement gaps.

Additionally, our review of both local data and the California Dashboard data indicates that certain student groups did not achieve at the same rate as others. In particular, our English Learners, Hispanic students, Homeless and Foster Youth, socioeconomically disadvantaged families, and Students with Disabilities. The academic indicators for all of these groups lagged significantly behind their peers. Our goal of ensuring equitable opportunities for growth acknowledges that we need to do better in providing all students, regardless of background or circumstance, with the resources and support necessary to reach their full potential. By focusing on equity, this goal aims to bridge learning & opportunity gaps and ensure that all students have a level playing field for academic success.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELPI Performance  Source: CA Dashboard ELPI indicator & Local ELPI Dashboard for specific student groups	CA Dashboard 2023  ELPI Status: 51.9% of EL students made progress towards English language proficiency, as defined by: Percent of English Learners who increased at least one ELPI level from the previous year, or maintained a Summative '4' from one year to the next.  Socioeconomically disadvantaged ELs ELPI Status: 47.4% of SED EL students made progress towards English language proficiency  Foster Youth ELs ELPI Status: NA (sample size too low)	CA Dashboard 2024: 51.5% of EL students made progress towards English language proficiency, as defined by: Percent of English Learners who increased at least one ELPI level from the previous year, or maintained a Summative '4' from one year to the next.  Socioeconomically disadvantaged ELs ELPI Status: 42.1% of SED EL students made progress towards English language proficiency  Foster Youth ELs ELPI Status: NA (sample size too low)		100% of EL students made progress towards English language proficiency, as defined by: Percent of English Learners who increased at least one ELPI level from the previous year, or maintained a summative '4' from one year to the next.	EL students making progress: -.4%  Socioeconomically disadvantaged ELs making progress: -5.3%  Foster Youth: NA
2.2	Student perception of access to mental health resources when needed	Baseline collected in Fall of 2024:	N/A		Positive student responses (defined as a "yes" in	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>2024-25 Baseline:</p> <p>Percent of students Grades 3-5 reporting they know where to go at school to get help if you're feeling stressed, anxious, or down</p> <p>EL: Yes 72%            SED: Yes 69%            Homeless Youth: 70%            Students with Disabilities: 72%</p> <p>Percent of students Grades 3-5 reporting that if they felt stressed, anxious, or down at school they could contact a school adult about their feelings.</p> <p>EL: 42%            SED: 8%            Homeless Youth: 28%            Students with Disabilities: 35%</p>			question 1 or as identifying a school adult in question 2) will be at or above 80%,	
2.3	Performance on local assessments in math-percent of students proficient	<p>Baseline 2024</p> <p>Students with disabilities: 23.12%            Socioeconomically disadvantaged: 21.81%            Hispanic: 18.73%</p>	<p>Spring 2025</p> <p>Students with disabilities: 20%            Socioeconomically disadvantaged: 19.59%            Hispanic: 18.3%</p>		<p>Students with disabilities: 50%            Socioeconomically disadvantaged: 50%            Hispanic: 48%            English Learners: 47%</p>	<p>Students with disabilities: -3.12%            Socioeconomically disadvantaged: -2.22%            Hispanic: -.43%            English Learners: -.75%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 17.42%	English Learners: 16.67%			
2.4	Percent of time students with an IEP spent in general education courses in the elementary schools	2023-2024 Elementary districtwide percent of students with IEPs who are over 80% in Gen Ed: 66% (343/520)  Source: SIRAS	Spring 2025 Elementary districtwide percent of students with IEPs who are over 80% in Gen Ed: 68.34% (408/597)  Source: SIRAS		80% of students with an IEP are mainstreamed into general education courses for at least 80% of the instructional minutes.	Increase of 2.34% from baseline and 11.66% from year three target outcome
2.5	Extent to which pupils have access to and are enrolled in: a broad course of study	Fall update 24-25  Percent of middle school students who are taking VPA: 50.88%  Percent of middle school students who are taking STEM elective: 16.84%  Visual Performance Arts- Electives Demographics Makeup: English Learners: 22.15% Hispanic: 40.25% Socioeconomically disadvantaged: 51.21% African American: 1.85%	T3 Update 24-25  Percent middle school students who are taking visual and performing arts: 48.65%  Percent middle school students who are taking STEM: 15.91%  Visual and Performing Arts - Electives Demographic Makeup: English Learner: 20.66% Hispanic: 37.07%		VPA and STEM elective demographics will mirror the middle schools' demographic makeup within a 10% variance.	% middle school students taking VPA: -2.23%  % middle school students taking STEM: -.93%  Visual and Performing Arts Demographics: English Learner: -1.49% Hispanic: -3.25% Socioeconomically disadvantaged: -22.52% African American: +.39% Homeless Youth: +.60% Asian: -.52%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Homeless Youth: .58%</p> <p>Asian: : 28.26%</p> <p>White: 24.80%</p> <p>Science Technology Engineering Math (STEM) Electives Demographics Makeup: English Learners: 13.94%</p> <p>Hispanic: 18.47%</p> <p>Socioeconomically disadvantaged:39.37%</p> <p>African American: 1.39%</p> <p>Homeless Youth: 0%</p> <p>Asian: 42.86%</p> <p>White: 29.62%</p> <p>Middle school demographic makeup: English Learners:21.6%</p> <p>Hispanic: 40.20%</p> <p>Socioeconomically disadvantaged: 50.35%</p> <p>African American: 2.35%</p> <p>Homeless Youth: .70%</p> <p>Asian: 27.52%</p> <p>White: 27.29%</p>	<p>Socioeconomically disadvantaged: 28.69%</p> <p>African American: 2.24%</p> <p>Homeless Youth: 1.18%</p> <p>Asian: 27.74%</p> <p>White: 32.47%</p> <p>Science Technology Engineering Math (STEM) Electives Demographic Makeup: English Learners: 11.55%</p> <p>Hispanic: 16.25%</p> <p>Socioeconomically Disadvantaged: 14.80%</p> <p>African American: 1.08%</p> <p>Homeless Youth: .36%</p> <p>Asian: 49.10%</p> <p>White: 27.80%</p> <p>Middle school demographic makeup: English. Learner: 21.14%</p> <p>Hispanic: 37.74%</p>			<p>White: +7.67%</p> <p>Science Technology Engineering Math (STEM) Electives Demographic Makeup: English Learners: -2.39%</p> <p>Hispanic: -2.22%</p> <p>Socioeconomically Disadvantaged: -24.57%</p> <p>African American: -.31%</p> <p>Homeless Youth: +.36%</p> <p>Asian: -6.24%</p> <p>White: -1.82%</p> <p>Middle school demographic makeup: English Learners: -.46%</p> <p>Hispanic: -2.46%</p> <p>Socioeconomically disadvantaged: -20.77</p> <p>African American: -.05%</p> <p>Homeless Youth: -.22%</p> <p>Asian: -.06%</p> <p>White: +3.96%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 29.58% African American: 2.3% Homeless Youth: .92% Asian: 27.46% White: 31.25%			
2.6	Inclusive Afterschool Enrichment Survey Question  Source: Survey	Baseline collected in Fall of 2024:  2024-25 Baseline:  Do you participate in any after-school clubs or activities?  EL: No 65.30% Yes 34.70%  Socioeconomically Disadvantaged: No 59.92% Yes 40.08%  Homeless Youth: No 30.00% Yes 70.00%  Students with Disabilities: No 54.33% Yes 45.67%	N/A		80% of our students responded favorably to the survey question regarding barriers for afterschool enrichment (defined as participating in after school clubs or activities)	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Why don't you participate in any after-school clubs or activities?</p> <p>EL:</p> <p>I don't know what clubs or activities are offered. 16.11%</p> <p>I have to go home to help with family responsibilities. 26.17%</p> <p>I'm shy or worried I wouldn't fit in. 20.13%</p> <p>Other .83%</p> <p>The clubs or activities I'm interested in don't fit with my schedule. 8.05%</p> <p>The cost of after-school programs is too high. 3.36%</p> <p>Transportation is a problem for me after school. 1.34%</p> <p>Socioeconomically Disadvantaged:</p> <p>I don't know what clubs or activities are offered. 10.27%</p> <p>I have to go home to help with family responsibilities. 24.66%</p> <p>I'm shy or worried I wouldn't fit in. 12.33%</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Other 37.67%</p> <p>The clubs or activities I'm interested in don't fit with my schedule. 7.53%</p> <p>The cost of after-school programs is too high. 3.42%</p> <p>Transportation is a problem for me after school. 4.11%</p> <p>Homeless Youth: I don't know what clubs or activities are offered. 20.00%</p> <p>I have to go home to help with family responsibilities. 20.00%</p> <p>I'm shy or worried I wouldn't fit in. 20.00%</p> <p>The cost of after-school programs is too high. 20.00%</p> <p>Transportation is a problem for me after school. 20.00%</p> <p>Students with Disabilities: I don't know what clubs or activities are offered. 15.71%</p> <p>I have to go home to help with family responsibilities. 24.29%</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		I'm shy or worried I wouldn't fit in. 15.71% Other 28.57% The clubs or activities I'm interested in don't fit with my schedule. 12.86% Transportation is a problem for me after school. 2.86%				

## Goal Analysis [2024-25]

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

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

With our middle school elective courses, we set out to increase student participation and representation in visual and performing arts and STEM electives. We added 2 credentialed teachers at the elementary level to provide arts instructions to 4th and 5th grade students across all elementary schools in the hopes that we'll be able to vertically align instruction and motivate and engage students in the arts earlier so they are then interested in taking a visual and performing arts elective in the middle school. We also added a credentialed theater/drama teacher at the middle school level to offer additional sections of drama. We don't expect to immediately see the results of our actions since a lot of the work is done at the elementary level and we won't be able to see the potential increase in these areas until these elementary students enter middle school in the next few years (Actions 2.1, 2.2). Our method of measuring progress in this area was to measure whether or not our middle school VPA and STEM electives are proportionally representative of our middle school population in general. We've learned more about processing the data of middle school courses and the uniqueness of the schedule makeup at each middle school. Currently, while we are approaching our goal with many demographic groups within the 10% difference of VPA/STEM enrollment compared to the middle school overall enrollment, we still have some significant gaps in proportionality. The most significant disproportionate representation occurs with Hispanic students in STEM (difference of -21%), Asian students in STEM (difference of +21.64%), Socioeconomically disadvantaged students in STEM (difference of -14.78%), and English Learners in STEM (difference of -9.59%).

The Sunnyvale School District has effectively implemented our Behavior Technician paraprofessional program under Goal-Action 2.1, consistently delivering planned, evidence-based behavioral interventions for students with special needs and behavioral challenges. These paraprofessionals provide individualized and small-group instruction, meticulously collect progress data, and directly support IEP implementation, fostering independent work habits, communication, and social-emotional regulation. While initial implementation occasionally required strengthening collaboration between technicians and certificated staff through more structured check-ins, the program has largely aligned with our goals. Despite ongoing challenges with recruitment, retention, and continuous professional development, the program's

successes are significant: demonstrably improved student behavior and engagement, enhanced access to the general education curriculum, robust data-driven decision-making, increased capacity for certificated staff, and overwhelmingly positive feedback from families, proving its vital role in accelerating student growth and ensuring equitable opportunities. No substantive differences in implementation at this point.

The Sunnyvale School District has successfully implemented the Director of Student Support Services position under Goal-Action 2.1, with the Director consistently focused on equity by ensuring all students have necessary resources to thrive. This leadership prioritizes early intervention, developing individualized support plans, and fostering strong collaboration with families and community partners to bridge service gaps. While the increasing complexity of student needs presents an ongoing challenge, the Director has succeeded in cultivating a proactive support culture, enhancing individualized planning, and strengthening community partnerships. No substantive differences in implementation at this point.

The Sunnyvale School District has implemented our Social Worker program under Goal-Action 2.1, with these professionals playing a critical role in addressing students' holistic needs and dismantling social barriers to learning. Social workers actively connect students to vital external resources, build trust, and advocate for individual student and family support, consistently working to level the playing field as planned. While managing the diverse and often complex social-emotional challenges of our student population and navigating external resource limitations can be demanding, the program has strengthened student and family well-being, especially during turmoil around immigration law. No substantive differences in implementation at this point.

