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
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Plan Summary [2024-25]

General Information

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

Located in Silicon Valley, the Sequoia Union High School District (SUHSD) serves a diverse population of just under 9,000 high school students. In addition to its four comprehensive high schools, the District portfolio includes three small schools, a middle college, and independent study programs. The District's adult school annually serves approximately 1,200 post-secondary learners. We consistently hear from our community an appreciation for the array of opportunities available to students. Each site boasts a plethora of clubs, teams and activities to round out students' learning experiences. Our staff is well-trained and committed and works to provide students with the best learning opportunities possible. Teachers are accredited in their subject areas and receive regular training on best practices. Sites consistently earn six-year accreditations from the Western Association of Schools and Colleges (WASC), and many of our students go to the nation's top colleges. That said, there is an achievement gap that we work to close, and most of our LCAP is a response to that reality. Redwood is receiving the Equity Multiplier, and several of our subgroups district-wide do not mirror their peers' success in some of our State Dashboard results. At a county training for writing the 2024-25 LCAP, one of the presenters reminded authors, "While the Strategic Plan addresses the District at large, the LCAP is intended to be the Strategic Plan for the State Dashboard in particular." Our LCAP goals and actions specifically address student subgroups scoring in red on the State Dashboard, as these are our greatest areas for growth.

Students come to our district from many different schools and cities. The District has nine public partner districts that feed into ours. In addition, several private and charter k-8 schools have students who feed into our district. In total, the District partners with over 25 middle schools. For the past several years, Sequoia Union High School District has been part of a collaboration with Stanford University and our nine public partner districts. Providing calendared time and structures to work together has enhanced our ability to effectively make change

and improve outcomes for the students we collectively serve. The SUHSD attendance area comprises Atherton, Belmont, East Palo Alto, Menlo Park, Portola Valley, Redwood City, Redwood Shores, San Carlos, and Woodside. Per the Fall 2023 CALPADS report, our high school student counts for the 2023-24 school year are as follows: total enrollment - 8,747; Latino - 42.5%; White - 36%; Asian - 13.2%; African American - 2%; Pacific Islander - 1.8%; Two or More Races - 3.6%; Other - .8%; English Learners (EL) - 14.2%; Title III - 13.3%; Title I - 27.5%; Students w/Disabilities (SWD) - 13.6%; Foster Youth (FY) - 0.1%; Students Experiencing Homelessness - .4%; unduplicated pupils - 31.8%. The diversity of our student body is another feature of our District, of which our community members are proud.

For the 2024-2027 Local Control Accountability Plan, our goals have been designed to be focus goals. A focus goal is more concentrated in scope; it includes a description of what the district plans to achieve through the actions included in the goal. The report is aligned with the expected measurable outcomes included for the purpose. The goal description organizes the actions and expected results cohesively and consistently. This choice is because it is too easy to focus on what we are doing well, and the State Dashboard asks us to address our areas for growth. Goals and actions for all students in our District can be found in the District's north star: our strategic plan.

Reflections: Annual Performance

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

On the CA Dashboard, SUHSD was evaluated according to three areas: Conditions and Climate, Academic Performance and Academic Engagement, and English Learner Progress.

In the Conditions and Climate section, where SUHSD is evaluated according to their suspension rates, SUHSD scored the same or better than the state in all subgroups, except for Pacific Islanders. In this case, SUHSD Pacific Islanders scored in the red, while the Pacific Islanders across the state scored in the yellow. In addition, SUHSD African American students also scored in the red for Suspension Rate, which was the same as the state. These are the two subgroups that need to be addressed in this LCAP in particular for their suspension rate at the district level. In addition, within our individual schools the Suspension Rate at Carlmont was Red for EL, SWD and SED students, and Menlo-Atherton students who are African American also received a red rating for Suspension Rate. Each of these particular areas must also be addressed in our LCAP data.

For Academic Performance, there are three areas that are addressed in the CA Dashboard and they are performance on SBAC ELA, performance on SBAC Math and performance on the College/Career Measures.

As far as performance on the SBAC ELA tests are concerned, SUHSD received either the same rating or a lower rating on the CA Dashboard when compared to their peers across the state overall, except for White Students who scored higher than their state peers. In particular, when looking at the five subgroups who performed in the Red within SUHSD (EL, Hispanic, SED, SWD, PI), they were rated lower across the board compared to their peers, except for SWD, who also scored in the Red in ELA. On the SBAC Math test, these same subgroups (EL, Hispanic, SED, SWD, PI) scored in the red, and in each case their state peers scored higher than them. This is even more glaring in the SED category, when the State SED students scored in the Yellow, two levels ahead of SUHSD SED students in Math.

Within each particular high school in SUHSD the following schools also had students performing in the Red for particular subgroups in ELA: Sequoia High (SED), Carlmont (SWD), Menlo-Atherton (EL, Hispanic, SWD, SED students), Woodside (EL, Hispanic, SWD, SED students). Similarly, for Math the subgroups performing in the Red for each high school are: Sequoia High (EL, Hispanic, SWD, SED), Carlmont (Hispanic, SWD), Menlo-Atherton (EL, Hispanic, SWD, SED), Woodside (EL, Hispanic, SWD, SED). In addition, Redwood was indetified as a mutiple indicator school because of its low graduate rates in general and for Hispanic students in particular.

For the College/Career Measures, which are also part of the Academic Performance indicator, there is no "Red" distinction yet, as this is the first year it has been reported since the pandemic. So the status we are looking at evaluating are the subgroups who score "Very Low" on this category.

Across the district, in this category, we scored either the same or higher than the state across the subgroups. As a district, none of our subgroups fell into the "Very Low" category across the board. However, at the school level the English Learner subgroup at Sequoia and Woodside performed "Very Low" in this College/Career area.

In the area of Academic Engagement, we are evaluated according to our four-and five-year cohort graduation rate. In this area of the CA Dashboard, we performed higher than the state across 8 subgroups, which speaks to the efforts we have made around our goals to have more students meet graduation requirements. In fact none of our subgroups at the district level performed at the Red level on this indicator. However, at the school level, Sequoia High's English Learners were identified as Red for having a low graduation rate.

In the last area of the CA Dashboard, the English Learner Progress Indicator, the only area of concern is at Woodside High School, where English Learner Progress was identified in the Red.

Reflections: Technical Assistance

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

CSI Low Graduation Rate - The District's alternative school, Redwood, has been identified for technical assistance. Areas of focus will be on the Dashboard result subgroups that scored at the lowest performance band in Graduation Rates (EL, Hispanic, and Socio-Economically Disadvantaged), and College and Career Readiness Rates (EL, Hispanic, Socio-Economically Disadvantaged, and Students with Learning Differences). District's goals will be dedicated to addressing these areas for growth.

Differentiated Assistance - The District was identified as eligible for Differentiated Assistance, due to the low performance (Red) of Pacific Islanders in ELA/Math as well as the high suspension rate of Pacific Islanders (Red). As a result, the District administration has begun working with SMCOE on the process of conducting empathy interviews for Pacific Islander students to better understand the climate and culture of the schools. District staff have undergone training from the SMCOE staff, Interview questions and a protocol were drafted and reviewed by the team, and at least eight Pacific Islander students have been interviewed at various schools across the district. These interviews have been recorded and transcribed and district staff is in the process of analyzing the data to look for trends and identify any root causes to the high suspension rates among Pacific Islander students in the district. This work is ongoing.

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.

Redwood High School

Support for Identified Schools

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

As part of their continuous improvement, the Redwood CSI plan is used as the school's WASC action plan and is updated and approved each year by the School Site Council and the Sequoia Union High School Board of Trustees. In addition, the data is presented to the site ELAC, Redwood students through advisory classes, and focus groups that include internal and community representation. Feedback from all groups is collected and used to inform and develop the Redwood WASC ongoing self-study, which informs the SPSA/CSI plan.

As part of the ongoing WASC work, school-wide needs assessments are conducted, and the following data was used to identify the SPSA/CSI goals:
Percentage of students eligible for free/reduced lunch
School enrollment by ethnicity
School enrollment by language proficiency
Graduation rate
State-approved assessments
Yearly attendance percentages
Yearly suspension rates
Dashboard indicators
Site-based qualitative and quantitative data

The needs assessment identified several areas that could not be met through the site budget. CSI confirmed one of these areas in particular: graduation rates. Redwood prides itself on taking students who have struggled at traditional campuses and getting them to graduation. This impacts graduation rates as these students arrive so far behind in credits that a fifth year of high school is often necessary and supported by the district. These identified needs are supported by the District, Equity Mulitplier and CSI funding. Specifically, targeted support for students through individual, group, or class support was not covered in the magnitude necessary to prepare students for academic success, and therefore, graduation.

This year Redwood used the evidence based strategy of providing more individualized supports for students and their families to enable students to increase attendance and graduate. Great headway has been made with the addition of the Community Coordinator, as

graduation rates and attendance have both substantially improved since last year. In addition, the Bilingual Resource Teacher has collaborated on outreach to families, helping them to navigate the educational system, which supports graduation. Interest was also shown in an after-school hub where students could continue to receive support.

The District has supported Redwood in developing its CSI plan by providing data for decision-making, additional funding for staff, staff development in data-identified growth areas, co-hosting community input meetings, surveying staff and students, and supporting the alignment of Redwood's School Plan and WASC with CSI. LCAP goals have also reinforced the work being completed at Redwood.

A goal specific to Redwood graduation rates has been included in the 2024-25 LCAP to further support Redwood. State Dashboard results indicate a need to improve graduation rates in general and for long-term English learners in particular. To that end, the district will financially support fifth-year seniors completing their diplomas, support the use of funds for a full-time BRT and Community Liaison and after-school hub, and continue to work with Redwood on building alternative graduation pathways, and include both college and career post-secondary options. In addition, the District will continue to work with Redwood to establish fiscal stability for current Redwood High School CTE Pathways and to support additional CTE offerings, as appropriate.

A part-time, non-permanent BRT and Community Liaison/Parent Coordinator are traditionally only staffed full-time at the District's much larger comprehensive high schools. Additional funding to Redwood will allow them to temporarily have these positions full-time to address their areas for improvement.

Monitoring and Evaluating Effectiveness

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

The district regularly reviews the CSI plan with Redwood and monitors its progress. Graduation rates of students in general and EL students in particular via the California State Dashboard will be used to evaluate effectiveness. To this end, the District will work with the site to regularly review the graduation progress of all students in general and EL and EML students in particular. This will be done through data analysis and conversation about the next steps based on that analysis. The LEA will work with the school will work with stakeholders, reporting on progress and gathering input from staff and the community.