Bilingual School Outreach Assistants, the Community Outreach Supervisor, KLAS paras and Site coordinators, after school transportation, inclusive after school enrichment and programs have been implemented as described in Goal-Action 2.2 and Goal-Action 2.4. These resources and staff are focused on connecting vulnerable families in need of supports services to the school program within the traditional school day, but also to the critical after-school support window. Though no substantive differences in implementation are present at this point, there is a challenge in providing sustainable academically rigorous instruction in the after school sessions (along with enrichment and after school care). Plans will be implemented during the upcoming year to address the need for academic supports after school.

In our action of implementing rapid data cycles (action 2.3) we made significant changes to our structure of looking at data, what assessment data is collected, the frequency of this collection, and the analysis of the data across the district. Prior to this year, we didn't have consistent progress monitoring measures and data points across the entire district or across grade spans. While we had attempted different methods of progress monitoring, we didn't have enough consistency across elementary or middle schools to be able to have common discussions and professional development with principals about how this progress monitoring is making an impact at their sites. This year, with our recently adopted math curriculum in elementary, we had an opportunity to be consistent with alignment of lesson pacing across all elementary grade levels, and we had an opportunity to use common measures across all grade levels as a way to progress monitor. We used "section checkpoints" and end of unit assessments in our Illustrative Mathematics curriculum as a way of monitoring student progress and understanding throughout the year. Instead of relying primarily on our district benchmark assessments that students take 3 times a year in math and reading, with the section checkpoints and end of unit assessments, and with our aligned pacing guides, we were able to see more student progress in math in between benchmark time periods, allowing for more discussions with staff about how we are intervening or responding to student needs in a timely manner. General feedback from principals and teachers was that the information, over time and after getting used to the cadence of administering the quick section checkpoints and end of unit assessments, was valuable information that helps teachers identify trends or areas that students in their class needed support in. We also received feedback around the amount of teacher

time that entering this information into spreadsheets or data systems took, so we made some adjustments throughout the year to balance the teacher time with the valuable information gained from having this data in our systems. (Actions 2.3, 2.4, Metrics 2.1, 2.3)

Foundational work this year was started on standardizing the structure of our inclusion model. This included the development of walk through tools for administrators, and surveys to determine specific supports which would be helpful in carrying out this work. Those tools were developed in collaboration with site staff. Implementation of these tools were rolled out at two pilot sites this year. Further expansion to the structured inclusion plan will be carried out in all of our elementary schools in the 25-26 school year. (Action 2.3/ Metric 2.4)

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

There are no material differences for this goal.

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

Staffing allocations (Action 2.1) Under the Director of Student Support Services, the Community Outreach Supervisor and Bilingual Outreach Assistants have increased access for under-represented families, specifically increasing enrollment in after school programming and for outgoing eighth grade students as they access transition programming to feeder high schools. Our socioeconomically disadvantaged ELs saw a decrease of 5.3% in their ELPI level and our ELs saw a 0.4% reduction. We continue to look at these numbers as the students who make up these groups change more often. We are looking at how we can ensure we are using the correct metric and analysis in our decision making to support students. Also, social workers have continued providing resource allocation and coordination for all families. Measuring effectiveness is ongoing and two key metrics for these staff baselines were established (Metric 2.2 and 2.6).

This is our first year implementing the additional arts programming, while we did not see a change in demographics enrolled in the arts at the middle school level we feel confident that the additions and shifts made will lead to seeing a balance and possibly an increase of our unduplicated & Hispanic students enrolled in classes as well. As we continue to refine the work of our elementary arts teachers, in particular, we hope to see an increase in student interest and skillset entering the arts in middle school. This will take a few years, as we both continue to improve our elementary arts programming and opportunities for students. (Action 2.1, Metric 2.5)

Targeted staffing (Action 2.2) did not have the level of success we anticipated for our English Learner (EL) students. The status of unduplicated students on the English Language Proficiency Index (ELPI) Metric 2.1 data indicated a 5.3% drop for our socioeconomically disadvantaged students and our English Language Learners moved from 51.9% to 51.5% a .04% reduction. Baselines was established for Metric 2.2 and we feel confident our continued focus on this work and the expertise of our Bilingual School Outreach Assistants and Community Outreach Supervisor through their profound understanding of language, culture, and community, will bridge the gap between school and home, ensuring that every student and family feels valued, supported, and empowered. Metric 2.2 a baseline was established that will support our capacity to monitor growth toward goal. Metric 2.3 further supported the need to close academic gaps as indicated by 2.2% reduction of Low Socioeconomically disadvantaged and .75% reduction of ELs on local math proficiency levels. Foster Youth sample size too small to report.

During 2025-2026 we will partner with families more closely regarding Math, English Language Arts, and supporting families to be our partners in the education of their children. Their work is foundational to our progress toward Metric 2.1 & 2.2 by fostering connections and providing targeted support. Their consistent engagement with students and families is instrumental in driving positive student responses, as outlined in Metric 2.2, by building trust and ensuring that students feel seen and heard. The dedication of these team members will help us meet our ambitious goals and also upholds our core values of equity, communication, and community partnership. Their contributions are invaluable, making a lasting difference in the lives of our students and the strength of our school community. This year, the Communications & Community Engagement Manager focused on the following key areas: Strategic Communication Initiatives: Leading the transition to a unified district-wide communication application to streamline information flow for staff and families; Partnership Development: Regularly collaborating with the Sunnyvale Education Foundation to enhance communication and partnership in support of students; and Volunteer Program Enhancement: Working with the Community Outreach Supervisor to improve volunteer processes, recognition, and retention, with ongoing plans to further support volunteers and enhance the student experience.

Our "base resources and services" (Action 2.3) Our implementation efforts related to the standardization of our inclusion practices showed a positive increase in the percent of time students with an IEP spent in general education courses in the elementary schools. (Action 2.3/ Metric 2.4). While the pilot focused on just two elementary schools, it's encouraging to see the overall percent increase districtwide. Student with IEPs who are over 80% in general education increased from 66% to 68.34%. Plans to apply what was learned during the 2024-2025 school year will be reinforced during coaching cycles with principals and teachers.

Our targeted resources and services (Action 2.4), the targeted resources (an annually reviewed and revised "Multi-Tiered Systems of Support" process, Expanded After School Programs and Inclusive After School Environment) are measured by Metrics 2.1, 2.2 and 2.6. The status of unduplicated students on the English Language Proficiency Index (ELPI) Metric 2.1 data indicated a 5.3% drop for our socioeconomically disadvantaged students and our English Language Learners moved from 51.9% to 51.5% a .04% reduction. Foster Youth sample size too small to report. Baselines was established for Metric 2.2. Through this year's newly implemented progress monitoring measures, we were more readily able to discuss student progress throughout different time periods of the year. Previously, with only three district benchmarks for reading and math, we often lacked coherent data on student progress in between these benchmark windows. During the upcoming year we will continue with next steps and actions in order to meet expected outcomes.

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.

There was a revision to the way we pulled the demographic make up of both VPA and STEM electives at the middle school (metric 2.5) and revised metrics have been added in the baseline. There was an error in the previous baseline data because certain electives were only offered during specific trimesters and not year-long so the data was not accurately reflecting this. We also realized the complexities of offering both elementary music and elementary theater to all 4th and 5th graders as the year progressed. With two different arts content-area

teachers, collaboration wasn't as easily accomplished, and to offer all 4th and 5th grade students both offerings, teachers also switched school sites they worked at mid-year which makes building relationships and consistent programming at each site an additional challenge. For next year, we are considering moving to all elementary music programming across all 4th and 5th grade students so each arts teacher can stay with the same 4 schools the entire year, and be able to collaborate together and with our middle school counterparts. In order to increase the time students with IEPs are included in the general education setting, we have learned this year that more frequent discussions with site leadership would be beneficial. We also learned about barriers that will be addressed in the 25-26 year. The student specific collaboration between special education and general education teachers must be strengthened to support meaningful higher inclusion rates.

With our work around implementing rapid data cycles (action 2.3) and revisions we made throughout the year in response to teacher and administrator feedback, we were able to better identify gaps in our systems and processes and areas for improvement with our ability to respond quickly to student needs and better understand how our students are performing in regards to state standards. With the math section checkpoints and end of unit assessments serving as our math progress monitoring measure, we had teachers entering data in a couple different locations in order for principals and district office level administrators to have access and identify trends. Throughout conversations this year, we came to the conclusion that, while both assessment measures are valuable practices that we plan to continue, the act of collecting the data in a meaningful way and being able to see detailed information for students across the district wasn't an ideal balance of teacher time with information gained. Due to this feedback, we put together a committee to review some vetted online practice and progress monitoring tools that are designed to more seamlessly collect and provide granular data for teachers and administrators. Three different companies presented to a group of teachers and elementary principals about their progress monitoring tools, and the group selected one application for both math and English Language Arts/Spanish Language Arts for implementation in the 25-26 school year.

Learning from our inclusion-related work this year, we will continue to expand our efforts beyond the two pilot elementary sites to all other elementary schools. We've learned that frequent check ins with administrators and teachers strengthens our ability to provide meaningful inclusionary experiences. In addition to expanding our inclusion efforts to all of our elementary schools, we also explored expanding our internal definition of inclusion to encompass general education students spending time within our special day classrooms.

A small change was also made to Metric 2.1. We added "Revised for clarity: source ELPI status below from the 2023 CA Dashboard" to this metric to make it more clear. California Dashboards for each academic year use the last year in that academic year for the title. So, for example, the California Dashboard that describes data from the 23-24 school year is called the "2024 Dashboard". And the CA Dashboard that describes data from the 22-23 school year is called the "2023 Dashboard".

A change was made to Metric 2.2 to more clearly communicate responses to survey data.

The purpose of the changes to Metric 2.6 were to enhance the clarity and usability of our student survey data around participation in afterschool activities. Survey results were summarized to more clearly indicate what the obstacles were to participation.

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

# Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Equitable Opportunities Base Staff	<p>In order to have a variety of experiences for our students in our school system, which ultimately leads to academic growth, we need a variety of staff on our workforce who can serve all students.</p> <p>Arts and Music staff champion equity through artistic expression. Their programs empower all students, fostering creativity and collaboration regardless of background. The arts bridge cultural divides, promoting understanding and respect. This holistic approach levels the playing field, ensuring equitable opportunities for all to thrive. Arts and Music staff represent 12.5% of the resources allocated under Goal-Action 2.1.</p> <p>Behavior Technician Paraprofessionals: The Behavior Technician paraprofessional plays a critical role in advancing the district's goal of ensuring all students have equitable opportunities for growth through targeted interventions, accelerated supports, and enrichment opportunities. Working under the direction of certificated staff and behavioral supervisors, this position directly supports students, particularly those with special needs or behavioral challenges, by providing individualized and small-group instruction grounded in evidence-based practices such as Applied Behavior Analysis (ABA). By delivering discrete trial therapy, collecting detailed progress data, and supporting the implementation of Individualized Education Programs (IEPs), the Behavior Technician ensures that interventions are personalized and progress is monitored. This individualized attention helps close opportunity gaps and allows students to access the general education curriculum more successfully. Additionally, Behavior Technicians assist students in developing independent work habits, communication, and social-emotional regulation, key skills that enable students to participate meaningfully in both academic and enrichment activities. Their work supporting students during transitions, classroom activities, and structured social learning sessions fosters inclusive environments that allow for accelerated learning and engagement for all. By reinforcing instruction, promoting safe and supportive behaviors, and collaborating closely with teachers, specialists, and families, Behavior Technicians contribute directly to a multi-tiered system of supports (MTSS) that emphasizes equity, growth, and access for all students. Behavior Technician Paraprofessionals represent 38.1% of the resources allocated under Goal-Action 2.1</p>	\$4,437,739.91	No

Action #	Title	Description	Total Funds	Contributing
		<p>The Director of Student Support Services champions equity by ensuring all students have the resources they need to thrive. This leadership fosters a comprehensive support system that addresses the diverse needs of our student body. This includes prioritizing early intervention to identify and address challenges early, preventing learning gaps from widening, and leveling the playing field. Furthermore, the Director oversees the development of individualized support plans, tailoring resources to each student's unique situation. Finally, this Director cultivates strong collaboration with families and community partners, ensuring all available resources are leveraged to bridge any gaps in services and propel student success. Through this multifaceted approach, the Director of Student Support Services plays a vital role in creating an equitable learning environment where all students can flourish. This position represents 6.2% of the resources allocated under Goal-Action 2.1.</p> <p>Social workers champion equity, addressing student needs and bridging social barriers. They connect students to resources, build trust, and advocate for support. This holistic approach levels the playing field, ensuring all students have the opportunity to thrive. Social workers represent 19.4% of the resources allocated under Goal-Action 2.1.</p>		
<b>2.2</b>	Equitable Opportunities Targeted Staff	<p>In addition to our baseline of staff that serve all of our students, some staff are hired with a particular targeted focus on unduplicated pupils. Having staff dedicated to serving unduplicated individuals assists us in achieving our commitment to ensuring that every student will receive personalized academic and non-academic assistance necessary to grow at a pace that closes the opportunity, language, and achievement gaps. Supports will be provided during and after school.</p> <p>Bilingual School Outreach Assistants serve as a lifeline for equitable opportunity, particularly for Foster youth, English Learners, and students from Low-Income Families. They bridge cultural divides, fostering a welcoming environment where diverse backgrounds feel understood. Outreach Assistants ensure clear communication between families and educators, empowering all parents to participate actively in their child's</p>	\$2,541,043.88	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>education. For Foster youth experiencing disruption, they provide a stable and familiar presence, helping them feel supported in their new school environment. Through this multifaceted approach, Bilingual School Outreach Assistants ensure all students have the chance to thrive. Bilingual School Outreach Assistants represent 19.2% of the resources allocated under Goal-Action 2.2.</p> <p>The Community Outreach Supervisor bridges the gap between schools and the community, fostering support for all students. They build partnerships with organizations, creating a network of resources for students in need. Outreach programs empower families, especially those from low-income backgrounds, to participate in their child's education. This comprehensive approach ensures all students have the support to succeed. The Community Outreach Supervisor represents 7.1% of the resources allocated under Goal-Action 2.2.</p> <p>The "Kids Learning After School" Site Coordinator extends equitable learning beyond the classroom, particularly for Foster youth, English Learners, and students from Low-Income Families. This program offers a safe haven for academic support, strengthening core skills and addressing learning gaps for all students. Beyond academics, it fosters creativity, teamwork, and social-emotional development, especially valuable for English Learners, building confidence in a welcoming environment. The program also provides a consistent routine and a sense of community for all students, offering stability for Foster youth and a sense of belonging for everyone regardless of background. By enriching learning and fostering connection, the Site Coordinator plays a vital role in leveling the playing field and ensuring all students have the opportunity to flourish. The "Kids Learning After School" Site Coordinators represent 30.4% of the resources allocated under Goal-Action 2.2.</p> <p>"Kids Learning After School" after-school Site Paraprofessionals champion individualized support for all students, especially those needing extra help. They mentor students, tailoring their approach to close learning gaps and support language acquisition. This fosters a welcoming environment where all students feel valued and have a chance to thrive. The "Kids Learning After School" after-school Site Paraprofessionals represent 35.2% of the resources allocated under Goal-Action 2.2.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Transportation staff provide after-school routes to eligible students, helping remove barriers that might prevent students from participating in enrichment programs and after-school activities.</p>		
2.3	Equitable Opportunities Base Resources & Services	<p>All students need resources in order to assist them on their journey of growth in our schools. Outlined below are resources provided to all of our students:</p> <p>Catalog of SEL Supports: Develop a catalog of effective social, emotional, and cultural supports for students, including classroom lessons and small-group interventions. SEL supports for students, including classroom lessons and small-group interventions will benefit students in the long-term academically, as well as socio-emotionally. When students have their social-emotional needs met and are supported with culturally affirming pedagogy, academic achievement gains will also improve.</p> <p>Arts and Music Program Develop a vision for a comprehensive arts and music program, Prekindergarten-Grade 8.</p> <p>STEM Program Pilot a comprehensive STEM program, Prekindergarten-Grade 8. We have seen prior increased engagement with students in the areas of math and science when schools have held STEM night events, Math Olympics events, or other STEM-related events. Hour of Code is another STEM event that each school site has participated in, to some degree, and teachers have reported the levels of engagement in their math block have increased when students are also able to include coding activities in their day. Having an intentional comprehensive STEM program will increase engagement and ultimately academic achievement in math. Our school sites that currently have a lowest performing area in math on the CA Dashboard are: Bishop (Students with disabilities), Columbia Middle School (socio-economically disadvantaged), Ellis (students with</p>	\$1,053,944.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>disabilities), Lakewood (students with disabilities), San Miguel (students with disabilities), Sunnyvale Middle School (English Learners), and Vargas (Hispanic students)</p> <p>Intervention Practices Training: Provide training for teachers and paraprofessionals on effective classroom intervention practices, tailored to meet the needs of our diverse students. Providing training on effective implementation of classroom interventions districtwide will help close academic achievement gaps and support the classroom in their tier one instruction as well. As indicated on the CA Dashboard, several schools had ELA and/or Math as a lowest performing area with multiple student groups: Bishop (socioeconomically disadvantaged, students with disabilities, Hispanic - ELA. Students with disabilities- math), Columbia Middle School (socioeconomically disadvantaged- math, students with disabilities- ELA), Ellis (students with disabilities- ELA/math), Lakewood (students with disabilities- ELA/math, Hispanic- ELA), San Miguel (students with disabilities- math), Sunnyvale Middle School (EL- math, students with disabilities- ELA/math), and Vargas (Hispanic- math).</p> <p>Inclusion Plan Implement a district-wide inclusion plan for students with an Individualized Education Plan (IEP). Current research has pointed to the academic benefits gained by both students with and without disabilities in classes that are co-taught or generally classes that are more integrated between students with and without disabilities. When special education teachers and general education teachers work together in planning instructions, there is often higher achievement among all students in the classroom. On the CA Dashboard, we continue to have room for improvement with our students with disabilities in the area of ELA and Math districtwide. Individual sites that also had the lowest performing area of students with disabilities in ELA or Math included: Bishop, Columbia Middle School , Ellis, Lakewood, San Miguel, Sunnyvale Middle School. In addition, the CA Dashboard indicated that some of our schools had students with disabilities as a lowest performing area as it relates to chronic absenteeism: Cherry Chase, Ellis, Fairwood, San Miguel, Sunnyvale Middle School.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Rapid Data Cycles:            Institute timely monitoring of student progress through professional learning communities (PLC), rapid data cycles, and targeted strategies. Progress monitoring through rapid data cycles allows us to respond in a more timely manner to student areas for growth. While all schools in the district will benefit from this action, this is particularly directed to schools that had the lowest performing area of either ELA or Math on the CA Dashboard, which include: Bishop, Columbia Middle School, Ellis, Lakewood, San Miguel, Sunnyvale Middle School, and Vargas.            2024-2025 End of Year revision for the 2025-2026 school year: We will be using an online independent practice program at the elementary level in both reading and math to support with rapid data cycles.</p> <p>Enrichment opportunities provided through contracted service providers are instrumental in advancing our school district's commitment to equitable enrichment opportunities for all students. These services offer comprehensive arts education programs during the school day, ensuring that every student has access to high-quality instruction in dance, music, theater, and visual arts. Their programs are led by professional teaching artists who deliver engaging lessons aligned with California's Visual and Performing Arts Standards. These initiatives not only nurture creativity but also support students' social-emotional development, critical thinking, and cultural awareness, contributing to a well-rounded educational experience. Other services enhance the school environment by transforming recess into a structured, inclusive, and engaging time for all students. Through on-site coaches and professional development for school staff, providers help implement programs that promote physical activity, teach conflict resolution skills, and encourage leadership among students. Their approach has been shown to increase positive interactions, reduce playground conflicts, and improve overall school climate. Integrating play into the school day supports students' social-emotional growth and readiness to learn. Together, these partnerships enrich the educational experience by providing students with diverse opportunities to develop essential skills beyond the traditional classroom setting. They play a crucial role in creating a school culture where every student feels valued, supported, and empowered to succeed.</p>		

Action #	Title	Description	Total Funds	Contributing
2.4	Equitable Opportunities Targeted Resources & Services	<p>To create an environment that fosters equitable opportunities for growth, certain student groups may require resources that differ from their peers. This is because students come from diverse backgrounds and experiences, and a one-size-fits-all approach can leave some behind. For instance, English Learners might benefit from graphic organizers or visual aids to support comprehension alongside their peers. Foster Youth, who may experience emotional upheaval due to their living situation, will benefit from schools offering trauma-informed practices, mentorship programs, or flexible attendance policies. Social workers or counselors can further help them address emotional challenges and navigate the school system. For students from low-income families, resources include free or reduced-priced meals, after-school transportation, or access to mental health services can address challenges outside of school that might impact learning. Schools can also connect families with community resources that tackle social determinants of learning, such as food insecurity or unstable housing.</p> <p>Resources targeted towards our unduplicated pupils are:</p> <p>An annually reviewed and revised "Multi-Tiered Systems of Support" process.</p> <p>Expanded After School Programs.</p> <p>An Inclusive After School Environment</p>	\$359,641.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Students demonstrate responsibility for learning.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The district engaged in a strategic planning process in order to align and engage the entire community. It was decided that this would inform our LCAP for the next three years with the approved strategic plan guiding the goals for the district ahead. This process has allowed for meaningful engagement, strengthened understanding, increased appreciation and commitment to the work ahead. The process included 10 separate teams. The teams met from October through April and included over 35 planning sessions with over 415 participants including over 6 family sessions and 4 community forums. This goal is one of 2 goals of high priority to our Sunnyvale Community. This goal aligns with the community's goal to ensure that every student will be an active partner in their learning process, share ownership for achieving their learning goals, and contribute meaningfully in their school and community.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student perception of student voice, leadership, participation in student leadership roles, and involvement in making the school community better	Grades 3-5: Do you feel like your classmates and you have a say in what happens at school?  EL: (64% favorable)  Socioeconomically Disadvantaged: (61% favorable)	N/A		Positive student responses to target survey questions will be at or above 80%.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Homeless Youth: (44% favorable)</p> <p>Students with Disabilities: (50% favorable)</p> <p>Grades 3-5: Have you ever had an idea or suggestion that helped make your school a better place?</p> <p>EL: No 34.02% Yes 65.98%</p> <p>Socioeconomically Disadvantaged: No 42.91% Yes 57.09%</p> <p>Homeless Youth: No 42.86% Yes 57.14%</p> <p>Students with Disabilities: No 29.41% Yes 70.59%</p> <p>Grades 6-8: Have you ever had an idea or suggestion that</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>helped make your school a better place?</p> <p>EL: No 53.46% Yes 46.54%</p> <p>Socioeconomically Disadvantaged: No 62.50% Yes 37.50%</p> <p>Homeless Youth: No 60.00% Yes 40.00%</p> <p>Students with Disabilities: No 52.00% Yes 48.00%</p> <p>Grades 6-8: Do you feel like your classmates and you have a say in what happens at school?</p> <p>EL: (59% favorable)</p> <p>Socioeconomically Disadvantaged: (62% favorable)</p> <p>Homeless Youth: (62% favorable)</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: (61% favorable)				
3.2	Distance from standard (DFS) in Math for the following student groups: Students with disabilities Socioeconomically Disadvantaged English Learners Homeless Youth Foster Youth  Source: CA Dashboard	Baseline 2023: Revision for clarity: This baseline was from the 2023 Dashboard, not 2024  Students with disabilities Math Distance from standard (DFS): -114.2 Socioeconomically Disadvantaged Math Distance from standard (DFS): -75.3 English Learners: -64.5 Homeless Youth: -153.4 (30 students) Foster Youth: NA (sample size too small) All students: -4.8	2024 CA Dashboard - Distance from Standard (DFS) in Math:  Students with disabilities: -107.8 Socioeconomically disadvantaged: -48.4 English Learners: -67.5 Homeless Youth: -114.4 Foster Youth: NA (sample size too small) All students: -4.3		Students with disabilities Math Distance from standard (DFS): -94.2 Socioeconomically Disadvantaged Math Distance from standard (DFS): -55.3 English Learners: -44.5 Homeless Youth: -133.4 Foster Youth: NA (sample size too small) All students: 16	2024 CA Dashboard - Distance from Standard (DFS) in Math:  All students: .5 points (showing progress) Students with Disabilities: 6.4 points (showing progress) Socioeconomically Disadvantaged: 26.9 points (showing progress) English Learners: 3 points (slight decline) Homeless Youth: 39 points (showing progress)
3.3	Distance from standard (DFS) in ELA for the following student groups: Students with disabilities Socioeconomically Disadvantaged English Learners	Baseline 2024 Revision for clarity: This baseline was from the 2023 Dashboard, not 2024  All students: 9.8	2024 CA Dashboard - Distance from Standard (DFS) in ELA:  All students: 8.6		All students: 29.8 Students with disabilities ELA Distance from standard (DFS): -73.8	2024 CA Dashboard - Distance from Standard (DFS) in ELA:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Homeless Youth Foster Youth Hispanic All Students  Source: CA Dashboard	Students with disabilities ELA Distance from standard (DFS): -93.8 Socioeconomically disadvantaged ELA Distance from standard (DFS): -49.9 English Learners: -49.1 Homeless Youth: -132.7 (30 students) Foster Youth: NA (sample size too small) Hispanic DFS: -59.3	Students with disabilities: -89.7 Socioeconomically disadvantaged: -28.2 English Learners: -52.7 Homeless Youth: -84.5 Foster Youth: NA (sample size too small) Hispanic: -61		Socioeconomically disadvantaged ELA Distance from standard (DFS): -29.9 English Learners: -29.1 Homeless Youth: -112.7 (30 students) Foster Youth: NA (sample size too small) Hispanic DFS: -39.3	All students: -1.2 points (slight decline) Students with Disabilities: 4.1 points (showing progress) Socioeconomically disadvantaged: 21.7 points (showing progress) Homeless Youth: 48.2 points (showing progress) English Learners: -3.6 points (slight decline) Hispanic: -1.7 points (slight decline)
3.4	Total number of parent engagement/parent education opportunities offered centrally and at school sites.	Baseline 2023-24  Number of school sites who held 3 engagement opportunities (events offered to a specific school site's community): 3 school sites held at least 3 engagement opportunities specific to their school site.  Total district hosted engagement opportunities (offered to	N/A		Each school site will hold at least three parent engagement opportunities.  DO will host seven or more districtwide parent education opportunities.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		all families of the district): 6 events were hosted for families districtwide				
3.5	CAST Science Performance	Baseline 2022-2023  5th grade percent proficient: 46% 8th grade percent proficient: 43%	2023-2024  5th grade percent proficient: 45% 8th grade percent proficient: 38%		5th grade percent proficient: 66% 8th grade percent proficient: 63%	5th grade percent proficient: -1% 8th grade percent proficient: -5%