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
Board Meeting, Study Session or Retreat Update and Discussion	September 6, 27, October 25, December 13, 2023: Strategic Plan/LCAP
Board Meeting, Study Session or Retreat Update and Discussion	January 17, March 6, April 24, May 22, and June 26, 2024: LCAP Input
Parents/guardians of SWD were engaged and involved in the LCAP process through Core Planning Team Meetings, Parent Advisory Council Meetings, DELAC Meetings, and the Parent/Guardian LCAP/Strategic Plan Survey and the SELPA Meeting.	September 7, 8, 26, October 10, 30, November 7, 2023, and March 28, January 9 - February 15, May 14, and May 24, 2024
Core Planning Team Meetings	September 7, 8, 26, October 10, 30, 2023: Strategic Plan/LCAP Input
Student Voice Team Meetings	September 13, October 3, and November 2, 2023: Strategic Plan/LCAP Input
Instructional Leadership Team Meetings	September 18, 19, October 16, and November 13, 2023: Strategic Plan/LCAP Input
Alignment Team Meetings	September 20, and October 3: Strategic Plan/LCAP Input
District Leadership Team Meetings	September 23, October 3, October 31, and November 30, 2023: Strategic Plan/LCAP Input
Parent Advisory Council Meetings	November 7, 2023: Strategic Plan/LCAP Input
Staff, Students, Parents/Guardians and Community Members Surveys	January 9 - February 15, 2024: LCAP/Strategic Plan Input Surveys
Equity and Diversity Council Meeting	March 5, 2024: LCAP Input
Head Counselors Meeting	March 5, 2024: LCAP Input
Cabinet Meeting	March 13, 2024: LCAP Input

Educational Partner(s)	Process for Engagement
Principal's Council Meeting	March 19, 2024: LCAP Input
Student Advisory Council Meeting	March 19, 2024: LCAP Input
District's Teachers Association Meeting	March 25, 2024: LCAP Input
Instructional Vice Principals Meeting	March 26, 2024: LCAP Input
District's American Federation of State, County and Municipal Workers Meeting	March 26, 2024: LCAP Input
Parent Advisory Council Meeting	March 28, 2024: LCAP Input
Redwood Equity Multiplier Funds Meetings	May 2, 9, 15 and 16: Multiplier Equity Funds LCAP Input
San Mateo County Office of Education Draft Sent	May 6, 2024: LCAP Input
Sequoia Site Council Meeting	May 16, 2024: LCAP Review
Redwood Site Council Meeting	May 9, 2024: LCAP Review
TIDE Site Council Meeting	May 9, 2024: LCAP Review
Carlmont Site Council Meeting	May 13, 2024: LCAP Review
Woodside Site Council Meeting	May 14, 2024: LCAP Review
District English Advisory Council Meeting	May 14, 2024: LCAP Review
Posted on District Website in English and Spanish	May 15, 2024 LCAP Review and Questions/Comments
Student Advisory Council Meeting	May 21, 2024: LCAP Review
M-A Site Council Meeting	May 23, 2024: LCAP Review
Special Education Local PLan Areas Meeting	May 24, 2024: LCAP Review
Posted in Board Docs for Board Meeting	June 6, 2024: LCAP Review
Public Hearing	June 12, 2024: Public LCAP Comment
Board Meeting	June 26, 2024 LCAP Adoption

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

In conjunction with building the 2024-2027 LCAP, the District has also been developing its Strategic Plan. As such, much community input has been gleaned in creating both documents. While the Strategic Plan will guide our work with all our students, the LCAP will focus on what the State
Community input substantially impacted the goals and actions of the 204-25 Local Control and Accountability Plan. In the fall, every team that reviewed the district's data noted a need for improvement in the categories on the State Dashboard, where the district as a whole and/or a site(s) in particular received a red rating. Every red score on the State Dashboard is addressed in the LCAP. Goals One, Two, Three, and

Four contain actions to improve our outcomes in our greatest growth areas. And in each instance, clear metrics are included to hold us accountable for improvement. Not only is doing so a priority set by the state, but it is also a clear priority for our community.

Goal Five, our sole maintenance goal, is an area of celebration for us. While there are many categories on the State Dashboard where the District enjoys success, the jump in redesignation of EL and LTEL students was profound and called out by several committees. As redesignation has long been a struggle, the District has made this a maintenance goal in response to community input.

Goal Six had the same input from the community as the other schools and then some. This year, Redwood was identified as an Equity Multiplier Recipient due to non-stability rates greater than 25 percent in the prior year and socioeconomically disadvantaged pupil rates greater than 70 percent. As such, the Redwood community did their own review to look for specific ways to address the needs of their site. Educational partners consulted were: School Site Council, ELAC, teachers, staff and students. After looking at data, best practices, and consulting with community members, Redwood is growing its wrap-around student support services. With the successful addition of a Community Liaison this year, the site has already seen promising growth in graduation numbers. Redwood will continue this position next year and increase their Bilingual Resource Teacher FTE to full-time. This will allow the BRT more time to work with the community liaison to help students and parents understand the steps towards graduation. In addition, community consultation on the Equity Multiplier data led to the best practice instillation of an after-school hub for students. The hub will provide a place for students to continue to receive support after the school day ends.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The District will improve our English Learners' chronic absenteeism and engagement, well-being, and connection with foundational, focused, and intensive support. The District will reduce our African American and Pacific Islander student groups' suspension rates and improve engagement and connection with the educational program.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 Alignment with Strategic Plan:
SAFETY, WELL-BEING & CONNECTION
Our students experience a safe and inclusive school culture through trusting relationships and formal supports that nurture their sense of belonging, connection, and growth as a whole
person.

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 rate for English Learners	English Learner chronic absenteeism rate: 37.5% (DataQuest, 2022-23)			28% (DataQuest, 2025-2026)	
1.2	Student suspension rates of African American and Pacific Islander students	2022-2023 African American (12.2%), Pacific Islander (11.2%). (California School Dashboard)			2025-2026 African American (5%), Pacific Islander (5%). (California School Dashboard)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	SEL student survey reports in Belonging for African American, Pacific Islander, and English Learners	Survey report for Belonging: African American - 32% favorable response Pacific Islander - 40% favorable response English Learner- 40% favorable response			Survey report for Belonging: African American - 45% favorable response Pacific Islander - 52% favorable response English Learner- 50% favorable response	
1.4	School attendance rates	Attendance rate, full year partial/full day by school: Carlmont 95.2% EPAA 88.07% M-A 92.72% Redwood 75.3% Sequoia 90.86% TIDE 92.73% Woodside 92.36% (SUHSD Dashboard, 2022-23)			Attendance rate, full year partial/full day by school: Carlmont 96.% EPAA 90% M-A 94% Redwood 82% Sequoia 93% TIDE 95% Woodside 95% (SUHSD Dashboard, 2025-26)	
1.5	Chronic absenteeism rate	Chronic absenteeism rate: 21.4% (DataQuest, 2022-23)			Chronic absenteeism rate: 18% (DataQuest, 2025-26)	
1.6	High school dropout rate	Four-Year Adjusted Cohort Outcome,			Four-Year Adjusted Cohort	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dropout Rate: 7.71% (DataQuest, 2022-23)			Outcome, Dropout Rate: 6% (DataQuest, 2025-26)	
1.7	Student suspension rate	Suspension rate: 3.7% (DataQuest, 2022-23)			Suspension rate: 3% (DataQuest, 2025-26)	
1.8	Student expulsion rate	Suspension rate: 1 expulsion, 0.0% (DataQuest, 2022-23)			Suspension rate: 1 expulsion, 0.0% (DataQuest, 2025-26)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Decrease chronic absenteeism and increase engagement of English Learners by expanding focused and intensive interventions facilitated by bilingual Community Liaisons.	The District will continue to build the Attendance Intervention Program, staffing six full-time bilingual Community Liaisons to support all District schools while expanding tier 2 and tier 3 research-based attendance interventions. The District will continue with the Model SARB process being implemented and expand opportunities for county and community partnerships to improve motivational strategies that increase attendance rates for students identified through the SARB process. Professional development will be conducted for staff that provide support for our chronically absent student group in the areas of: Trauma-Informed practices Implicit Bias Restorative Practices Neuroscience of Behavior and Motivation	$738,544.00	Yes
1.2	Reduce suspension rate of students by aligning behavioral interventions with culturally responsive Restorative Practices.	With an increased suspension rate for some of our BIPOC student subgroups, there is a need for systemic program development to address the behavioral, social emotional, and systemic needs that perpetuate this disproportionate outcome. In order to reduce suspension rates for the identified disproportionately suspended student groups, the District will be developing a behavioral framework called the Restorative Response Matrix, allowing for pre-referral interventions, building a culture of community and belonging, and expanding focused and intensive tiered supports that are able to be linked to the root cause of the behavior or pattern of behaviors being exhibited. The District will concentrate on analysis and systemic program development in Behavior, Community building, and Restorative Practices while staffing six full-time Behavioral Coaches and one full-time supervisory Board Certified Behavioral Analyst who will provide the following services at District school sites aligned with the SMCOE Implementing Restorative Justice Practices Guide: Provide Proactive Restorative Practices • Relationship Skill Building • Affective Communication	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• Community Circles Provide Responsive Restorative Justice • Restorative Dialogue • Classroom Responsive Circles • Brief Restorative Interventions • Formal Conferencing • Re-entry Conferences Location and concentration of data metric improvements: District - AA, PI CA - SWD M-A - AA RDWD - Schoolwide		
1.3	Reduce suspension rate students by aligning behavioral interventions with culturally responsive Restorative Practices.	With an increased suspension rate for some of our BIPOC student subgroups, there is a need for systemic program development to address the behavioral, social emotional, and systemic needs that perpetuate this disproportionate outcome. In order to reduce suspension rates for the identified disproportionately suspended student groups, the District will be developing a behavioral framework called the Restorative Response Matrix, allowing for pre-referral interventions, building a culture of community and belonging, and expanding focussed and intensive tiered supports that are able to be linked to the root cause of the behavior or pattern of behaviors being exhibited. The District will concentrate on analysis and systemic program development in Behavior, Community building, and Restorative Practices, while staffing five full time Behavioral Coaches and one full time Board Certified Behavioral Analyst that will provide the following services at District school sites aligned with the SMCOE Implementing Restorative Justice Practices Guide: Provide Proactive Restorative Practices • Relationship Skill Building • Affective Communication • Community Circles	$100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provider Responsive Restorative Justice • Restorative Dialogue • Classroom Responsive Circles • Brief Restorative Interventions • Formal Conferencing • Re-entry Conferences CA - EL, SED		
1.4	Using Student Voice activities with the identified student groups, implement strategies to improve Belonging	Due to the decline in student reported School Climate and Social Awareness, limited growth in Sense of Belonging, along with district Student Intern Research Findings showing disproportionate experiences for minoritized groups' representation and belonging in the school environment, the District will expand opportunities to systematize the integration of Student Voice to positively impact the outcome in these areas. This will be done through Student Voice focus groups coordinated and facilitated by a State Performance Plan-Technical Assistance Project (SPP-TAP) Technical Assistance (TA) Facilitators contracted through our Comprehensive Coordinated Early Intervening Services process. Through the integration of Student Voice activities, the District will be able to gain: Students' feelings of agency Meaningful Student Involvement Student/Adult Partnerships and feelings of efficacy Student Organizing for Education Reform Classroom practices and curricular effectiveness	$30,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The District will improve the academic performance of student subgroups who score “very low” (red) in ELA and Math, as indicated on the CA Dashboard.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to address the subgroups who perform in the "Red" on Academic Indicator of ELA and Math on the CA Dashboard, and lower than their peers in the same subgroup across the state.