## Goal Analysis [2024-25]

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

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

This year's efforts in engaging our students and their families in taking responsibility of student learning were carried out in several different ways with differing areas of focus. One new way we engaged students in their learning and are learning from them was through student focus groups where we interviewed varying groups of middle school students about their experience in math and their opinions on the algebra curriculum they used this year. During the student's algebra class, they filled out a survey that gave the district some insights as to what students perceived as strengths and areas for improvement. This was followed up by in person focus groups conducted by a district office administrator and math instructional coach. Making sure the groups were representative of the school population, discussions took place with students about what tools, curriculum, and general instructional strategies and activities students found most engaging and beneficial to them in math. (Action 3.3)

Also new this year was the revision of middle school math pathways. Four different parent education sessions were held: 2 at the school sites for the English Learner Advisory Committee members and 2 meetings held centrally by the district office. The goal in both holding the meetings and the revision of the middle school math pathways is to make the advanced math courses in middle school more accessible and transparent to students and families. (Action 3.4)

Early in the year the district office offered a parent informational night on report cards, grades, and general information about understanding what students are learning at school. When parents understand what their students are learning, and how to ask for help or more information

about their learning, rich conversations about student learning can continue beyond the school day hours and families can become partners with more ownership over their learning. (Action 3.1 & 3.4)

Other parent informational workshops included this year: Juntos Informational night with high school articulation conversations, Biliteracy Pathway Awards presentations, Growth Development and Sexual Health informational nights for families of 4th, 5th, 6th-8th grade students, and English instruction classes for parents. (Action 3.2)

As our dual immersion students are entering high school and selecting Spanish elective courses, we've started holding informational sessions, partnered with Fremont High School District, to address questions about student course selection in high school and how they can progress in their Spanish language beyond middle school. This year is also the first year we are offering new awards to recognize our multilingual learners, including the Juntos Biliteracy Program Participation, Bilingual Attainment and Home Language Recognition awards. As another way of celebrating multilingualism and to promote student involvement in their learning, we have developed pathways to different celebratory awards. We've held family informational sessions to introduce this new process and opportunity for students. (Action 3.3)

Goal-Actions in 3.3 and 3.4 that remain to be implemented (professional development in soliciting student voice, student goal-setting, increasing student participation in IEPs, student leadership participation of under-represented students) will be initiated in subsequent years.

Goal-Action 3.4 programming to provide parent/guardian education programs in multiple languages to enhance their knowledge, skills, and confidence regarding learning expectations, standards-based assessments, grading, and age-appropriate methods for building student ownership of their learning continued this year with additional District-hosted events and added supports in response to parent request (specifically English as a Second language courses).

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 for this goal.

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

Action 3.1 - "Students responsibility for learning Base Staffing" - Action 3.1, centered on gathering student perspectives through surveys, has proven to be a valuable foundational element in understanding students' experiences with the school program and their sense of responsibility for learning. The data collected through these surveys (informing Metric 3.1) has provided us with essential insights into student engagement, motivation, and perceptions of their learning environment. This information has been instrumental in identifying areas of strength and potential areas for growth in fostering student ownership of their education. While the current survey mechanism has provided a crucial baseline understanding, we recognize an opportunity to enhance its reach and impact, which we will explore in subsequent iterations to ensure even greater participation and a more comprehensive representation of student voices.

Action 3.2 - "Students responsibility for learning Targeted Staffing" - Metric 3.1 Survey baseline data was established and this data will support positive momentum across several key indicators. Metric 3.2 distance from standard for math found socioeconomically disadvantaged students scores going from -75.3 to 48.4, English Language Learners going from -64.5 to 67.5. Metric 3.3 distance from standard for English Language Arts found socioeconomically disadvantaged students scores going from 49.9 to 28.2 and English Language Learners going from 49.1 to 52.7. The dedicated efforts of teachers, social workers, and school outreach assistants are aligning resources that will lead to the desired improvements in student engagement and ownership of learning. Teachers are implementing strategies to empower students in the classroom, while social workers and outreach assistants are building crucial connections with students and families, addressing potential barriers to learning and fostering a supportive home-school partnership. This targeted staffing approach is creating a more holistic support system that encourages students to take greater responsibility for their academic journey and overall success.

Action 3.3 - "Students responsibility for learning Base Resources & Services" The District dedicated its initial year to foundational work for enhancing student agency and voice. While direct professional development on student responsibility, advocacy, resilience, and voice was postponed for needs assessment, existing middle school advisory and elementary meeting structures were analyzed to foster positive student-staff interactions. A key step was the district-wide Panorama survey, establishing a baseline for student perceptions to inform future strategies for soliciting and responding to their voice. Existing school practices for goal setting and reflection during events remained, while still looking forward to district-wide implementation. Similarly, initiatives to establish similar practices districtwide around achievement celebrations was held back while sites continued their current site by site student celebration calendar of events. Consequently, direct effectiveness in achieving intended outcomes is currently unmeasurable. This year served as a vital assessment and planning phase, setting the stage for more targeted implementation of these student-centered strategies in the future.

Action 3.4 - "Students responsibility for learning Targeted Resources & Services" Metric 3.1 Survey baseline data was established and this data will support positive momentum across several key indicators. Metric 3.2 distance from standard for math found socioeconomically disadvantaged students scores going from -75.3 to 48.4, English Language Learners going from -64.5 to 67.5. Metric 3.3 distance from standard for English Language Arts found socioeconomically disadvantaged students scores going from 49.9 to 28.2 and English Language Learners going from 49.1 to 52.7 data definitely suggest the continued need to foster students' responsibility for learning. By offering a diverse range of 3 site and 6 district engagement opportunities (Metric 3.4), the district has begun empowering parents and guardians with knowledge and skills that can positively influence their children's academic engagement and behavior. These programs, spanning topics from academic support (like PowerSchool and math workshops) to social-emotional well-being (positive parenting, online safety) and essential information (immigration policies, attendance matters), create a more informed and supportive home environment. This increased parental understanding and engagement can lead to stronger home-school partnerships, ultimately contributing to students taking greater ownership of their learning and exhibiting more responsible behavior within the school setting. Several site and districtwide professional development trainings were offer and year long coaching was offerered at each school site. Many teachers participated in coaching cycles with a focus improved instruction for our unduplicated students.

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.

Reflecting on our prior practices in gathering student feedback, we recognize the need to enhance the reach and inclusivity of our survey instruments to ensure all student voices are effectively captured. While our previous survey tool provided valuable baseline data on student

experiences, analysis of participation rates indicated an opportunity to improve engagement, particularly among diverse student populations. Consequently, for the coming year, we are transitioning to the Satchel Pulse platform. This shift is driven by Satchel Pulse's more intuitive and accessible interface, incorporating features such as multilingual support and text-to-speech, which we anticipate will significantly increase student participation and provide a more representative understanding of their perspectives on school programs and their own responsibility for learning. This change in our survey action (Action 3.1) directly addresses our goal of understanding student experiences more comprehensively, allowing for more targeted and effective strategies to foster student ownership of their learning and overall well-being, ultimately contributing to more meaningful progress across our LCAP goals.

Reflecting on the previous year's parent engagement, Sunnyvale School District is implementing key changes to better serve all families. Recognizing the need to continue amplify underserved voices, we are shifting towards parent affinity groups to create inclusive spaces for support and collaboration. In direct response to parent requests for academic guidance, we will prioritize workshops offering practical at-home learning strategies aligned with our curriculum. Furthermore, to enhance accessibility and awareness, we are streamlining the calendaring and communication of all district-wide parent activities through a unified, proactive approach. These adjustments reflect our commitment to equitable and impactful partnerships that directly address the needs and feedback of our diverse parent community.

Metric 3.1 - Changed way the data for Metric 3.1 is presented to more clearly communicate survey data around student perception of voice, leadership, participation in student leadership roles, and involvement in making the school community better.

Metric 3.4 - Changed way the data for Metric 3.4 is presented to create a clearer summary of how many parent engagement events are held annually.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Students responsibility for learning Base Staffing	<p>To offer the various experiences where student voices are heard more often in their educational decisions, we will need the staff to provide multiple pathways for students to develop the skills to express their voice, including student led discussions, and advocating for opportunities.</p> <p>Students have also been more involved in giving feedback in the quest for more exciting menus and recipes they enjoy. Staff has implemented student surveys with kid friendly language to elicit feedback and engagement, sending the message that the student voice is valued.</p> <p>Costs from this action are captured in Goal 1 Action 1.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Students responsibility for learning Targeted Staffing	<p>As with any educational endeavor to make change systemwide, we will need staff who have a primary goal of serving our unduplicated pupils.</p> <p>Staff support students to strengthen their ownership of learning by engaging each student in setting and monitoring their academic and non-academic goals in age and developmentally appropriate ways.</p> <p>Teachers, social workers, and outreach assistants will collaborate to explore options to support students in developing advocacy skills and resilience to overcome challenges.</p>	\$10,000.00	Yes
3.3	Students responsibility for learning Base Resources & Services	<p>Certain resources will be required to support our efforts to increase student responsibility for their learning. In order to provide all our students and schools this support, staff will need professional development, materials, curricular supports, and other resources to create a baseline standard of student responsibility for learning.</p> <p>Student Advocacy &amp; Resiliency: Expand opportunities for student-to-student and student-to-staff interactions focused on developing advocacy skills, and building resilience.</p> <p>Learning Student Voice Provide professional development for teachers and staff on strategies to solicit and respond to student voice.</p> <p>Student Goal Setting Incorporate student goal-setting and reflection into structures such as small-group instruction, teacher conferences, Open House, student portfolios, Back-to-School Night.</p> <p>Student Achievement Celebrations</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Recognize and celebrate student growth and achievement at multiple intervals during the school year.</p> <p>Student Participation in Student Meetings:            Increase student participation in developmentally appropriate discussions about Student Success Teams (SST), 504 meetings, Individualize Education Plans (IEP), disciplinary meetings, etc. Students who participate actively in meetings which determine educational goals and supports, such as 504 or IEP meetings, often have better academic outcomes when compared to similar students who are not involved in these meetings. On the CA Dashboard, both districtwide and at the following sites, students with disabilities were listed as a lowest performing area in both ELA and/or Math: Bishop, CMS, Elis, Lakewood, San Miguel, and Sunnyvale middle school (SMS).</p> <p>Survey platforms like Panorama Education play a critical role in advancing our district’s goal of empowering students to take greater ownership and responsibility for their learning. By collecting and analyzing data on student engagement, academic mindset, and self-management, these tools give educators valuable insights into how students perceive their learning experiences and what supports they need to grow. The feedback gathered through student, family, and staff surveys helps identify areas where students may feel disengaged or lack confidence in their ability to succeed, barriers that directly impact their sense of agency. With a clearer understanding of each student’s experience, schools can design strategies and interventions that encourage reflection, goal-setting, and active participation in the learning process. The integration of data from multiple areas, including attendance, behavior, and academic progress, creates a holistic picture that allows for early identification of students who may need additional support in building self-directed learning skills. Ultimately, by using these insights to shape instruction and support systems, our district fosters an environment where students are not just recipients of education but active drivers of their own success.</p> <p>Costs from this action are captured in Goal 1 Action 3.</p>		