Goal 2 Alignment with Strategic Plan:
ACADEMIC GROWTH & MASTERY FOR ALL
Our students receive equitable access to high-quality curriculum and supports, demonstrate continuous growth towards mastery of rigorous academic standards and targets, and acquire skills to shape their own learning at school and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Distance from Standard on ELA and Math for students who are in the following subgroups and who were in the "Red" on the CA Dashboard: English Learners Hispanic	Spring 2023: English Learners: ELA - 130.7 points below standard Math - 208.7 points below standard Hispanic:			Spring 2027: English Learners: ELA - Less than 75 points below standard Math - Less than 150 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Pacific Islanders Socioeconomically Disadvantaged Students with Disabilities Source: CA School Dashboard	ELA - 51.7 points below standard Math - 146.3 points below standard Pacific Islander: ELA - 56.7 points below standard Math - 157 points below standard Socioeconomically Disadvantaged: ELA - 74.4 points below standard Math - 170.6 points below standard Students with Disabilities: ELA - 123.5 points below standard Math - 200.5 points below standard			Hispanic: ELA - Less than zero points below standard Math - Less than 100 points below standard Pacific Islander: ELA - Less than zero points below standard Math - Less than 100 points below standard Socioeconomically Disadvantaged: ELA - Less than 25 points below standard Math - Less than 125 points below standard Students with Disabilities: ELA - Less than 75 points below standard Math - Less than 150 points below standard	
2.2	Percent of Students Tested (Participation	2022-23 ELA/Math Participation Rates			95% Participation Rates across all target subgroups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rate) for target subgroups on CAASPP Source: CA School Dashboard - Additional Reports for Participation in CAASPP	English Learner (84%/81%) Socioeconomically Disadvantaged (86%/83%) Students with Disabilities (80%/79%) African American (84%/80%) Hispanic (88%/86%) Pacific Islander (91%/84%)			in both ELA and Math	
2.3	EL Access to CA Standards including ELD standards. Source: Priority 2 Self Reflection Tool	Local Indicators Metric Priority 2: Full Implementation (Level 4): 51.5% of teachers trained in Constructing Meaning to support Integrated ELD Standards aligned to teaching units in 2023-24 school year Full Implementation (Level 4): 9 new teachers participated in Introduction to ELD Standards in 2023-24 school year			Full implementation and sustainabilitiy (Level 5): 75% of teachers trained in Constructing Meaning to support Integrated ELD Standards aligned to teaching units, Full implementation and sustainabilitiy (Level 5): All new teachers participate in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Initial Implementation (Level 3): Begin EML/ELD PD, collaboration, and instructional rounds to align instruction to common ELD standards.			Introduction to ELD Standards Full Implmentation and Sustainability (Level 5): All of the of EML/ELD teachers participating in PD, collaboration, and instructional rounds to align instruction to common ELD standards.	
2.4	Percent of Juniors who are Prepared/Conditionally Prepared on the Early Assessment Program (EAP) as measured by Met/Exceeded Standards on SBAC in ELA/Math Source: CAASPP Results	70.4% of Juniors in Spring 2023 were prepared or conditionally prepared for EAP in ELA 49.87% of Juniors in Spring 2023 were prepared or conditionally prepared for EAP in Math 8.4% of EL Juniors in Spring 2023 were prepared or conditionally prepared for EAP in ELA 0.8% of EL Juniors in Spring 2023 were prepared or conditionally prepared for EAP in Math			80% of Juniors will be prepared or conditionally prepared for EAP in ELA 60% of Juniors will be prepared or conditionally prepared for EAP in Math 20% of EL Juniors in Spring 2023 will be prepared or conditionally prepared for EAP in ELA 10% of EL Juniors in Spring 2023 will be prepared or conditionally	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		36.2% of SED Juniors in Spring 2023 were prepared or conditionally prepared for EAP in ELA 12.1% of SED Juniors in Spring 2023 were prepared or conditionally prepared for EAP in Math 12.5% of SWD Juniors in Spring 2023 were prepared or conditionally prepared for EAP in ELA 9.3% of SWD Juniors in Spring 2023 were prepared or conditionally prepared for EAP in Math 42.9% of Hispanic Juniors in Spring 2023 were prepared or conditionally prepared for EAP in ELA 16.9% of Hispanic Juniors in Spring 2023 were prepared or conditionally prepared for EAP in Math			prepared for EAP in Math 45% of SED Juniors in Spring 2023 will be prepared or conditionally prepared for EAP in ELA 24% of SED Juniors in Spring 2023 will be prepared or conditionally prepared for EAP in Math 24% of SWD Juniors in Spring 2023 will be prepared or conditionally prepared for EAP in ELA 20% of SWD Juniors in Spring 2023 will be prepared or conditionally prepared for EAP in Math 50% of Hispanic Juniors in Spring 2023 will be prepared or	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					conditionally prepared for EAP in ELA 35% of Hispanic Juniors in Spring 2023 will be prepared or conditionally prepared for EAP in Math	
2.5	California Science Test (CAST) as part of CAASPP Source: CAASPP Results	51.67% of students who took the Spring 2023 CAST met or exceeded standards 0.8% of EL students who took the Spring 2023 CAST met or exceeded standards. 9.5% of SWD students who took the Spring 2023 CAST met or exceeded standards. 14.1% of SED students who took the Spring 2023 CAST met or exceeded standards.			65% of students who take the CAST will met or exceeded standards 10% of EL students who take the CAST will met or exceeded standards 20% of SWD students who take the CAST will met or exceeded standards 28% of SED students who take the CAST will met or exceeded standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	California Alternate Assessments (CAA) in ELA and Math Source: CAASPP Results	13.6% of Students who took the CAA ELA in Spring 2023 met or exceeded standards Number of students tested = 22 4.55% of SUHSD students who took the CAA in Math in Spring 2023 met or exceeded standards (Number of students tested= 22)			26% of Students who took the CAA ELA will meet or exceeded standards 26% of SUHSD students who take the CAA in Math will meet or exceeded standards	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increase effective student use of accommodations and accessibility tools on CAASPP	Create student-facing training materials on accessing designated supports and online tools, such as the Desmos Calculator, the Text-to-Speech feature, the Illustration Glossary and Closed Captioning. • Pay Director of Research and Evaluation salary Provide training to case managers and other proctors on designated supports and online tools and on the student-facing training materials • Certificated extra hours for training (50 hours) Provide training to case managers at department meetings, and Intervention Counselors (students with 504(to understand how and why to assign various embedded designated supports and accommodations to students. For use of LCFF funds: Provide Bilingual Resource Teachers and Proctors the tools to train unduplicated student groups on accessing designated supports and online tools, such as the Desmos Calculator, the Text-to-Speech feature, the Illustration Glossary and Closed Captioning. Encourage IEP teams and Intervention Counselors to understand how and why to assign various embedded designated supports and accommodations to students. Provide practice to these students in the use of these tools: Provide practice to students in the use of these tools, particularly these student groups: District wide: EL, SED, Hispanic, SWD, PI Carlmont: SWD, Hispanic M-A: Hispanic, EL, SED, SWD Woodside: EL, SED, Hispanic, SWD Redwood: Schoolwide	$173,036.00	Yes
2.2	Conduct needs assessment regarding proctoring process in order to	Through survey, focus group, and interviewing proctors and Instructional Vice Principals (IVPs), determine areas to improve CAASPP administration and create action plan to address needs. • Pay Director of Research and Evaluation salary	$63,036.00	No

Action #	Title	Description	Total Funds	Contributing
	improve administration and training for proctors			
2.3	Provide test preparation and practice in needed areas as indicated by CAASPP results.	Administer an Interim Comprehensive Assessment aligned to SBAC math and ELA to provide students practice with SBAC item types and content: • Contract with Amplify/Math Anex to create a math ICA • Contract with Amplify/Math Anex to score math ICA • Contract with School City for ELA ICA testing platform • Pay Director of Research and Evaluation salary Conduct facilitated professional development minimum day analysis of standards performance on the ICA. • Create ICA debrief materials • Host training with department chairs to facilitate ICA data analysis sessions • Pay department chairs to attend training if they do not have a release period to attend debrief facilitation training (20 certificated extra hours) • Pay extra hours to department chairs for additional preparation time (72 certificated extra hours) • Pay Instructional coach salaries for ELA, math, social science, science and VPA • Pay Executive Director of Curriculum, Instruction and PD (20%, Title II) Increased and additional services: Create student-facing training materials for test-taking strategies to be used in English 3 classes. • Pay Coordinator of Instructional Technology and Innovation • Pay extra hours to English 3 teachers to attend training and for planning (Certificated extra pay - 28 hours)	$2,002,417.00	No
2.4	Implement family and student outreach campaign to increase	Develop print and electronic communications in English and Spanish to share CAASPP's importance for students. Identify in-person opportunities such as ELAC meetings, PTSA meetings, and Parent Advisory Council	$256,536.00	Yes

Action #	Title	Description	Total Funds	Contributing
	awareness of CAASPP's importance for students (e.g. CSU Early Assessment Program, Course placement, CA State Seal of Biliteracy, etc.)	meetings to discuss CAASPP with parents and caregivers. Develop presentation materials to share with community. • Pay Director of Research and Evaluation salary • Ed Specialist/Assessment TOSA		
2.5	Support standards-aligned instruction through professional development and curriculum.	Support teachers to implement evidence-based instructional strategies through professional development. Support subject area departments and course teams to align learning objectives to standards. In ELA common unit release time, target need areas for students scoring very low on ELA CAASPP • Instructional Coach for ELA salary (30%) • Sub release time for English 1-3 subject area teams (2 days, 4 teams, 4 certificated staff members each =32 days) • Extra hours pay for English 1-3 subject area teams (4 hours, 4 teams, 4 certificated staff members = 48 certificated extra hours) • Consultant contract (Kelly Smith) Offer Constructing Meaning professional development and coaching to support English Learners • Instructional Coach for Integrated ELD salary (30%) • Coordinator of English Learners and Literacy salary (10%) • CM Supplies • License fees for EL Achieve Provide facilitated common planning time for 9th - 11th ELA teachers • Instructional Coach for ELA salary (30%) • Sub release time for English 1-3 subject area teams (2 days, 4 teams, 4 certificated staff members each =32 days) • Extra hours pay for English 1-3 subject area teams (4 hours, 4 teams, 4 certificated staff members = 48 certificated extra hours) • Consultant contract (Kelly Smith) 10 in-person days	$413,844.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide facilitated common planning time for grade-level and below 9th - 11th math teachers • Instructional Coach for math salary (30%) • Sub release time for math subject area teams (2 days, 4 teams, 4 certificated staff members each =32 days) • Extra hours pay for math subject area teams (4 hours, 4 teams, 4 certificated staff members = 48 certificated extra hours) Provide facilitated common planning time for grade-level and below 9th - 11th science teachers • Instructional Coach for scie ce salary (30%) • Sub release time for math subject area teams (2 days, 4 teams, 4 certificated staff members each =32 days) • Extra hours pay for math subject area teams (4 hours, 4 teams, 4 certificated staff members = 48 certificated extra hours) Facilitate curriculum development for Emerging Multilingual Learners' (EML) math, social science, and science • Instructional Coach for integrated ELD, math, social science, and science (10% each) • Sub release time for subject area teams • Extra hours pay for subject area teams • Consultant contract (Kelly Smith)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The District will improve the school-level results of student groups scoring “very low” (red) on the College and Career Readiness Indicator and those student groups scoring "very low" (red) on Graduation Rates on the CA Dashboard. NOTE: There are no "very low" (red) groups for College and Career Readiness or Graduation Rates at the District Level.	Focus Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In gathering community input for the Local Control and Accountability Plan (LCAP), community members looked at data when considering goals for the 2025-26 LCAP. While our students as a whole score well on the California State Dashboard in the areas of College and Career Readiness and Graduation, there is work to be done for several of our subgroups on these two state measures. For the indicator College and Career, the District as a whole earned a rating of high, but English Learner (EL) students at Sequoia and Woodside, as well as schoolwide, EL, Hispanic, Students with Disabilities (SWD) and Socio-Economically Disadvantaged Students (SED) at Redwood scored very low. Likewise, for graduation rates, the District received a ranking of green (high), but EL students at Sequoia High School and EL, Hispanic, SWD, and SED students received a ranking of very low. As such, the District wishes to focus on closing the achievement gap by raising the scores of subgroups struggling in these state measurements. Please note that this year the state will also begin tracking the progress of a subgroup of the state's EL students, Long-Term English Learners (LTELs). The need to focus our attention on our LTELs was one of the consistent takeaways from community member input. Like most of the state, our ability to help LTELs meet criteria for College and Career Readiness, as well as graduation is clear in our data. This is even more troubling since ELs in general and LTELs in particular make up our largest subgroup of students who struggle to meet state indicators. As such, the District will include in its actions ones to support Long-Term English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Achievement on College and Career Readiness	A-G:			For the Class of 2026:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Indicator for student groups: EL, LTEL, Hispanic, SED and SWD Source: CA Dashboard, College & Career Measures Report	66% of SUHSD Graduates in the Class of 2023 met the UC/CSU requirements (1,338/2,027 SUHSD graduates). 13.4% of SUHSD EL Graduates in the Class of 2023 (34/254 EL graduates) met A-G requirements. 35% of SUHSD SED Graduates in the Class of 2023 (271/774 SED graduates) met A-G requirements. CTE Pathway: 18.2% of SUHSD Graduates in the Cohort Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. (368/2,027 Graduates) 11.8% of SUHSD EL Graduates in the Cohort Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or			A-G: 75% of SUHSD Graduates in the Class of 2026 will meet the A-G requirements 20% of SUHSD EL Graduates in the Class of 2026 will meet the A-G requirements 50% of SUHSD SED Graduates in the Class of 2026 will meet the A-G requirements CTE Pathway: 25% of SUHSD Graduates in the Class of 2026 will complete at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. 20% of SUHSD EL Graduates in the Class of 2026 will complete at least	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pass) in the capstone course. (30/254 Graduates) 14.2% of SUHSD Socially Economic Disadvantage Graduates in the Cohort Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. (110/774 Graduates) A-G AND CTE Pathway: 13% of SUHSD Graduates in the Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course AND completed the UC/CSU Entrance Requirements. (264/2,027 SUHSD graduates) 2% of EL Graduates in the Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or			one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. 30% of SUHSD Socially Economic DisadvantageGraduates in the Class of 2026 will complete at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. A-G AND CTE Pathway: 30% of SUHSD Graduates in the Class of 2026 will completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course AND completed the UC/CSU Entrance Requirements. 15% of EL Graduates in the Class of 2026 will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pass) in the capstone course AND completed the UC/CSU Entrance Requirements. (5/254 EL graduates) 5.1% of SED Graduates in the Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course AND completed the UC/CSU Entrance Requirements. (40/774 SED graduates) COLLEGE COURSEWORK: 15.1% of SUHSD Graduates in the Class of 2023 Completed two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (307/2027 SUHSD Graduates) 8.3% of the EL Graduates in the Class of 2023 Completed two semesters, three			completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course AND completed the UC/CSU Entrance Requirements. 15% of SED Graduates in the Class of 2026 will completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course AND completed the UC/CSU Entrance Requirements. COLLEGE COURSEWORK: 30% of SUHSD Graduates in the Class of 2026 will complete two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (21/254 EL Graduates) 10.7% SED Graduates in the Class of 2023 Completed two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (83/774 SED Graduates) STATE SEAL OF BILITERACY (SSB): 23.8% of Graduates in the Cohort Class of 2023 (531/2228) met the requirements for the State Seal of Bilteracy 2% of English Learner Graduates in the Cohort Class of 2023 (5/254 graduates) met the requirements for the State Seal of Bliteracy			academic/CTE subjects where college credit is awarded 15% of the EL Graduates in the Class of 2026 will complete two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded 20% SED Graduates in the Class of 2026 will complete two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12.8% of Socioeconomically Disadvantaged Graduates in the Cohort Class of 2023 (99/774 graduates) met the requirements for the SSB.			STATE SEAL OF BILITERACY (SSB): 35% of Graduates in the Class of 2026 will meet the requirements for the State Seal of Bilteracy 10% of English Learner Graduates in the Class of 2026 will meet the requirements for the State Seal of Bilteracy 20% of Socioeconomically Disadvantaged Graduates in the Class of 2026 will meet the requirements for the State Seal of Bilteracy	
3.2	Graduation rates for student groups: EL, LTEL, Hispanic, SED and SWD Source: CA Dashboard, Dataquest	2022-23 91% of SUHSD Students in the 4-5 Year Cohort Class of 2023 Graduated (2060/2263)			2025-26: 95% Graduation Rate 75% EL Graduation Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		91% of SUHSD Students in the 4-Year Cohort Class of 2023 Graduated (2027/2228) 69% of the EL Students in the 4-5 Year Cohort Class of 2023 Graduated (277/404) 67% of the EL Students in the 4-Year Cohort Class of 2023 Graduated (254/381) 82% of the SED Students in the 4-5 Year Cohort Class of 2023 Graduated (803/979) 82% of the SED Students in the 4-Year Cohort Class of 2023 Graduated (774/949) 81% of the SWD Students in the 4-5 Year Cohort Class of 2023 Graduated (276/341) 81% of the SWD Students in the 4-Year Cohort Class of 2023 Graduated (270/333)			90% SED Graduation Rate 85% SWD Graduation Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	AP/IB Course Taking for Graduates and Exams Passed	SUHSD Dashboard: 69% of graduates in 2023 took at least one AP/IB Course 64% of graduates in 2023 who had enrolled in at least one AP/IB Course, passed at least one AP/IB exam 20% of EL graduates in 2023 took at least one AP/IB Course 33% of EL graduates in 2023 who had enrolled in at least one AP/IB Course, passed at least one AP/IB exam 42% of SED graduates in 2023 took at least one AP/IB Course 45% of SED graduates in 2023 who had enrolled in at least one AP/IB Course, passed at least one AP/IB exam 20% of SWD graduates in 2023 took at least one AP/IB Course 35% of SWD graduates in 2023 who had enrolled in at least one AP/IB Course, passed			SUHSD Dashboard: 75% of graduates will take at least one AP/IB Course 70% of graduates who enroll in at least one AP/IB Course, will pass at least one AP/IB exam 25% of EL graduates will take at least one AP/IB Course 40% of EL graduates whoenroll in at least one AP/IB Course, will pass at least one AP/IB exam 55% of SED graduates will take at least one AP/IB Course 60% of SED graduates who enroll in at least one AP/IB Course, will pass at least one AP/IB exam	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		at least one AP/IB exam"			25% of SWD graduates will take at least one AP/IB Course 40% of SWD graduates who enroll in at least one AP/IB Course, will pass at least one AP/IB exam	
3.4	AP Exams Passed	From College Board (AP Score Report): 2,232 AP Students in the District for Spring 2023 4,869 AP Exams taken 87% of exams taken received a score of 3 or higher			90% of AP exams taken received a score of 3 or higher	
3.5	College Career Readiness Indicator - Redwood Source: CA Dashboard	Class of 2023 Prepared: Schoolwide - 3.1% English Learners - 0% Socioeconomically Disadvantaged - 3.3% Hispanic - 3.9% Students With Disabilities - 2.9%			Schoolwide - 10% Prepared in Class of 2026 English Learners Socioeconomically Disadvantages Hispanic Students With Disabilities	
3.6	College Career Readiness Indicator - Sequoia Source: CA Dashboard	Class of 2023 Prepared: English Learners - 6.7%			Class of 2026 Prepared: English Learners - 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	College Career Readiness Indicator - Woodside Source: CA Dashboard	Class of 2023 Prepared: English Learners - 6.8%			Class of 2026 Prepared: English Learners - 15%	
3.8	Graduation Rate - Sequoia Source: CA Dashboard	Percentage of students who received a high school diploma within four or five years of entering ninth grade (CA Dashboard 2023): English Learners - 61.8%			Percentage of students who received a high school diploma within four or five years of entering ninth grade (CA Dashboard 2026): English Learners - 75%	
3.9	Graduation Rate - Redwood Source: CA Dashboard	Percentage of students who received a high school diploma within four or five years of entering ninth grade (CA Dashboard 2023): Schoolwide - 64.5% English Learners - 58.3% Socioeconomically Disadvantaged - 63% Hispanic - 60.5%			Percentage of students who received a high school diploma within four or five years of entering ninth grade (CA Dashboard 2026): Schoolwide - 68% English Learners - 68% Socioeconomically Disadvantaged - 68% Hispanic - 68%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Unduplicated Student CCR Data Review (Sequoia, Woodside)	To design for improved outcomes, gather trend data on unduplicated students scoring red on the Readiness for College and Career CA Dashboard Indicator. Ex. grades, courses, attendance, empathy interviews.	$15,760.00	Yes
3.2	Unduplicated Student CCR Data Review (Redwood)	To design for improved outcomes, gather trend data on unduplicated (Hispanic and SWD) students scoring “very low” on the Readiness for College and Career CA Dashboard Indicator. Ex. grades, courses, attendance, empathy interviews.	$15,760.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Unduplicated Student Graduation Data Review (Sequoia)	To design for improved outcomes, gather trend data on unduplicated students scoring “very low” (red) on Graduation CA Dashboard Indicator. Ex. grades, courses, attendance, empathy interviews.	$15,760.00	Yes
3.4	Student Data Graduation Review (Redwood)	To design for improved outcomes, gather trend data on unduplicated students at Redwood students scoring “very low” (red) in Graduation Rates on the CA Dashboard. Ex. grades, courses, attendance, empathy interviews.	$15,760.00	No
3.5	Unduplicated Student College Career Readiness (CCR) Program Completion Supports (Sequoia, Woodside)	Target rising 10th graders in unduplicated student groups scoring red on the CA Dashboard College and Career Indicator for Academies, Seal of Biliteracy and/or other CTE pathways for pathway completion and dual enrollment.	$2,169,554.00	Yes
3.6	College Career Readiness (CCR) Program Completion Supports (Redwood)	Target rising 10th graders in student groups scoring red on the State Dashboard College and Career Indicator for Academies, Seal of Biliteracy and/or other CTE pathways for pathway completion and dual enrollment. To design for improved outcomes, gather trend data on unduplicated students scoring “very low” on the Readiness for College and Career CA Dashboard Indicator. Ex. grades, courses, attendance, empathy interviews.	$47,416.00	No
3.7	Unduplicated Student Graduation Program Completion Supports (Sequoia)	Target rising 10th graders from Unduplicated student groups scoring "very low" (red) on the State Dashboard not on track for graduation.	$1,236,267.00	Yes
3.8	Student Graduation Program Completion Supports (Redwood)	Target rising 10th graders from student groups scoring red scoring red on the State Dashboard not on track for graduation.	$405,422.00	No