Action #	Title	Description	Total Funds	Contributing
3.4	Students responsibility for learning Targeted Resources & Services	<p>As with any systemwide effort to make change and provide opportunities for growth in all student groups, we must, in addition to our baseline resources, provide targeted resources that are primarily directed towards our unduplicated pupils.</p> <p>Student Leadership of Underrepresented Students: Increase inclusion and participation rates of underrepresented students in student leadership roles and create additional options for those students to extend their schooling experiences.</p> <p>Parent/guardian Education Programs Provide parent/guardian education programs, in multiple languages, to enhance their knowledge, skills, and confidence regarding learning expectations, standards-based assessments, grading, and age-appropriate methods for building student ownership of their learning.</p> <p>Professional development/coaching opportunities for teachers on strategies to solicit voice, and embrace student engagement.</p>	\$20,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Students achieve mastery of core content areas.	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.

The district engaged in a strategic planning process in order to align and engage the entire community. It was decided that this would inform our LCAP for the next three years with the approved strategic plan guiding the goals for the district ahead. This process has allowed for meaningful engagement, strengthened understanding, increased appreciation and commitment to the work ahead. The process included 10 separate teams. The teams met from October through April and included over 35 planning sessions with over 415 participants including over 6 family sessions and 4 community forums. This goal is one of 2 goals of high priority to our Sunnyside Community. This goal aligns with the community's goal to ensure that every student will demonstrate continuous academic growth at a rate that will lead to mastery of core standards and skills at key transitional grade levels.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	100% of students have access to standards aligned materials	Baseline 2024 100% of students have access to standards aligned materials	2025 100% of students have access to standards aligned materials		100% of students have access to standards aligned materials	No change
4.2	100% of appropriately credentialed teachers.	Baseline 2024 100% of assigned teachers are	2025 100% of assigned teachers are appropriately credentialed.		100% of assigned teachers are appropriately credentialed	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		appropriately credentialed				
4.3	Demographic make up of Algebra 1 course	<p>Spring 2024</p> <p>The algebra 1 courses are comprised of the following:</p> <p>Hispanic: 14.83% (35 students)  Socioeconomically disadvantaged: 17.8% (42 students)  Students with disabilities: 7.2% (17 students)</p>	<p>Spring 2025</p> <p>The algebra 1 courses are comprised of the following:</p> <p>Hispanic: 12.86% (36 students)  Socioeconomically disadvantaged: 11.07% (31 students)  Students with disabilities: 4.23% (11 students)</p>		<p>Algebra 1 courses comprised of the following demographic makeup:</p> <p>Hispanic: 34%  Socioeconomically disadvantaged: 37%  Students with disabilities: 27%</p>	<p>Hispanic: -1.97%  Socioeconomically disadvantaged: -6.73%  Students with disabilities: -2.97%</p>
4.4	<p>RFEP student proficiency on state ELA test</p> <p>Source: Illuminate CAASPP Report filtered for RFEP</p>	<p>Baseline 22-23 CAASPP Data</p> <p>63% of RFEP students met on the Smarter Balanced ELA (level 3 &amp; 4)</p>	<p>23-24 CAASPP Data, RFEP student proficiency on ELA CAASPP: 66%</p>		<p>80% of RFEP Students met on the Smarter Balanced ELA (level 3 &amp; 4)</p>	<p>+3% gain</p>
4.5	Hispanic Student performance on local ELA assessments	<p>Baseline 2024</p> <p>Trimester 2, percent proficient in local ELA assessment, Hispanic students:</p> <p>3rd: 23%  4th: 22%</p>	<p>Spring (March) 2025</p> <p>3rd: 19%  4th: 19%  5th: 19%  6th: 19%  7th: 14%</p>		<p>20% increase from baseline in each grade level:</p> <p>3rd: 43%  4th: 42%  5th: 40%  6th: 35%</p>	<p>Difference between T2 2024 &amp; Spring (March) 2025:</p> <p>3rd: -4%  4th: -3%  5th: -1%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th: 20% 6th: 15% 7th: 23% 8th: 16%	8th: 24%		7th: 43% 8th: 36%	6th: +4% 7th: -9% 8th: +8%
4.6	English learner reclassification rate	Baseline 2022-2023 school year  District English Learner reclassification rate: 18%  District Socioeconomically Disadvantaged English Learner reclassification rate: 12%	2023-2024 school year  District English Learner reclassification rate: 14%  District Socioeconomically Disadvantaged English Learner reclassification rate: 12%		Maintain or increase our reclassification to 20% or more	District EL reclass rate: -4%  District socioeconomically disadvantaged EL reclass rate: no change
4.7	Percentage of English learner students making progress towards English language proficiency as measured by those who increase an ELPI level or maintain ELPAC Level 4. ELs SED ELs  Source: CA Dashboard ELPI & Local ELPI	CA Dashboard 2023 ELPI Progress: 51.9%  Socioeconomically disadvantaged ELs ELPI Progress: 47.4%	CA Dashboard 2024 ELPI Progress: 51.5%  Socioeconomically disadvantaged EL ELPI Progress: 42.1%		ELPI Progress: 80%  Socioeconomically disadvantaged ELs ELPI Progress: 80%	ELPI Progress overall: decline of .4% socioeconomically disadvantaged difference: decline of 5.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard (for SED ELs)					
4.8	Extent to which pupils have access to and are enrolled in: programs and services developed and provided to individuals with exceptional needs	Baseline 2024 68.47% of students with disabilities are in general education classes 80% or more of the time.	Spring 2025 67.42% of students with disabilities are in general education classes 80% or more of the time.		73% of students with disabilities are in general education classes 80% or more of the time.	A decrease of 1.05%
4.9	The local indicator rubric is as follows: 1=Exploration and Research Phase 2=Beginning Development 3=Initial Implementation 4=Full Implementation 5=Full Implementation and Sustainability	Baseline 2024 measurement of the implementation of state standards is as follows: ELA=4 ELD=3 Math=4 Next Generation Science Standards=4 History/Social Science=4	Spring 2025 measurement of implementation of state standards is as follows: ELA=3 ELD=2 Math=4 Next Generation Science Standards=3 History/Social Science=3		Implementation of state standards: ELA=5 ELD=5 Math=5 Next Generation Science Standards=5 History/Social Science=5	Implementation of state standards: ELA= -1 ELD=- 1 Math= 0 Next Generation Science Standards= -1 History/Social Science= -1

## Goal Analysis [2024-25]

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

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

We continue to focus on utilizing Programmatic Coaches, Teachers on Special Assignment (ToSAs), to create program supports and coach classroom teachers around the implementation of best practices focused on English Learners (ELs) (Action 4.2 & 4.4). Programmatic ToSAs

facilitated the pilot of Elementary school Designated English Language Development (dELD) curriculum, supported the implementation of Middle School English Language Arts (ELA) curricula including Amplify ELA and interventions such as University of Florida Literacy Institute's (UFLI) phonics program, supported Elementary school implementation of the Newcomer EL program, "Benchmark Hello!," (Action 4.4) and supported the TK professional development focused on play-based instruction and language development. (Action 4.3). Alongside this program support and coaching that the teachers on special assignment provide, our site admin assistants and library staff play a key role in the process of communicating, receiving, organizing, and distributing these materials out of the site learning resource center. For each new material we bring to our district, the admin assistants often play a key role of being the bridge for communication between all parties- material deliveries, library staff, and teachers on special assignments. The materials then need to be barcoded, entered into our digital systems for inventory, organized and distributed to teachers by our library staff. (Action 4.1)

We also began the year with a team of teachers (Action 4.1) piloting English Language Development curriculum (Action 4.4) supported by our teachers on special assignment (Action 4.2) as we saw this was an immediate need to address our English Learners. The pilot process was led by our coordinator overseeing ELA/ELD (Action 4.2), in collaboration with our school site administrators (Action 4.1) who had discussed this possibility and need at the end of the prior school year. Throughout the pilot, it also became apparent that some of the resources offered in the pilot of ELD included English Language Arts materials that were lacking in our current English Language Arts adopted curriculum. This led to several conversations with administrators and then teachers about the possibility of moving forward with a more comprehensive ELD/ELA pilot next year as opposed to just the ELD pilot of this year. It was decided that we will move forward with an English Language Arts curriculum pilot next year, looking at both their Spanish Language Arts (for our Juntos dual immersion program) and English Language Arts. (Action 4.1, Action 4.2)

District Teachers on Special Assignment (with a focus on English Learners): They provide ongoing coaching and professional development, ensuring effective instruction that meets the unique needs of EL learners and accelerates their academic achievement. With the adoption of newcomer curriculum and designated ELD curriculum, professional development on both curriculums will be ongoing with all teachers and related support staff. TOSAs also provided professional development (action 4.3) to our support staff (Action 4.1), including our bilingual para educators (action 4.2), on administration and connected lessons for the initial assessment and ongoing progress monitoring of our newcomer students.

This year was also a year of developing more of a progress monitoring culture with all staff, regularly using curriculum-embedded assessment measures to track student progress. Using authentic assessments already embedded in our math curriculum, elementary teachers focused on analyzing student progress on standards. In reading, teachers followed up with students who had significant areas to grow in their foundational literacy, administering a phonics survey which informs teachers on discreet foundational skills students are still working on. We continue to make sure both teachers and students have adequate access to technology needed for this work, and that our staff and students are continually refreshed on digital citizenship, appropriate use of technology, and aware of best practices to safeguard student data. (Action 4.3)

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.

We began the 2024-2025 school year with the expectation that all positions would be filled. However, many roles, particularly in our behavior and special education programs, were ultimately filled through contracted services instead. The original budget projected \$81.8 million for Goal 4.1 (personnel) and \$0.2 million for Goal 4.3 (non-personnel), totaling \$82 million for base services.

As a result of shifting costs from personnel to contracts, our estimated actuals now project \$77.5 million for Goal 4.1 and \$5.1 million for Goal 4.3, for a revised total of \$82.6 million. While spending in Goal 4.3 exceeded the 10% variance threshold, the combined total for base services (personnel and non-personnel) was only 0.75% above the original projection, driven primarily by the reallocation from personnel to contracted services.

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

Action 4.1- " Base Staffing" Our curriculum coordinators, site admin assistants, library and support staff continue to be integral in this work, as they develop the vision for how all these pieces fit together, communicate between vendors and staff receiving materials, house and distribute materials, and deliver services essential to improve student learning. Collectively, base staffing has focused on creating a comprehensive support system that:

Ensures high-quality instruction in core content areas.

Provides targeted support for students with diverse needs.

Maintains a positive, resource-rich learning environment.

Promotes equity and access for all students, including those with special needs.

Supports continuous academic growth toward mastery at key transitional levels.

Action 4.2 -"Targeted Staffing" Our district's investment in targeted staff roles—Bilingual Para Educators, and Teachers on Special Assignment (TOSA)—is directly aligned with our commitment to equity and individualized student support. By dedicating significant resources to these positions—10.3%, 14.7%, and 75.0% of Goal-Action 4.2 funding respectively—we ensure that every student, especially English Learners (ELs), Long-Term English Learners (LTELs), and those from socioeconomically disadvantaged backgrounds, receives the tailored assistance they need to achieve core content mastery. Bilingual Para Educators play a pivotal role in bridging language and cultural gaps, empowering families to navigate our educational systems and access critical resources. TOSAs serve as instructional leaders, implementing data-driven and equitable interventions that address the unique needs of marginalized student groups. In looking at the Metrics, 4.6 district English Learner reclassification rate: 18%, district socioeconomically disadvantaged English Learner reclassification rate:

12% & Metric 4.7 Percentage of English learner students making progress towards English language proficiency as measured by those who increase an ELPI level or maintain ELPAC Level 4. ELPI Progress: 51.9% and Socioeconomically disadvantaged ELs ELPI Progress: 47.4% data indicates a need for the continued need to be responsive and effective with supports provided. We will continue to focus on our district's core values of equity, effective communication, and a steadfast commitment to student success.

Action 4.3-"Base Resources and Services" We've seen mixed results with our Hispanic student performance on local English Language Arts assessments, with some grade levels improving year over year, and others declining. (Metric 4.5) We've also seen a slight increase in CAASPP proficiency with our RFEP students (metric 4.4). A byproduct of implementing the curriculum-based progress monitoring measures in elementary math (Action 4.3- progress monitoring) this year has been having teachers engage in collaborative discussions around grade level standards and alignment of teaching math units across the year (Action 4.3- aligned curriculum). In the past, grade levels were often not aligned with their pacing of instruction, so it wasn't as easy to discuss similar standards and teaching strategies at the same time. Since implementing districtwide "section checkpoint" and "end of unit" progress monitoring measures, teachers have had to align themselves with the dates of administering these assessments, which allows for more collaboration. Alternatively, though, because of the design of these section checkpoints and end of unit assessments being curriculum-embedded, there wasn't a digital grading component or easy way to collect this data outside of teachers entering the scores into data systems viewable by site administrators. This led to teachers often focusing too much on the data entry, and understanding of grading the standards, as opposed to spending the time around discussing adjusting instruction in the classroom in response to the data. Steps to access and report data more efficiency is planned in order to informed daily instructional moves.

Action 4.4- "Targeted Resources" The implementation of our newcomer (English learners who have been in US schools for less than 12 months) curriculum has been generally well received from staff who are currently implementing it at our school sites. A review of Metrics, 4.6 district English Learner reclassification rate: 18%, district socioeconomically disadvantaged English Learner reclassification rate: 12% & Metric 4.7 Percentage of English learner students making progress towards English language proficiency as measured by those who increase an ELPI level or maintain ELPAC Level 4. ELPI Progress: 51.9% and Socioeconomically disadvantaged ELs ELPI Progress: 47.4% we reviewed the effectiveness of Benchmark Hello and Lexia English, we refined our use of each curriculum and the target audience of students who receive instruction with each curriculum. The data continues to guide us of possible areas for our continued improvement with newcomers and this curriculum. We will also look at our the method of tracking the progress of students, and exploring how we can leverage the English Language Development standards and professional development with classroom teachers.

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.

Action 4.4 has slightly changed to include an ELA/ELD/SLA pilot of curriculum as opposed to just an ELD pilot as originally laid out. As we piloted the English Language Development curriculum this year, and the associated resources from ELA-connected materials were used, it became more readily apparent that there were some gaps in our current English Language Arts curriculum and that the urgency to pilot a new ELA curriculum also became more apparent. We have also continued to see either stagnant or declining ELA scores, for the most part. With this, we are now moving forward with an English Language Arts/ Spanish Language Arts / ELD curriculum pilot for the 25-26 school year.

We note that when we consider all students with IEPs, the percentage of time in general education, 80% or more, has declined. Learning more about the barriers and how to support staff will be critical in the 25-26 school year. While mindset takes time to change, concrete tools around behavior management and differentiation are areas that can be focused on.

Action 4.2 has strengthened to include LREGB funding. Programmatic Teachers on Special Assignment (ToSAs) will continue to build upon program-based projects into the upcoming school year. An area of development will be build up the systems and structures to utilize student data to plan next steps and measure impact of the various programmatic foci.

Metric 4.6 was revised to clarify the date each data point was taken, as this is a lagging indicator.

In addition to the language arts curriculum pilot for next year, we will also be trying new progress monitoring and online practice tools for students in English Language Arts, Spanish Language Arts and math. This year, we conducted progress monitoring through our elementary math curriculum's "Section Checkpoints" and End of Unit assessments, across all elementary grade levels. While this was providing us with valuable data that we haven't previously had access to in between benchmark assessments, we recognized through discussions with teachers and principals that the data wasn't as easily viewable as we had hoped, and was taking more teacher time from being able to take action in response to student data. As the year progressed, attitudes towards the data's usefulness in guiding instruction and understanding students trends improved, but the accessibility of the data was still not as beneficial as we had hoped. We also heard feedback from teachers that there is a need for additional meaningful independent practice activities for students in both english language arts and math. Through these conversations, we decided to explore progress monitoring and online practice tools for ELA and math at the elementary level in the Spring of 24-25 in order to implement during the 25-26 school year. (Action 4.3 & 4.4)

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

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Students Achieve Mastery Base Staffing	For all students to achieve mastery in core content areas, a certain baseline of staffing is required. With this baseline of staffing, we are able to continue the work of ensuring that every student will demonstrate	\$81,235,505.84	No

Action #	Title	Description	Total Funds	Contributing
		<p>continuous academic growth at a rate that will lead to mastery of core standards and skills at the key transitional levels.</p> <p>Highly qualified teachers: ensure that students have access to highly qualified teachers who are credentialed and trained in their designated subject, content or focus area. Highly qualified teachers make up 74.1% of goal-action 4.1.</p> <p>Highly qualified support staff: Para educators are an essential component of support throughout our schools and support student access. Highly qualified support staff represent 11.7% of the resources allocated under Goal-Action 4.1.</p> <p>Highly qualified library staff: ensuring our libraries continue to be a central learning hub for our schools, offering a diverse collection of books and other resources, and being a place where additional learning and exploration can occur benefits from having a credentialed librarian to work with our learning resource specialists in each of our libraries. Library staff represent 1.9% of the resources allocated under Goal-Action 4.1.</p> <p>Highly qualified administrators: Provide strategic vision and leadership for the entire school district, ensuring alignment between district goals, state standards, and student needs. They oversee the development and implementation of district-wide programs and initiatives that improve student learning outcomes. Highly qualified administrators represent 5.3% of the resources allocated under Goal-Action 4.1.</p> <p>Highly qualified administrative assistants: Provide essential administrative support that frees up administrators and program directors to focus on strategic initiatives and student success, ensuring the smooth operation of departments and programs, and maintaining efficient systems that benefit student learning. Highly qualified administrative assistants represent 1.4% of the resources allocated under Goal-Action 4.1.</p> <p>Highly qualified support providers: Provide specialized services to meet the individual needs of students with disabilities or developmental delays. They collaborate with teachers, families, and other support staff to create a comprehensive support system that promotes academic success, social-</p>		

Action #	Title	Description	Total Funds	Contributing
		emotional well-being, and overall development (examples include: speech language pathologist, psychologist, occupational therapists). Highly qualified support providers represent 5.7% of the resources allocated under Goal-Action 4.1.		
<b>4.2</b>	<b>Students Achieve Mastery Targeted Staffing</b>	<p>For some students to achieve core content mastery, we will also need dedicated staff who are primarily targeted at meeting their individual needs. Curriculum, Instruction, &amp; Assessment Coordinators represent 10.3% of the resources allocated under Goal-Action 4.2.</p> <p>Learning Recovery and Emergency Block Grant (LREBG) Supports (\$1.6M):            Bilingual Para Educators: our bilingual para educators bridge the language gap for English Learners (EL) families, Long Term English Learner (LTEL) families and families with socioeconomically disadvantaged backgrounds, providing them with additional supports to navigate our educational systems and connect with the individual resources families need to be successful. Bilingual Para Educators represent 14.7% of the resources allocated under Goal-Action 4.2. Metrics 4.4-4.7 are being used to monitor the action.</p> <p>Teachers on Special Assignment (TOSA) represent 75.0% of the resources allocated under Goal-Action 4.2. The district's equity plan calls for tailored support, resource allocation based on need, and ongoing evaluation of practices to ensure every student can reach their full potential. TOSAs serve as instructional leaders who help bridge gaps in practice, ensuring that interventions are data-driven, equitable, and responsive to the unique needs of LTELs and other marginalized groups. Metrics 4.4-4.7 are being used to monitor the action.</p>	\$5,320,776.84	Yes
<b>4.3</b>	<b>Students Achieve Mastery</b>	Our staff and students require a baseline of resources designed to meet their needs and to increase student learning. Resources include:	\$4,900,344.00	No

Action #	Title	Description	Total Funds	Contributing
	Base Resources & Services	<p><b>Standard Aligned Curriculum</b>            Ensure each student access to standards-aligned curriculum and materials, including curriculum for designated English Language Development; effective tiered instructional practices, including Universal Design for Learning (UDL) and research-validated strategies for targeted student-groups; authentic assessments of student progress; and standards-based continuous professional learning.</p> <p><b>Provide professional development opportunities</b>            Administrators, teachers, and staff all benefit from ongoing professional development opportunities. These opportunities are often led by teacher leaders, instructional coaches, and outside consultants. Examples of planned outside consultants include:            Kelly Boswell (Writers' Workshop), and Silicon Valley Math Initiative (SVMI), Stanford's Graduate Study of Education, Mathematics Institute of Wisconsin (MIW) In addition to these example of outside consultants, with a number of recent adoptions, there will also be professional development provided by the curriculum companies. Some of these examples include: Amplify (middle school ELA &amp; Math), FOSS (middle school science), GetReady GetReading (middle school ELD curriculum)</p> <p><b>Student Progress Monitoring</b>            Develop a culture of continuous improvement of professional practices through authentic assessments of student progress, consistent engagement in collaborative cycles of inquiry (i.e., "data cycles") that include instructional planning, monitoring, and evidence-based reflection (e.g., "data summit").</p> <p><b>Access to Instructional Technology Tools:</b>            District and school site staff will work to provide access to technology to support students' learning by ensuring all students have access to instructional technology devices, applications, as well as reliable internet access at school and home.</p> <p><b>Digital Citizenship and the appropriate use of technology:</b>            District and site staff will maintain an environment where students will learn the appropriate and ethical use of instructional technology tools. This</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>environment will include content filtering, monitoring software, and appropriate age-level permissions. All grades will implement digital citizenship, and staff will continue to receive digital security awareness training to protect against data breaches and other cyber security vulnerabilities.</p>		
4.4	<p>Students Achieve Mastery Targeted Resources &amp; Services</p>	<p>While the baseline resources often meet many student needs, we need specialized resources and training to further close observed opportunity gaps. This comes in many forms, but is often through professional development, specialized curriculum and other resources designed with our unduplicated pupils in mind. In both our local data and CA Dashboard, we continue to have room for improvement with our English Learner performance. In particular, Lakewood elementary had ELPI performance as a lowest performing area on the CA Dashboard.</p> <p>Best Practices English Learners Professional Development: Identify common best practices for English learners, provide training to build teacher capacity, and conduct regular instructional walk-throughs to ensure disciplined implementation.</p> <p>Supplemental Newcomer Curriculum Implement a research-validated supplemental Newcomer curriculum for students during their first year of schooling.</p> <p>Supplemental ELD Curriculum: Implement a Designated English Language Development (ELD) curriculum at the elementary level.</p>	\$236,089.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$5,051,712	\$0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.867%	0.000%	\$0.00	7.867%