Action #	Title	Description	Total Funds	Contributing
3.9	9th and 10th Grade CTE Participation	Increase CTE participation in the 9th and 10th grades.	$47,416.00	No
3.10	Career Inventory and Registration Awareness	Deliver Career Interest Inventory & Registration 10th grade Hatching Results lessons.	$129,200.00	No
3.11	Credit Recovery and Enrichment	Provide summer school credit recovery and enrichment to help students graduate.	$1,175,000.00	Yes
3.12	Credit Recovery and Enrichment	Credit Recovery and Enrichment	$130,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The district will recruit and retain a highly qualified staff that reflects its student demographics.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Students experience a safe and inclusive school culture through a connection with staff who closely match their individual demographics. Currently, the percent of African-American and Asian staff members do not match the percent of African-American and Asian students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Recruitment and retention data of staff demographics and longevity. Analysis indicates that there are less Asian and African-American staff members in relation to the number of students.	56 African American staff members and 31 Asian staff members			An increase of 1% in the number of African-American and Asian staff members who have been employed in the district for three or more years.	
4.2	Analysis of survey results to identify strengths and areas of growth for staff retention.	0			Survey indicate a 3% increase related to overall staff satisfaction of working in the district.	
4.3	SEL student survey reports in Belonging for	0			Improve the Conditions and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	African American, Pacific Islander, and English Learners				Climate outcomes for African-American and Asian students from red to orange.	
4.4	Appropriately Assigned Teachers	83.3% of SUHSD FTE with CLEAR category on the Teacher Assignment Monitoring Outcomes Report Source: Teaching Assignment Monitoring Outcomes report (DataQuest): https://data1.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?cds=00&agglevel=state&year=2021-22&ro=y				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Recruitment	School and district administration attendance at county and college recruitment fairs. Staff recruitment at universities with high percentage of Black, Latinx, and Asian students	$6,000.00	No
4.2	Diversity Outreach	Participation in Loyola Marymount University's Diversity in Leadership Program's Aspiring Principals of Color Program	$31,500.00	No
4.3	Recruitment and Retention Strategies	Creation of employee union/management committee to develop recruitment and retention strategies for certificated and classified staff.	$500.00	No
4.4	Recruitment and Retention Surveys	Utilization of a survey platform to collect staff responses related to retention and district culture	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	The District will continue to increase the number of English Learner students for reclassification and focus on monitoring academic progress for English Learners and Reclassified fluent English proficient (RFEP) students.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Input received from stakeholders through the LCAP development process indicates a desire to focus on additional support for English Learners through actions that will improve student learning and measure progress toward our goal of reclassification.

Goal 5 is aligned with our Strategic Plan:
ACADEMIC GROWTH & MASTERY FOR ALL - Our students receive equitable access to high-quality curriculum and support, demonstrate continuous growth towards mastery of rigorous academic standards and targets, and acquire skills to shape their learning at school and beyond.

As part of the foundation of this work, the state has produced an English Learner Roadmap for policy and has asked us to consider the newest report from Californians Together, Renewing Our Promise to Long-Term English Learners by Manuel Buenrostro and Julie Maxwell. This effort towards increasing reclassification opportunities across our English Learners also aligns with the recommendations of the researchers from Stanford at the John Gardner Center. As part of the Stanford-Sequoia Collaborative, the John Gardner Center has engaged SUHSD, as well as our eight feeder districts (Menlo Park, Portola Valley, Redwood City, Ravenswood, San Carlos, Belmont-Redwood Shores, Woodside, Las Lomitas) in examining our reclassification criteria and inviting us in a call to action “to engage in focused cycles of inquiry to identify and address elements of the reclassification process that constrain EL students' learning and academic achievement and contribute to inequities.” We agree with the John Gardner Center that this data-to-action endeavor aligns well with our district’s commitment to equity.

In addition, our Bilingual Resource Teachers (BRT) and Special Education (SPED) Case Managers have stressed the importance of meeting the needs of our “dually classified” students, Long-Term English Learners with Disabilities (LTEL-SWD), by documenting an approach for reclassification and calling for increased collaboration between the Special Education and English Learner departments at each school site. These new procedures will help us streamline our efforts to support our Long-term English Learners on the cusp of reclassification and ensure a continuous monitoring process related to students' learning goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Reclassification rate of English Learner Students	2018-2019 - 31/1390 Reclassified 2019-2020 - 84/1373 Reclassified 2020-2021 - 71/1337 Reclassified 2021-2022 - 86/1295 Reclassified 2022-2023 - 205/1351 Reclassified Baseline: 15.7% (205/1351) English Learners reclassified in the 2022-23 school year			16% of English Learners reclassified in the 2026-27 school year	
5.2	English Learner Progress Indicator on the CA Dashboard	38% of English Learners in 2023 progressed at least one level on the Summative ELPAC (CA Dashboard Additional Report)			45% of English Learners will progress at least one level on the Summative ELPAC	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Implement English Learner Reclassification Bulletin	Implement the English Learner Reclassification Bulletin This policy provides guidelines and procedures for reclassifying English Learners (ELs), including ELs with disabilities, based on current California Department of Education (CDE) guidelines Title 5, Section 11303 of the California Code of Regulations. Reclassification is the process whereby an English Learner (EL) is Reclassified Fluent English Proficient (RFEP) after meeting various linguistic and academic criteria set forth by the CDE and the District. It is District policy to reclassify ELs upon meeting the reclassification criteria outlined in this policy, which provides three cycles designated to reclassification efforts.	$944,843.00	Yes
5.2	Finalize a new Bulletin to document the process for reclassifying Dually Classified students (e.g. English Learner Students with Disabilities)	Align processes and procedures outlined in the "California Practitioners' Guide for Educating English Learners with Disabilities."	$15,000.00	No
5.3	Collaborate with Partner Districts to support transition of 9th grade newly reclassified students	As part of the Sequoia-Stanford Collaborative, a continual effort has been placed on identifying a common local criteria across our 9 districts to support reclassifying students before entering SUHSD. In addition, this collaboration involves leveraging an internal Dashboard to share student progress of ninth graders who have graduated from the feeder districts.	$46,830.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.4	Systematize the process for monitoring EL and RFEP students	Create a bulletin that streamlines the procedures for monitoring the academic progress of English Learners and Reclassification of Fluent English Proficient (RFEP) Students and provides guidelines and procedures to help ensure we “provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study,” as stated in Board Policy 6174 Education for English Learners.	$87,000.00	Yes
5.5	Articulate the reclassification process for students who qualify for the alternate ELPAC to meet the requirements of the state	Design and share reclassification procedures aligned to "California Practitioners’ Guide for Educating English Learners with Disabilities" to support students who have moderate to severe disabilities and qualify for the Alternate ELPAC.	$27,468.00	Yes
5.6	Continue collaboration with SPED and BRTs to support dually classified students and to ensure that appropriate supports are embedded and accessible to students	Building capacity among IEP teams to identify our dually classified English Learners and establish appropriate accommodations/domain exemptions on ELPAC and CAASPP to support them demonstrating proficiency in class and on the state tests.	$27,468.00	Yes
5.7	Woodside - English Learner Progress Goal	Support Woodside’s implementation of the Newcomer Program by providing teachers with continuous support with PD opportunities such as Construction Meaning - Newcomer Strand. Ensure teachers access ELPAC practice tests with their students, and complete the current Reclassification course on Canvas. Continue to reduce the number of students repeating level 4 on the ELPAC through improved reclassification processes; increase the number of students progressing at least one level on the ELPAC for levels 1, 2, and 3 across our newcomer and LTEL levels.	$387,849.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Deepen our understanding of which EL populations are struggling to progress one level through our analytics tools.		
5.8	Redwood - English Learner Progress Goal	Ensure Redwood teachers access ELPAC practice tests with their students, and complete the current Reclassification course on Canvas. Decrease the percentage of students declining one level on the ELPAC by analyzing the data of various student groups within our EL population. Work closely with the BRT at Redwood to support the majority of the school population who are LTELs working on credit recovery towards graduation. English Learners not showing progress in advancing levels on the Summative ELPAC- Only 25.7% making progress towards English language proficiency and only 33.3% progressed at least one level. Focus on English Learners to support their growth. Ensure teachers access ELPAC practice tests with their students, and complete the current Reclassification course on Canvas. Continue to reduce the number of students repeating level 4 on the ELPAC through improved reclassification processes; increase the number of students progressing at least one level on the ELPAC for levels 1, 2, and 3 across our newcomer and LTEL levels. Deepen our understanding of which EL populations are struggling to progress one level through our analytics tools. Source: English Learner Progress Indicator on the CA Dashboard for Redwood	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	The District will support Redwood in its work to increase graduation rates of Redwood students in general and EL students in particular.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This year, Redwood was identified as an Equity Multiplier Recipient due to non-stability rates greater than 25 per cent in the prior year and socioeconomically disadvantaged pupil rates greater than 70 per cent. The school continues to be a Comprehensive Improvement School due to low graduation rates, specifically for EL/LTELs. In addition, Redwood scored red on the State Dashboard for EL, Hispanic and SED graduation rates. After looking at data, best practices, and consulting with community members, Redwood is growing its wrap-around student support services. With the successful addition of a Community Liaison this year, the site has already seen promising growth in graduation numbers. Redwood will continue this position next year and increase their Bilingual Resource Teacher FTE to full-time. This will allow the BRT more time to work with the community liaison to help students and parents understand the steps towards graduation. In addition, community consultation on the Equity Multiplier data led to the best practice instillation of an after-school hub for students. The hub will provide a place for students to continue to receive support after the school day ends.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Graduation rate of all students at Redwood	The overall graduation rate: 64.5% Source: CA Dashboard 4-year cohort in 2021-22 was 62.6% (82/131). 5-year cohort for 2022-23 was 71.6% (96/124). 4 year cohort in 2022-23 was 60.6% (77/127) Source: Dataquest			Graduation rate in 2026-27 will be at least 68%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.2	Graduation rate of EL students	EL graduation rate: 58.3% Source: CA Dashboard 2021-22 Five year cohort was 64.6% (31/48). 2022-23 Five year cohort was 73.5% (36/49). 2022-23 Four year Cohort was 54.5% (30/55) Source: Dataquest			Graduation rate for EL students in 2026-27 will be at least 68%.	
6.3	Graduation rate of Hispanic students	Hispanic graduation Rate: 60.5% Source: CA Dashboard 2021-22 Four-year cohort was 59% (59/100). 2022-23 Five-year cohort was 60.5% (69/114). 2022-23 Four-year cohort was 56.3% (58/103) Source: Dataquest			Graduation rate for Hispanic students in 2026-27 will be at least 68%.	
6.4	Graduation rate of Socio-Economically Disadvantaged students	SED Graduation Rate: 63% Source: CA Dashboard			Graduation rate for SED students in 2026-27 will be at least 68%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2021-22 4-year cohort graduation rate was 59.5% (72/121). 2022-23 5-year cohort graduation 69.4% (86/124). 2022-23 Four-year cohort graduation rate was 58.7% (71/121) Source: Dataquest				
6.5	Parental Involvement and Family Engagement	Building Relationships Between School Staff and Families (Level 3 - Initial Implementation) Building Partnerships for Student Outcomes (Level 3 - Initial Implementation) Seeking Input for Decision-Making (Level 3 - Initial Implementation) Source: Local Indicator Self-Reflection Tool for Parent Involvement			Building Relationships Between School Staff and Families (Level 5 - Full Implementation and Sustainability) Building Partnerships for Student Outcomes (Level 5 - Full Implementation and Sustainability) Seeking Input for Decision-Making (Level 5 - Full Implementation and Sustainability)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Community Liaison	Retain the Community Liaison Position to support improved attendance rates, leading to improved graduation rates for all students.	$0.00	Yes
6.2	Community Liaison	Retain the Community Liaison Position to support improved attendance rates, leading to improved graduation rates for EL, Long Term EL, and SED students.	$31,000.00	Yes
6.3	Community Liaison	Retain the Community Liaison Position to support improved attendance rates, leading to improved graduation rates for Hispanic students.	$0.00	No
6.4	Bilingual Resource Teacher	Increase FTE of Bilingual Resource Teacher to further serve EL students and their families.	$138,769.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.5	Bilingual Resource Teacher	Increase FTE to make Bilingual Resource Teacher full time to further serve Hispanic students.	$0.00	No
6.6	Afterschool Hub	Create an afterschool program to offer additional supports for students to provide academic success towards graduation.	$70,000.00	No
6.7	Staff Development and Support for Afterschool Hub		$70,646.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,211,489	$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
6.012%	0.000%	$0.00	6.012%

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
2.1	**Action:** Increase effective student use of accommodations and accessibility tools on CAASPP **Need:** 11th grade performance on CAASPP, There is a gap between English Learners and Low Income students compared to all students in their performance on the CAASPP (e.g., In Spring 2023, 70% of all students met or	All 11th graders are required to take the CAASPP, and therefore, we will address the needs of all students taking this assessment. However, students services to support EL and SED students will be particularly identified above and beyond all students by targeting 11th graders in EML Math classes in Algebra II and below and English III, as well as Academic Literacy. This action addresses the need identified by the data as there is evidence to suggest that SUHSD	Students use of designated supports and accommodations on the CAASPP and their performance as a result.

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
	exceeded standards in ELA, while 8% of English Learners and 36% of Socioeconomically Disadvantaged students met or exceeded standards in ELA). Similarly the gap exists in math as well, where 50% of all students met or exceeded standards in Math and 0.4% of English Learners and 12% of Socioeconomically Disadvantaged students met or exceeded standards in Math. **Scope:** LEA-wide	students are not meeting their full potential on this assessment. The Graduation rates, A-G rates, AP Participation rates and College Going rates all indicate that a greater percentage of our students are graduating and attending college than meeting or exceeding standards on the CAASPP (especially in Math). This is why this action is LEA Wide. This action will go above and beyond to address the needs of EL and Socioeconomically disadvantaged students as the particular language and accessibility tools that are available on the CAASPP have not been leveraged enough to support students to demonstrate their full potential. More practice in the classrooms that have a higher concentration of EL and SED students will allow for these students to engage with the practice materials and become more familiar with the testing experience, in particular the EL Newcomers who are juniors and still required to take the math assessment. In addition, it is possible that SED students might not have as much opportunity to practice test taking skills at home or with a tutor, so embedding these exercises into the curriculum at school will be most supportive for these EL and SED students. This is the best use of funds as it is targeted to EL and SED students, but will impact the entire testing population. SUHSD hopes that EL and SED students can better demonstrate their abilities on the CAASPP with this action.	

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
2.4	**Action:** Implement family and student outreach campaign to increase awareness of CAASPP's importance for students (e.g. CSU Early Assessment Program, Course placement, CA State Seal of Biliteracy, etc.) **Need:** This action will go above and beyond to address the needs for, identified by the data, and prioritizes English learners, foster youth, and low income students. Outreach to our EL and Low Income families about the importance of this assessment is needed particularly for families who are unfamiliar with the Early Assessment Program, which translates into a placement without remediation in a California State University program as well as the State Seal of Bilteracy. We can address this action through multiple avenues including our 11th graders in AVID, our 11th graders participating in English Learner services and outreach through teachers who specifically have EL and Low Income students in their classrooms through the use of Canvas courses. There is a gap between English Learners and Low Income students compared to all students in their performance on the CAASPP, which measures the Early Assessment Program (e.g., In Spring 2023, 70% of all students met or exceeded standards in ELA, while 8% of English Learners and 36% of Socioeconomically Disadvantaged students	This is an LEA wide action particularly as we market the CAASPP as an important assessment for students, even though they only take it in 11th grade, it should be something students are getting ready for in 9th, 10th and 11th and something that the seniors remember as an opportunity to showcase what they learned. While 70.4% of Juniors in Spring 2023 were prepared or conditionally prepared for Early Assessment Program (EAP) in ELA, and 49.87% of Juniors in Spring 2023 were prepared or conditionally prepared for EAP in Math, this percentage is lower than the percent of students who meet A-G requirements to apply to college and lower than the percent of students who attend college within 12 months of graduating from SUHSD. This action will be the best use of funds because it will increase students' and families awareness around the importance of this assessment and how it has an impact on their future.	Participation Rate on CAASPP

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
	met or exceeded standards in ELA). Similarly the gap exists in math as well, where 50% of all students met or exceeded standards in Math and 0.4% of English Learners and 12% of Socioeconomically Disadvantaged students met or exceeded standards in Math. This measure directly relates to students ability to place without remediation in a CA State University program. In addition, performance on the CAASPP is included in the eligibility to qualify for the State Seal of Bilteracy. In Spring 2023, 38% of all students met the qualifications, while 33% and 12.5% of English Learners met the qualifications for the State Seal of Biliteracy. We have not been able to reach 95% participation particularly among our EL, SED students. While we reached 92% in ELA for All students and 91% in Math for All students our participation rates for these subgroups were lower: English Learner Participation (84% ELA/81% Math) Socioeconomically Disadvantaged (86% ELA/83% Math) Foster Youth: (17% ELA, 33% Math) As such, the outreach to these groups is particularly necessary to help us reach our goals and increase students awareness of the importance of this assessment. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.5	**Action:** Support standards-aligned instruction through professional development and curriculum. **Need:** There is clearly a gap for our EL and SED students compared to the overall Class of 2024. While 70.4% of our juniors overall met or exceeded standards on the CAASPP in ELA, only 8.4% of our EL Juniors met or exceeded standards on the CAASPP in ELA and 36.2% of our SED Juniors met or exceeded standards in ELA. While 49.87% of our juniors overall met or exceeded standards on the CAASPP in Math, only 0.8% of our EL Juniors met or exceeded standards on the CAASPP in Math and 12.1% of our SED Juniors met or exceeded standards in Math. In addition, 51.67% of students who took the Spring 2023 CAST met or exceeded standards, while 0.8% of EL students who took the Spring 2023 CAST met or exceeded standards and 14.1% of SED students who took the Spring 2023 CAST met or exceeded standards. **Scope:**	This action is LEA-wide to support the learning of our EL and SED students in their classes, who are enrolled in every school in our district. ELs in SUHSD can be enrolled in English Language Development levels 1-3, along with content area courses designed for Newcomer ELs–Emerging Multilingual Learner (EML) sections. Students in these classes benefit from designated ELD in ELD 1-3 and integrated ELD in their EML content area classes. Teachers receive training and support to become familiar with ELD standards and for methods to integrate them into their classes. Additionally, teachers receive professional development and coaching to instructional strategies to support receptive and expressive, oral and written language acquisition. For example, we have a Newcomer strand for Constructing Meaning to support English Learners students in their first three years of English Language Development and in addition our SED students, who are also in need of academic language support, will be in courses taught by teachers who have participated in this training. Over 50% of ELs in SUHSD are enrolled in mainstream, grade-level courses. Training for content area teachers in the area of integrated ELD supports our ELs who are not enrolled in ELD or EML courses. This training also supports teachers to apply integrated ELD to their courses and to support language development including academic and disciplinary-specific language.	The performance of EL and SED students on the CAASPP and the CA Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	There is also additional training for teachers to go above and beyond for our SED and EL students enrolled in English support and intervention classes. This action will go above and beyond to address the gap identified for EL and SED students by offering professional development and training directly connected to the needs of the unduplicated student groups. We will equip teachers with tools for supporting academic language development while giving access to grade level content. This action is the best use of funds because English learners and SED students have some of the poorest outcomes, as measured by graduation rates, A-G completion, rates, and standardized test scores, in our district. Further, professional learning to support these subgroups will also further the instructional strategies to meet the needs of all students. We hope that this action will serve ELs (newcomers and all others) by building capacity of teachers to target their language development needs while supporting content-area knowledge. We also believe that these actions will help improve the performance of students on the assessments through by aligning their instructional program more tightly with the ELD standards across all of their classes and give more students the tools to access academic vocabulary and language development across their courses in high school.	

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
5.6	**Action:** Continue collaboration with SPED and BRTs to support dually classified students and to ensure that appropriate supports are embedded and accessible to students **Need:** In Fall 2021, we noticed that roughly 2/3rds of the EL students who are dually classified were missing ELPAC accommodations in their IEP at the start of the school year. While there has been an effort to improve this overtime (e.g., In Fall 2023, there were roughly 1/4 of EL students missing ELPAC accommodations in their IEP), there is still a need to ensure case managers have the appropriate resources and supports to ensure students are being assigned the correct accommodations or domain exemptions for the Summative ELPAC. In Fall 2023, there were 302 English Learners who have an IEP (i.e., dually classified) and required to take the ELPAC and there were 76 dually classified Juniors who are also required to take the CAASPP. These students who are dually classified have support from both their case managers and their Bilingual Resource Teachers. However, there currently is no formal communication structures to enhance collaboration between these professionals to support the needs of our dually classified students.	This action ensures that we build procedures and supports in place for our students across the district who are dually classified through training and collaboration. This action will go above and beyond to serve English Learners and address the gap identified by the data by increasing the visibility of the available accommodations on the ELPAC and CAASPP, particularly as it applies to EL students needs, such as glossaries, text to speech, exemption domains, alternate assessments, and translations. This action is the best use of funds because increasing collaboration between the support providers for students allows for greater team focused effort that includes and advocate for EL students on the IEP team. We hope that all English Learners who have an IEP experience a team effort that includes language goals and additional accommodations to support their overall academic experience. This action is implemented on an LEA-wide basis because every high school in the district has dually classified students enrolled.	Examining our reclassification rates by various EL subgroups. Examining our assignment in SEIS of accommodations for dually classified students on the state tests.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Source: California School Dashboard **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** Decrease chronic absenteeism and increase engagement of English Learners by expanding focused and intensive interventions facilitated by bilingual Community Liaisons. **Need:** English Learners chronic absenteeism rate (37.5%, DataQuest, 2022-23) is substantially higher than all students (21.4%, DataQuest, 2022-23). **Scope:** Limited to Unduplicated Student Group(s)	The team of district Bilingual Community Liaisons will focus on English Learner students as a first priority in the early identification of students needing intervention. They will prioritize these students in their casing meetings with site intervention teams, and leverage their expertise in trauma-informed practices, implicit bias, and restorative practices. At each tier of intervention need, English Learners will continue receiving first priority for staff support; this includes home visits, referrals for school-based and community resources, transportation and housing support, etc.	English Learner chronic absenteeism rate.
1.3	**Action:** Reduce suspension rate students by aligning behavioral interventions with culturally responsive Restorative Practices.	Bilingual staff will work directly with identified subgroups to provide proactive Restorative Practices and responsive Restorative Justice interventions to reduce suspension rate. These actions will also be supported by providing	Suspension rate of subgroups