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
1.2	<p><b>Action:</b> Inclusive and Nurturing Environments Targeted Staffing</p> <p><b>Need:</b> Dashboard, behavioral referral, and classroom data emphasize the need for improved attendance rates and referrals for English Learners, Foster Youth and Low socioeconomically disadvantaged students. This will be accomplished as we train staff to</p>	Support targeted students to navigate the school day and school in general successfully. Assist students to to feel supported and included in their classes, in activities, and during social interactions. While there is a greater need across campuses, the need across the district and a need to target the work school to school is also critical in order to have the level of impact expected in outcome data	1. - chronic absenteeism, 1.2 - attendance rates, 1.3 - middle school drop outs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>be more skilled to understand and support students so they are better able to ensure a holistic approach to supporting the social emotional, and cultural needs of students and families. In addition, student and family sessions of strategic planning held from October 2023-April 2024 indicated a need for greater voice and awareness of their needs.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Social Workers for Foster Youth: For foster youth, social workers provide a sense of stability and support during a time of immense upheaval as they transition within the foster care system. They connect them with essential resources, advocate for their educational needs in the foster care system, and help them navigate the complexities of school enrollment and record transfers.</p> <p>Social Workers for English Learners: For English learners, social worker bridge the gap between cultures and languages. They connect students with language acquisition programs, cultural competency training for teachers, and translation services for families. This ensures English learners feel welcome and supported as they navigate the challenges of a new language and education system.</p> <p>Social Workers for Socioeconomically Disadvantaged students: For students from low-income families, social workers help address the social and emotional factors that can impact academic achievement. They connect families with social services, food banks, or healthcare resources, alleviating burdens that might otherwise hinder a student's ability to focus on learning.</p> <p>Behavior Intervention Services Supervisor and Behavior Specialists for Foster Youth: For foster youth, the supervisor understands the challenges of disruptions in routine and potential emotional upheaval. Behavior intervention plans consider these factors, promoting stability and predictability in the classroom, allowing foster youth to focus on learning and build positive relationships.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Behavior Intervention Services Supervisor and Behavior Specialists for English Learners: For English learners, the supervisor recognizes that language barriers can manifest as behavioral concerns. The Behavior Intervention team develops plans that incorporate language acquisition strategies and cultural sensitivity, fostering a more inclusive environment where English learners feel supported and empowered to participate fully.</p> <p>Behavior Intervention Services Supervisor and Behavior Specialists for Socioeconomically Disadvantaged students: Students from low-income families may face social-emotional stressors related to poverty that can impact behavior. The supervisor ensures behavior intervention plans address these potential root causes, collaborating with social workers and community resources to alleviate burdens and allow students to focus on academic success.</p> <p>Mental Health and Wellness Associates for Foster Youth: For foster youth, who often experience emotional upheaval due to disruptions in their lives, Mental Health and Wellness Associates provide a safe space to express concerns, develop coping mechanisms, and build resilience. This emotional support system can be a crucial factor in helping them adjust to their new environment and thrive in school.</p> <p>Mental Health and Wellness Associates for English Learners: English learners navigating a new language can face anxiety and isolation.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Mental Health and Wellness Associates can help them address these concerns, develop stress management strategies, and act as cultural liaisons, fostering a sense of belonging and understanding within the school community.</p> <p>Mental Health and Wellness Associates for Socioeconomically Disadvantaged students: Social-emotional stressors related to poverty can significantly impact a student's well-being, especially for students from low-income families. Mental Health and Wellness Associates work with these students to address challenges like food insecurity or unstable housing situations. By providing emotional support and connecting them with necessary resources, they empower students to focus on their mental health and academic success.</p>	
<p><b>1.4</b></p>	<p><b>Action:</b> Inclusive and Nurturing Environments Targeted Resources &amp; Services</p> <p><b>Need:</b> Data on discipline referrals displays a disproportionate number of referrals with English Learners. Unconscious bias and racism allows structural inequities in a system to remain unidentified. Unduplicated pupils are especially susceptible to the effects of unconscious bias, and need education specifically focused on eliminating barriers to accessing curriculum in the classroom.</p>	<p>Unconscious bias &amp; Anti-Racist training supporting English Learners: For English learners, unconscious biases can sometimes manifest as lowered expectations or misinterpretations of behavior. By being trained to recognize these biases, educators can create more culturally sensitive learning experiences and provide targeted support that empowers English learners to thrive. Additional details about this action can be found in the action table of 1.4</p>	<p>1.8 - Survey Findings - Families 1.1 - Chronic absenteeism (source: CA Dashboard), 1.2 Attendance Rates, 1.6 - Student Discipline Referrals, 1.7 - Survey Findings - Staff</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Because of the language barrier, school programming and decision-making can often occur without critical, consistent feedback from families of English Learners. A process for regularly including EL family input is needed to address this inequity.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>2.2</b></p>	<p><b>Action:</b> Equitable Opportunities Targeted Staff</p> <p><b>Need:</b> Dashboard and benchmark data continue to show the district is not serving targeted students in a way that is leading to greater proficiency levels. Data collected during strategic planning, informal and summative assessments indicates additional co-teaching, Tier 2 small group instruction and formalized tutoring is needed for students to accelerate their learning and for gaps to be closed.</p> <p><b>Scope:</b> LEA-wide</p>	<p>For English Learners navigating a new language and culture, Bilingual School Outreach Assistants act as invaluable guides. They bridge the communication gap between students and educators, ensuring clear and understandable interactions within the classroom. Outreach Assistants can also provide targeted support for language acquisition, helping English Learners feel confident and empowered to participate fully in their education. By fostering a culturally sensitive environment, they create a safe space for English Learners to ask questions, make mistakes, and embrace the learning process.</p> <p>Bilingual School Outreach Assistants serve as a lifeline for Foster youth experiencing disruption and potential emotional upheaval. They bridge cultural and linguistic divides, creating a sense of familiarity and stability in a new school environment. Since Outreach Assistants often share a first language with Foster youth, they can effectively communicate and understand cultural nuances, fostering a sense of security and</p>	<p>2.1-ELPI, 2.3-Local Assessments Math, 2.5-Course of Study</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>belonging. This welcoming presence helps Foster youth feel supported as they adjust to their new school community.</p> <p>Bilingual School Outreach Assistants empower families from low-income backgrounds to be active participants in their child's education. They bridge communication gaps, ensuring clear understanding of school programs and resources available to students. Outreach Assistants can also connect families with essential community resources that address social determinants of learning, such as food insecurity or unstable housing. By fostering a welcoming and inclusive environment, they empower families to advocate for their child's needs and become active partners in their child's academic success.</p> <p>For English Learners, the Outreach Supervisor ensures clear communication between families and educators. This empowers parents to be active participants in their child's education, even if they face language barriers.</p> <p>For Foster Youth experiencing disruption, the Outreach Supervisor's team provides a stable and familiar presence. Outreach Assistants who share a first language can effectively communicate and understand cultural nuances, easing the transition to a new school environment.</p> <p>The Community Outreach Supervisor also ensures Outreach Assistants connect students from Low-Income Families with essential community resources. This might include addressing social determinants of learning, like food insecurity or</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>unstable housing, so students can focus on academic success.</p> <p>The "Kids Learning After School" program provides targeted English language support beyond the classroom. Through engaging activities and conversation practice, "Kids Learning After School" staff help English Learners develop confidence and fluency in a fun and supportive environment.</p> <p>"Kids Learning After School" also offers stability and routine, which can be especially comforting for Foster Youth experiencing disruption. Staff build positive relationships, offering a sense of belonging and mentorship that can be crucial during a challenging time.</p> <p>Finally "Kids Learning After School" staff bridge the gap by providing access to enrichment activities that may not be readily available at homes of our vulnerable students in socioeconomically disadvantaged homes. This can include academic support, exposure to the arts, or opportunities for physical activity. Additionally, the KLAS program can help address social determinants of learning by providing a safe space and healthy meals for students who may face food insecurity.</p>	
<p><b>2.4</b></p>	<p><b>Action:</b> Equitable Opportunities Targeted Resources &amp; Services</p> <p><b>Need:</b></p>	<p>MTSS, reviewed annually, empowers all students to access the services they need, especially English Learners, Foster Youth, and low-socioeconomic students. Early intervention prevents minor issues from becoming major ones. The program tailors support - language programs</p>	<p>2.2- Student perception of access to mental health resources</p> <p>2.1- ELPI Performance Level</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>In addition to reviewing the dashboard and benchmark data, input and conversations during the strategic planning process from October 2023-April 2024 a few areas were identified as needs and areas that may better support the needs of unduplicated students.</p> <p>Unduplicated student perception of access to mental health</p> <p>Unduplicated students' access to after school offerings at the same rate as same-aged peers</p> <p>Unduplicated student participation in after school offerings and the need to reduce barriers of access.</p> <p><b>Scope:</b> LEA-wide</p>	<p>for English Learners, social-emotional learning for Foster Youth, and academic help or resources for low-socioeconomic students. Data ensures resources go where needed, and the program adapts to changing needs. Collaboration among teachers, specialists, and families further supports these vulnerable groups. This ongoing process creates a more equitable learning environment where all students can flourish.</p> <p>Expanded After School Programs and Inclusive After School Enrichment for English Learners: English Learners can receive additional instruction, vocabulary building exercises, and conversation practice in a supportive environment. After school programs can also bridge the gap between classroom learning and home life, offering access to technology or resources unavailable at home to continue language acquisition outside of school hours.</p> <p>Expanded After School Programs and Inclusive After School Enrichment for Foster Youth: Expanding after school programs will offer a safe and stable environment, especially important for Foster Youth experiencing emotional upheaval or disruptions. Positive interactions with peers and mentors build self-confidence, a sense of belonging, and provide crucial social-emotional support. These programs can incorporate social-emotional learning activities that equip Foster Youth with coping mechanisms, communication skills, and emotional regulation tools – essential for managing challenges, building relationships, and achieving academic success.</p>	<p>2.6- Favorable survey response to no barriers in afterschool enrichment</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Expanded After School Programs and Inclusive After School Enrichment for Students from Low-Socioeconomic Households: After school programs offer enrichment activities that spark curiosity, exploration, and a love for learning, fostering a well-rounded education that may not be readily available at home due to limited resources. They also provide access to resources and technology that can help close the achievement gap and ensure all students have the tools they need to succeed academically. Additionally, these programs offer academic help beyond the regular school day, addressing potential learning gaps and offering a supportive environment for focused study. This overall support empowers students from low-socioeconomic backgrounds to reach their full potential.</p> <p>By focusing on unduplicated student participation in after school opportunities, after-school programs can reach more English Learners who might not have participated before due to limited space or feeling overwhelmed in large groups. This ensures English Learners have a fair chance to benefit from after-school language support and social interaction opportunities.</p> <p>A focus on unduplicated student participation allows after-school programs to reach more Foster Youth who might not have previously participated due to disruptions in their lives or feelings of isolation. This ensures they have access to a safe and stable environment with positive adult role models.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Unduplicated student participation in after school programming also ensures a wider range of students from low-socioeconomic backgrounds benefit from after-school programs. This levels the playing field by providing them with access to academic enrichment activities, technology, and resources that might not be readily available at home.</p>	
<p><b>3.2</b></p>	<p><b>Action:</b> Students responsibility for learning Targeted Staffing</p> <p><b>Need:</b> Parent education programs are crucial for families of ELs, foster youth, and socioeconomically disadvantaged families. These programs empower parents with the knowledge and confidence to navigate their child's educational journey. This understanding bridges the gap between home and school, allowing parents to become active partners in their child's academic success. By demystifying these concepts, parents can be equipped to support their children's learning at home, but also boost their confidence to advocate for their children's specific needs within the school system.</p> <p>During student forums students expressed the need to be heard and some students expressed the desire and need to better understand how to get support when needed. This included how to interact and work with</p>	<p>Targeted staffing is needed in order to best provide these parent education programs that are crucial for our unduplicated pupils.</p> <p>Setting goals helps students stay motivated and engaged in their learning. When students have clear, achievable objectives, they are more likely to take an active role in their education. Goals give students a sense of purpose and direction, which can increase their interest and enthusiasm for their studies. For students who have more challenges, like unduplicated and students with disabilities this becomes a life changing skill for students. The process of setting and working towards goals helps students develop critical skills, such as planning, problem-solving, and self-assessment. These skills are not only valuable for academic success but also for personal and professional growth later in life.</p>	<p>3.2 &amp; 3.3- Distance from standard (DFS) in Math and ELA</p> <p>3.1 - Student perception of student voice, leadership, participation in student leadership roles, and involvement in making the school community better</p> <p>3.4 - Total number of parent engagement/parent education opportunities offered centrally and at school sites.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>their teachers, especially at the middle school level.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>3.4</b></p>	<p><b>Action:</b> Students responsibility for learning Targeted Resources &amp; Services</p> <p><b>Need:</b> Parent education programs are crucial for families of ELs, foster youth, homeless youth, and socioeconomically disadvantaged families. These programs empower parents with the knowledge and confidence to navigate their child's educational journey. This understanding bridges the gap between home and school, allowing parents to become active partners in their child's academic success. By demystifying these concepts, parents can be equipped to support their children's learning at home, but also boost their confidence to advocate for their children's specific needs within the school system.</p> <p>Students in general have many distractions and students with additional challenges can be even more distracted and also see themselves negatively. Goals help students prioritize their activities and focus on what is most important. Clear goals can reduce distractions and help students concentrate on the tasks that will</p>	<p>Student Leadership of Underrepresented Students: Unduplicated students face unique challenges regarding student leadership. They may be unfamiliar with opportunities, or lack confidence compared to established peers.</p> <p>Parent/Guardian Education Programs for EL, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged: Language barriers can make it difficult for EL families to communicate effectively with teachers and staff, leading to missed opportunities for collaboration and support. For foster, homeless youth, and socioeconomically disadvantaged families, frequent school changes can disrupt the family ability to grasp the school's structure and expectations. This lack of knowledge can unintentionally widen the achievement gap for these vulnerable student populations</p>	<p>3.2 &amp; 3.3- Distance from standard (DFS) in Math and ELA</p> <p>3.1 - Student perception of student voice, leadership, participation in student leadership roles, and involvement in making the school community better</p> <p>3.4 - Total number of parent engagement/parent education opportunities offered centrally and at school sites.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>most effectively help them achieve their objectives.</p> <p><b>Scope:</b> LEA-wide</p>		
4.2	<p><b>Action:</b> Students Achieve Mastery Targeted Staffing</p> <p><b>Need:</b> Our English Learners and students from socioeconomically disadvantaged backgrounds continue to be an area of concern as indicated on the CA Dashboard, in both ELA and Math.</p> <p><b>Scope:</b> LEA-wide</p>	<p>In order to meet the diverse needs of ELs and students from socioeconomically disadvantaged background, targeted staffing whose primary intent is to serve these populations is required. For years we have led professional development around research-based instructional practices which benefit ELs, in both designated and integrated ELD. While we see some gains in local data, reclassification data, and ELPI performance, there is still a great need for increased performance with English Learners:</p> <p>Low SES and EL: Bilingual Para Educators: our bilingual para educators bridge the language gap for English Learners (EL) families and families with socioeconomically disadvantaged backgrounds, providing them with additional supports to navigate our educational systems and connect with the individual resources families need to be successful. Often the most successful outreach to our English Learner and socioeconomically disadvantaged families is through personal phone calls home with someone who intimately knows their family situation, and can be a constant point of contact for these families and someone they can rely on for a variety of information they need in</p>	4.6, 4.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>our school system. Our bilingual para educators are often this person who our families rely on for the home to school connection.</p> <p>English Learners: District Teachers on Special Assignment (with a focus on English Learners): Empower teachers with research-based strategies and best practices specifically designed to support English Learners (EL) students. They provide ongoing coaching and professional development, ensuring effective instruction that meets the unique needs of EL learners and accelerates their academic achievement. With the adoption of newcomer curriculum and designated ELD curriculum, professional development on both curriculums will be ongoing with all teachers.</p>	
<p><b>4.4</b></p>	<p><b>Action:</b> Students Achieve Mastery Targeted Resources &amp; Services</p> <p><b>Need:</b> Our English Learners continue to be an area of concern as indicated on the CA Dashboard, in both ELA and Math.</p> <p><b>Scope:</b> LEA-wide</p>	<p>In order to meet the diverse needs of ELs, targeted resources whose primary intent is to serve these populations will need to be acquired and improved.</p> <p>Best Practices English Learners Professional Development: In order to effectively improve instruction and student learning as it relates to English Learners, we will provide training on supporting English Learners in the classroom. To include our site administrators in the process, and to support teachers in providing clear and aligned feedback on their instruction across sites, instruction walk-throughs with debriefs will be conducted across the district. In both our local data and CA Dashboard, we continue to have room for improvement with our English Learner</p>	<p>4.6, 4.7</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>performance. In particular, Lakewood elementary had ELPI performance as a lowest performing area on the CA Dashboard.</p> <p>Newcomer Curriculum: English Learners need differentiation in curriculum and supports based on their proficiency in English, which often correlates with the time a student has been in the United States school system. A student who recently arrived in the US, with limited English proficiency, would benefit from a different program than an English Learner who has been in the US for several years. In both our local data and CA Dashboard, we continue to have room for improvement with our English Learner performance.</p>	

**Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

na

## Additional Concentration Grant Funding

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

NA

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

# 2025-26 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	\$64,217,818	5,051,712	7.867%	0.000%	7.867%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$87,144,823.06	\$37,565,958.93	\$4,052,110.97	\$2,775,392.76	\$131,538,285.72	\$121,054,020.72	\$10,484,265.00

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	Inclusive and Nurturing Environments Base Staffing	All	No			All Schools	2025-2026 School Year	\$20,828,762.12	\$0.00	\$17,685,037.54	\$391,319.03	\$2,752,405.55	\$0.00	\$20,828,762.12	
1	1.2	Inclusive and Nurturing Environments Targeted Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$6,680,192.13	\$0.00	\$2,950,490.98	\$3,729,701.15			\$6,680,192.13	
1	1.3	Inclusive and Nurturing Environments Base Resources & Services	All	No			All Schools	2025-2026 School Year	\$0.00	\$1,626,102.00	\$1,626,102.00				\$1,626,102.00	
1	1.4	Inclusive and Nurturing Environments Targeted Resources & Services	English Learners	Yes	LEA-wide	English Learners	All Schools	2025-2026 School Year	\$0.00	\$2,288,145.00	\$2,288,145.00				\$2,288,145.00	
2	2.1	Equitable Opportunities Base Staff	All	No			All Schools	2025-2026 School Year	\$4,437,739.91	\$0.00	\$2,763,317.16	\$1,674,422.75			\$4,437,739.91	
2	2.2	Equitable Opportunities Targeted Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$2,541,043.88	\$0.00	\$517,960.46	\$1,631,468.48		\$391,614.94	\$2,541,043.88	
2	2.3	Equitable Opportunities Base Resources & Services	All	No			All Schools	2025-2026 School Year	\$0.00	\$1,053,944.00	\$775,469.00	\$254,650.00	\$23,825.00		\$1,053,944.00	
2	2.4	Equitable Opportunities Targeted Resources & Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$0.00	\$359,641.00	\$78,289.03	\$281,351.97			\$359,641.00	
3	3.1	Students responsibility for learning Base Staffing	All	No			All Schools	2025-2026 School Year	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.2	Students responsibility for learning Targeted Staffing	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-2026 School Year	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	3.3	Students responsibility for learning Base Resources & Services	All	No			All Schools	2025-2026 School Year	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.4	Students responsibility for learning Targeted Resources & Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$0.00	\$20,000.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00	
4	4.1	Students Achieve Mastery Base Staffing	All	No			All Schools	2025-2026 School Year	\$81,235,505.84	\$0.00	\$54,073,565.14	\$24,018,978.89	\$1,275,880.42	\$1,867,081.39	\$81,235,505.84	
4	4.2	Students Achieve Mastery Targeted Staffing	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2025-2026 School Year	\$5,320,776.84	\$0.00	\$3,055,333.75	\$1,748,746.66		\$516,696.43	\$5,320,776.84	
4	4.3	Students Achieve Mastery Base Resources & Services	All	No			All Schools	2025-2026 School Year	\$0.00	\$4,900,344.00	\$1,291,113.00	\$3,609,231.00			\$4,900,344.00	
4	4.4	Students Achieve Mastery Targeted Resources & Services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2025-2026 School Year	\$0.00	\$236,089.00	\$10,000.00	\$226,089.00			\$236,089.00	

# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$64,217,818	5,051,712	7.867%	0.000%	7.867%	\$8,930,219.22	0.000%	13.906 %	<b>Total:</b>	\$8,930,219.22
								<b>LEA-wide Total:</b>	\$8,930,219.22
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$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	1.2	Inclusive and Nurturing Environments Targeted Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,950,490.98	
1	1.4	Inclusive and Nurturing Environments Targeted Resources & Services	Yes	LEA-wide	English Learners	All Schools	\$2,288,145.00	
2	2.2	Equitable Opportunities Targeted Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$517,960.46	
2	2.4	Equitable Opportunities Targeted Resources & Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$78,289.03	
3	3.2	Students responsibility for learning Targeted Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.4	Students responsibility for learning Targeted Resources & Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.2	Students Achieve Mastery Targeted Staffing	Yes	LEA-wide	English Learners Low Income	All Schools	\$3,055,333.75	
4	4.4	Students Achieve Mastery Targeted Resources & Services	Yes	LEA-wide	English Learners Low Income	All Schools	\$10,000.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$125,358,568.00	\$125,761,492.43

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	Inclusive and Nurturing Environments Base Staffing	No	\$20,721,201.00	\$20,061,897.32
1	1.2	Inclusive and Nurturing Environments Targeted Staffing	Yes	\$6,046,787.00	\$6,420,145.77
1	1.3	Inclusive and Nurturing Environments Base Resources & Services	No	\$1,646,626.00	\$1,787,479.00
1	1.4	Inclusive and Nurturing Environments Targeted Resources & Services	Yes	\$2,279,963.00	\$2,438,628.00
2	2.1	Equitable Opportunities Base Staff	No	\$2,428,280.00	\$2,627,330.01
2	2.2	Equitable Opportunities Targeted Staff	Yes	\$2,380,123.00	\$2,381,735.59
2	2.3	Equitable Opportunities Base Resources & Services	No	\$1,069,111.00	\$1,078,160.00
2	2.4	Equitable Opportunities Targeted Resources & Services	Yes	\$734,605.00	\$801,366.00
3	3.1	Students responsibility for learning Base Staffing	No	\$0.00	\$0.00
3	3.2	Students responsibility for learning Targeted Staffing	Yes	\$10,000.00	\$9,617.42
3	3.3	Students responsibility for learning	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)
		Base Resources & Services			
3	3.4	Students responsibility for learning Targeted Resources & Services	Yes	\$20,000.00	\$21,438.71
4	4.1	Students Achieve Mastery Base Staffing	No	\$81,831,131.00	\$76,703,812.02
4	4.2	Students Achieve Mastery Targeted Staffing	Yes	\$5,771,498.00	\$5,555,158.05
4	4.3	Students Achieve Mastery Base Resources & Services	No	\$196,287.00	\$5,643,423.46
4	4.4	Students Achieve Mastery Targeted Resources & Services	Yes	\$222,956.00	\$231,301.08

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$5,126,985	\$9,702,310.00	\$10,035,866.46	(\$333,556.46)	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	1.2	Inclusive and Nurturing Environments Targeted Staffing	Yes	\$3,501,904.00	\$3,392,563.75		
1	1.4	Inclusive and Nurturing Environments Targeted Resources & Services	Yes	\$1,253,029.00	\$2,438,628.00		
2	2.2	Equitable Opportunities Targeted Staff	Yes	\$867,870.00	\$264,372.45		
2	2.4	Equitable Opportunities Targeted Resources & Services	Yes	\$10,000.00	\$1,300.00		
3	3.2	Students responsibility for learning Targeted Staffing	Yes	\$10,000.00	\$9,617.42		
3	3.4	Students responsibility for learning Targeted Resources & Services	Yes	\$20,000.00	\$21,438.71		
4	4.2	Students Achieve Mastery Targeted Staffing	Yes	\$3,963,507.00	\$3,676,645.13		
4	4.4	Students Achieve Mastery Targeted Resources & Services	Yes	\$76,000.00	\$231,301.00		

# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$62,350,250	\$5,126,985	0%	8.223%	\$10,035,866.46	0.000%	16.096%	\$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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## ***Purpose***

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

## **Requirements and Instructions**

### **General Information**

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

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

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

### **Reflections: Annual Performance**

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

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

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

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

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

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

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

### **Reflections: Technical Assistance**

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

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

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

## Engaging Educational Partners

### *Purpose*

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

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

## Requirements

### *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## ***Instructions***

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

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

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

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

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

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

#### **Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

#### **Type of Goal**

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

### Broad Goal

#### Description

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

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

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

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

### **Maintenance of Progress Goal**

#### Description

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

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

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

### **Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul>
Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

### ***Purpose***

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

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

### **Statutory Requirements**

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

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

**LCFF Carryover — Dollar**

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

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

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

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

### ***Total Planned Expenditures Table***

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

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

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

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

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

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

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

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

## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

## ***Contributing Actions Annual Update Table***

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

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

## ***LCFF Carryover Table***

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

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

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

## ***Calculations in the Action Tables***

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

### **Contributing Actions Table**

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

### **Contributing Actions Annual Update Table**

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

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

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

## **LCFF Carryover Table**

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

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

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

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

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

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