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Carlmont EL and SED suspension rates (10.3% and 10.7%, respectively, CA Dashboard 2023) are substantially higher than all Carlmont students (2.4%, CA Dashboard, 2023). **Scope:** Limited to Unduplicated Student Group(s)	increased alternative-to-suspension interventions to these subgroups of students through Restorative Practices and Justice interventions.	
3.1	**Action:** Unduplicated Student CCR Data Review (Sequoia, Woodside) **Need:** As we examine the need based on the data, we are looking to understand the barriers students face in meeting College and Career Readiness Indicators as described by the gap below: A-G: 66% of SUHSD Graduates in the Class of 2023 met the UC/CSU requirements (1,338/2,027 SUHSD graduates). 13.4% of SUHSD EL Graduates in the Class of 2023 (34/254 EL graduates) met A-G requirements. 35% of SUHSD SED Graduates in the Class of 2023 (271/774 SED graduates) met A-G requirements. CTE Pathway:	The Director of Research and Evaluation working in collaboration with the Counselors, District Administrators, Site Administrators and Staff will support the continual examination of data to highlight the gap that exists for our EL and SED students, particularly as it pertains to meeting College and Career Indicators. The Director has been working towards creating a centralized data dashboard that incorporates multiple sources of data allowing for each administrators to center the conversation around students needs and identify supports and actionable steps to address the gaps presented. The data dashboard starts monitoring students as they transition from 8th to 9th grade and tracks their course trajectories both in terms of enrollment and credit completion. This process of using data will ensure we can quickly identify missing actions for students and provide the appropriate interventions to support their college and career goals. This action will go above and beyond for our EL and SED students to determine what tiered	CA Dashboard: Increase College and Career Readiness for Unduplicated Student Groups.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	18.2% of SUHSD Graduates in the Cohort Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. (368/2,027 Graduates) 11.8% of SUHSD EL Graduates in the Cohort Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. (30/254 Graduates) 14.2% of SUHSD Socially Economic Disadvantage Graduates in the Cohort Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. (110/774 Graduates) A-G AND CTE Pathway: 13% of SUHSD Graduates in the Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course AND completed the UC/CSU Entrance Requirements. (264/2,027 SUHSD graduates) 2% of EL Graduates in the Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course AND completed the UC/CSU Entrance Requirements. (5/254 EL graduates) 5.1% of SED Graduates in the Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone	supports to develop and implement to customize the supports for EL and SED students to reach the college and career indicators. As we train our teachers and counselors to monitor the English Learner population at Sequoia and Woodside, we also have dedicated Bilingual Resource Teachers and Bilingual Parent Liaisons who support the English learners at each school, by helping them to navigate the A-G pathways, course requirements for graduation and have access to Integrated ELD and interventions as needed to support them. At Sequoia and Woodside this is particularly a school level focus and support is being provided to these schools to help improve these outcomes.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	course AND completed the UC/CSU Entrance Requirements. (40/774 SED graduates) COLLEGE COURSEWORK: 15.1% of SUHSD Graduates in the Class of 2023 Completed two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (307/2027 SUHSD Graduates) 8.3% of the EL Graduates in the Class of 2023 Completed two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (21/254 EL Graduates) 10.7% SED Graduates in the Class of 2023 Completed two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (83/774 SED Graduates) STATE SEAL OF BILITERACY (SSB): 23.8% of Graduates in the Cohort Class of 2023 (531/2228) met the requirements for the State Seal of Bilteracy 2% of English Learner Graduates in the Cohort Class of 2023 (5/254 graduates) met the requirements for the State Seal of Bliteracy		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	12.8% of Socioeconomically Disadvantaged Graduates in the Cohort Class of 2023 (99/774 graduates) met the requirements for the SSB. In particular, for this action, we will focus on the EL students at Sequoia and Woodside, whose data on the CA Dashboard suggests less than 7% prepared from the Class of 2023 (and both in the "Very Low" group): Sequoia - Class of 2023 Prepared: English Learners - 6.7% Woodside - Class of 2023 Prepared: English Learners - 6.8% **Scope:** Limited to Unduplicated Student Group(s)		
3.3	**Action:** Unduplicated Student Graduation Data Review (Sequoia) **Need:** Understanding barriers to meeting Graduation Indicator: There is a gap in the data between the overall population and our EL and SED students. 91% of SUHSD Students in the 4-Year Cohort Class of 2023 Graduated (2027/2228), while 67% of the EL Students in the 4-Year Cohort Class of 2023 Graduated (254/381) and 82%	This action is specifically designed to address the need at Sequoia High School to meet the needs of our English Learners and support them to obtain a high school graduation. The Director of Research and Evaluation working in collaboration with the Counselors, District Administrators, Site Administrators and Staff will support the continual examination of data to highlight the gap that exists for our EL students, particularly as it pertains to meeting Graduation Requirements. The Director has been working towards creating a centralized data dashboard that incorporates multiple sources of data allowing for each administrators to center the conversation around students needs and identify supports and actionable steps to address	CA Dashboard: Increase graduation rates for EL Students at Sequioa.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	of the SED Students in the 4-Year Cohort Class of 2023 Graduated (774/949). Sequoia Graduation Rate: Percentage of students who received a high school diploma within four or five years of entering ninth grade (CA Dashboard 2023): English Learners - 61.8% **Scope:** Limited to Unduplicated Student Group(s)	the gaps presented. The data dashboard starts monitoring students as they transition from 8th to 9th grade and tracks their course trajectories both in terms of enrollment and credit completion. This process of using data will ensure we can quickly identify missing actions for students and provide the appropriate interventions to support their post-secondary goals and graduate with a high school diploma. This action will go above and beyond for our EL students to determine what tiered supports to develop and implement to customize the supports for EL students to reach graduation requirements. As we train our teachers and counselors to monitor the English Learner population at Sequoia, we also have dedicated Bilingual Resource Teachers and Bilingual Parent Liaisons who support the English learners at each school, by helping them to navigate the course requirements for graduation and have access to Integrated ELD and interventions as needed to support them. At Sequoia, this is particularly a school level focus and support is being provided to these schools to help improve these outcomes.	
3.5	**Action:** Unduplicated Student College Career Readiness (CCR) Program Completion Supports (Sequoia, Woodside) **Need:** Support in meeting the CCR State Dashboard Indicator.	Provide supports that help students meet CCR requirements: The CTE Coordinator will work in collaboration with the Counselors, District Administrators, Site Administrators and Staff to support the continual examination of data to highlight the gap that exists for our EL and SED students, particularly as it	CA Dashboard: Increase EL students meeting CCR at Sequoia and Woodside.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The data shows that 18.2% of SUHSD Graduates in the Cohort Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. (368/2,027 Graduates), while 11.8% of SUHSD EL Graduates in the Cohort Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course (30/254 Graduates) and 14.2% of SUHSD Socially Economic Disadvantage Graduates in the Cohort Class of 2023 completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. (110/774 Graduates). Silmilarly, 15.1% of SUHSD Graduates in the Class of 2023 Completed two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (307/2027 SUHSD Graduates) 8.3% of the EL Graduates in the Class of 2023 Completed two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (21/254 EL Graduates) 10.7% SED Graduates in the Class of 2023 Completed two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded (83/774 SED Graduates)	pertains to completing CTE Pathways and requirements for the State Seal of Biliteracy. This process of using data will ensure we can quickly identify missing actions for students and provide the appropriate interventions to support their college and career goals. This action will go above and beyond to address the needs for, identified by the data, and prioritizes English learners and low income students by ensuring they are enrolled in CTE pathways and/or dual credit courses earlier (i.e. 10th grade instead of 11th or 12th grade) so that they have the opportunity to complete a CTE pathway and dual credit course, leverage CTE and Dual Enrollment grant funds to provide support to EL students taking a dual enrolled course (i.e. provide Bilingual Instructional Associate), and working with the community college partners to leverage support systems to help EL students successfully complete one or more dual enrolled courses. Dual enrollment courses not only provide students with the opportunity to earn free college credits while in high school but they also provide access to all college services including healthcare and the food pantry as well as opportunities for students to connect with faculty at the partner colleg and learn about programs such as PROMISE which provides students with two free years of college post-graduation. SUHSD has also applied for Golden State Pathway Program funding to develop an academy-type program for EL students at Sequoia and Woodside High Schools which will provide them	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	And another College Career Indicator is the State Seal of Biliteracy. 23.8% of Graduates in the Cohort Class of 2023 (531/2228) met the requirements for the State Seal of Biliteracy, while only 2% of English Learner Graduates in the Cohort Class of 2023 (5/254 graduates) met the requirements for the State Seal of Biliteracy and 12.8% of Socioeconomically Disadvantaged Graduates in the Cohort Class of 2023 (99/774 graduates) met the requirements for the SSB. **Scope:** Limited to Unduplicated Student Group(s)	with the opportunity to complete a CTE pathway, earn a minimum of 12 college credits, and their state seal of biliteracy.	
3.7	**Action:** Unduplicated Student Graduation Program Completion Supports (Sequoia) **Need:** Sequoia - Graduation Rate Percentage of students who received a high school diploma within four or five years of entering ninth grade (CA Dashboard 2023): English Learners - 61.8% **Scope:**	Students do better in programs where they are known. This action is designed to address the need because students do better in programs where they are known. This includes smaller settings that are more personalized and tailored to their passions, such as career academies. This action will go above and beyond to address the needs and close the gap for EL students by offering a viable pathway that has proven to be successful in meeting individualized student needs. SUHSD has applied for Golden State Pathway Program funding to develop an academy-type program for EL students at Sequoia, Menlo-	CA Dashboard: Increase graduation rates for English Learners at Sequoia.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	Atherton, and Woodside High Schools which will provide them with the opportunity to complete a CTE pathway, earn a minimum of 12 college credits, and to increase their graduation rate. At Sequoia High School, we went above and beyond for English Learners to suport improving their graduation rates, through the enrollment of summer school enrichment classes, exclusively for English Learners, and an EL devoted counselor. In addition, we do targeted college outreach for parents in Spanish and host quarterly parent walk throughs for parents with the Principal. In addition, at Sequoia there are primarly language courses in Math, Social Studies and Science that are designed to support our newcomers and Bilingual Instructional Associates in core courses and electives.	
3.11	**Action:** Credit Recovery and Enrichment **Need:** Credit recovery. The gap in graduation rates to demonstrate the need for English learners and low income students is as follows: 91% of SUHSD Students in the 4-5 Year Cohort Class of 2023 Graduated (2060/2263) 91% of SUHSD Students in the 4-Year Cohort Class of 2023 Graduated (2027/2228) 69% of the EL Students in the 4-5 Year Cohort Class of 2023 Graduated (277/404) 67% of the EL Students in the 4-Year Cohort Class of 2023 Graduated (254/381)	Gives students time to make up courses needed for graduation and improve English skills. This action will go above and beyond to address the needs for, identified by the data, and prioritize English learners and low income students by providing priority enrollment to EL and SED students for summer school and early identification for online credit recovery as an academic intervention. This allows students who are EL and SED to increase credit attainment towards graduation.	Graduation rates for EL and SED students compared to the overall population.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	82% of the SED Students in the 4-5 Year Cohort Class of 2023 Graduated (803/979) 82% of the SED Students in the 4-Year Cohort Class of 2023 Graduated (774/949) **Scope:** Limited to Unduplicated Student Group(s)		
5.1	**Action:** Implement English Learner Reclassification Bulletin **Need:** Reclassification rate has been improving due to our efforts to make the process of reclassification more efficient and to create protocols for sites across the district to follow. The reclassification rate for 2022-23 school year was 205/1351 (15.17%). This has been an effort over the last several years, with an increased reclassification rate from 6.64% in 2021-22 and 5.31% in 2020-21. This is why it is a maintenance goal, while we have seen great improvement, we are still aiming increase our reclassification rate to be commensurate at least with the percent of students achieving a Level 4 on the ELPAC. 2022-23 suggests 14.75% of students obtained a Level 4 on the ELPAC, so unless we increase the percent of students moving from a Level 3 to a Level 4, there is little room for improvement.	The actions address the needs across the district by providing a clear communication tool and easy to use platform to document the process and implement the protocol. While our protocols for reclassification have become more clear through our Bulletin, we need to improve the English Learner Progress Indicator, particularly moving students from Level 3 to Level 4, so we can move towards reclassification. This action is district wide, because we have English Learners enrolled in all seven high schools and the funds to support this effort are distributed accordingly.	CALPADS, ELAS Report 2.16, and EL enrollment number from Data Quest.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
5.3	**Action:** Collaborate with Partner Districts to support transition of 9th grade newly reclassified students **Need:** Monitoring progress for EL as they transition to 9th grade and ensure they are on track for graduation and meeting A-G requirements. There is a gap between all students and EL students who graduate and meet UC/CSU Entrance Requirements. The graduation rate for All students in the Class of 2023 was 91% (2,027/2,228), while the graduation rate for EL students in the Class of 2023 was 66.7% (254/381). Source: Data Quest **Scope:** Limited to Unduplicated Student Group(s)	This interactive dashboard allows academic counselors and administrators to easily monitor and track student progress once enrolled in our district and allows us to share data back with our feeder districts about how their students are making progress for the next four years. This action will go above and beyond for English Learner students because it visualizes the gap starting as early as ninth grade and provides reports to our feeder districts about how their graduates who are English Learners are making progress in our district as early as first quarter grades including course placements, passing grades, and progress towards graduation. This actions is the best use of funds because it helps us have actionable data at our fingertips to provide students in need of immediate intervention. Our district hopes that English Learners who transition into our district are closely monitored and supported through this actionable data system. This action implemented on and LEA-wide basis because there are English Learners transitioning to every high school in our district.	Usage of Schoolytics Dashboard and impact of the dashboard on improving our monitoring process and identifying students in need of academic intervention.
5.4	**Action:** Systematize the process for monitoring EL and RFEP students	This action calls out the requirement to effectively monitor academic progress for all students but specifically our English Learners who have	A-G completion of our EL students as well as other subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: We need to identify interventions for EL and RFEP students that support progress towards graduation and meeting A-G requirements. There is a gap between all students and EL students who graduate and meet UC/CSU Entrance Requirements. The graduation rate for All students in the Class of 2023 was 91% (2,027/2,228), while the graduation rate for EL students in the Class of 2023 was 66.7% (254/381). The Graduation rate for RFEP students was on par with the overall population at 92% (588/639). However the gap between EL and RFEP and the overall population is much greater, with only 13% Graduates who are English Learners (34 out of 254) meeting the UC/CSU A-G Requirements. Source: Data Quest **Scope:** Limited to Unduplicated Student Group(s)	struggled to meet the A-G requirements at comparable rates to their peers. Training for academic counselors, Bilingual Resource Teachers, and administrators will support these efforts. Training for Academic Counselors and BRTs will go above and beyond the needs identified by the data to address the needs of English Learners and support them to fulfill the requirements to meet entrance requirements for the UC/CSU system. Part of this training includes identifying how many EL students are off track to meet the A-G requirements as soon as their first semester in 9th grade and every semester that transcript grades are posted. In addition, training will include providing recommendations for interventions and tracking the efficacy of those interventions to support students. This action is across all schools because there are English Learners enrolled in all seven high schools and the data platforms are designed to support this effort across the district. We hope to create a systematic and sustainable practice for monitoring and tracking EL students and addressing their needs in real time before they are too far behind.	
5.5	**Action:** Articulate the reclassification process for students who qualify for the alternate ELPAC to meet the requirements of the state	We need to create collaborative structures to support the on-going communication that needs to happen between case managers and BRTS who share students who are dually classified in their caseload.	Number of students reclassified with the Alternate ELPAC.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: We have struggled to reclassify LTELs who have moderate-severe disabilities and qualify for Alternate ELPAC. Without clear guidelines and systems in place to support the reclassification process during the IEP meeting, we are in need of co-constructing a system that works for our BRTs and our case managers. **Scope:** Limited to Unduplicated Student Group(s)	This action will go above and beyond to address the need and close the gap for EL students, specifically LTELs who qualify for the Alternate ELPAC, by sharing specific guidelines with our IEP teams to evaluate when a student should be considered for reclassification after receiving a Level 3 on the Alternate ELPAC. While this process has begun, it is still in need of further implementation and scaling.	
5.7	**Action:** Woodside - English Learner Progress Goal **Need:** English Learners not showing progress in advancing levels on the Summative ELPAC. Only 32.9% of English Learners making progress on the Summative ELPAC, and 34.2% progressed at least one level. **Scope:** Limited to Unduplicated Student Group(s)	Focus on Newcomers and English Learners to support their growth. Ensure teachers access ELPAC practice tests with their students, and complete the current Reclassification course on Canvas. Continue to reduce the number of students repeating level 4 on the ELPAC through improved reclassification processes; increase the number of students progressing at least one level on the ELPAC for levels 1, 2, and 3 across our newcomer and LTEL levels. Deepen our understanding of which EL populations are struggling to progress one level through our analytics tools.	English Learner Progress Indicator on the CA Dashboard for Woodside
6.1	**Action:** Community Liaison **Need:** The graduation rate for the 21-22 4-year cohort and the 22-23 5-year cohort indicate there is a need for this action to address a gap that exists for EL and Low Income students. The overall graduation rate for the 4-year cohort is 62.6% (82/131 graduates). The 5-	The demographics at this school are overwhelmingly socio-economic disadvantaged. While it is limited to unduplicated students groups the data reflects nearly the whole population of the school. Currently at Redwood there are 135/141 low-income students. How the action addresses the needs: Retaining the Community Liaison Position will ensure a point person to further support improved	Graduation Rate for EL and Low Income students

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	year cohort is 71.6% (96/124 graduates). In comparison the EL graduation rate for the 4-year cohort is 64.6% (31/48 graduates). The 5-year cohort was 73.5% (36/49 graduates). For Low Income students, the 4-year cohort graduation rate for 21-22 is 59.5% (72/121 graduates). The 5-year cohort graduation 69.4% (86/124 graduates). **Scope:** Limited to Unduplicated Student Group(s)	attendance rates for Low Income and EL students, leading to improved graduation rates for these subgroups.	
6.2	**Action:** Community Liaison **Need:** 2022-23 Attendance Rates: SED Full Year Period Attendance - 67.9% SED Full Year Partial Day/Daily Attendance - 73.4% EL Full Year Period Attendance - 70.3% EL Full Year Partial Day/Daily Attendance - 75.6% **Scope:** Limited to Unduplicated Student Group(s)	How the action addresses the needs: Retaining the Community Liaison Position will ensure a point person to further support improved attendance rates for Low Income and EL students, leading to improved attendance rates for these subgroups.	Attendance Rates for these subgroups
6.4	**Action:** Bilingual Resource Teacher **Need:** Low Graduation and Attendance Rates:	BRT will work directly with students and their families to support their increased attendance, engagement with school and connection to Redwood community in order to increase attendance and graduation rates.	EL Grad. Rates EL Attendance Rates Reclassification Rates ELPAC Participation Rates Hispanic Grad Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The EL graduation rate for the 4-year cohort is 64.6% (31/48 graduates). The 5-year cohort was 73.5% (36/49 graduates). EL Full Year Period Attendance - 70.3% EL Full Year Partial Day/Daily Attendance - 75.6% Hispanic graduation Rate: 60.5% Source: CA Dashboard 2021-22 Four-year cohort was 59% (59/100). 2022-23 Five-year cohort was 60.5% (69/114). 2022-23 Four-year cohort was 56.3% (58/103) Source: Dataquest **Scope:** Limited to Unduplicated Student Group(s)		
6.7	**Action:** Staff Development and Support for Afterschool Hub **Need:** The graduation rate for the 21-22 4-year cohort and the 22-23 5-year cohort indicate there is a need for this action to address a gap that exists for EL and Low Income students. The overall graduation rate for the 4-year cohort is 62.6% (82/131 graduates). The 5-year cohort is 71.6% (96/124 graduates). In comparison the EL graduation rate for the 4-year cohort is 64.6% (31/48 graduates). The 5-year cohort was 73.5% (36/49 graduates). For Low Income students, the 4-year cohort	Students need a place to finish work to support credit attainment towards graduation and staff will be trained on academic strategies to support students in this effort.	Graduation rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	graduation rate for 21-22 is 59.5% (72/121 graduates). The 5-year cohort graduation 69.4% (86/124 graduates). **Scope:** Limited to Unduplicated Student Group(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.

Not applicable.

Additional Concentration Grant Funding

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

Not applicable -Sequoia Union High School District does not receive any Additional Concentration Grant Funding.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	103,317,652	6,211,489	6.012%	0.000%	6.012%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,918,425.00	$1,729,656.00	$0.00	$322,620.00	$10,970,701.00	$9,939,571.00	$1,031,130.00

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	Decrease chronic absenteeism and increase engagement of English Learners by expanding focused and intensive interventions facilitated by bilingual Community Liaisons.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$688,544.00	$50,000.00	$50,000.00	$688,544.00	$0.00		$738,544.00	
1	1.2	Reduce suspension rate of students by aligning behavioral interventions with culturally responsive Restorative Practices.	African American, Pacific Islander Students with Disabilities	No					$0.00	$0.00	$0.00				$0.00	
1	1.3	Reduce suspension rate students by aligning behavioral interventions with culturally responsive Restorative Practices.	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Carlmont		$0.00	$100.00	$100.00	$0.00	$0.00	$0.00	$100.00	
1	1.4	Using Student Voice activities with the identified student groups, implement strategies to improve Belonging	African American, Pacific Islander, and English Learner students.	No					$0.00	$30,000.00				$30,000.00	$30,000.00	
2	2.1	Increase effective student use of accommodations and accessibility tools on CAASPP	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools 11th graders		$123,036.00	$50,000.00	$173,036.00				$173,036.00	
2	2.2	Conduct needs assessment	All	No					$63,036.00	$0.00	$63,036.00				$63,036.00	

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
		regarding proctoring process in order to improve administration and training for proctors														
2	2.3	Provide test preparation and practice in needed areas as indicated by CAASPP results.	All	No					$1,742,417.00	$260,000.00	$1,850,573.00	$90,000.00		$61,844.00	$2,002,417.00	
2	2.4	Implement family and student outreach campaign to increase awareness of CAASPP's importance for students (e.g. CSU Early Assessment Program, Course placement, CA State Seal of Biliteracy, etc.)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$153,536.00	$103,000.00	$256,536.00				$256,536.00	
2	2.5	Support standards-aligned instruction through professional development and curriculum.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$237,844.00	$176,000.00	$352,000.00			$61,844.00	$413,844.00	
3	3.1	Unduplicated Student CCR Data Review (Sequoia, Woodside)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Woodside, Sequoia	1 Year	$15,760.00	$0.00	$15,760.00				$15,760.00	
3	3.2	Unduplicated Student CCR Data Review (Redwood)	Hispanic, EL, SED All Students with Disabilities	No				One Year	$15,760.00	$0.00	$15,760.00				$15,760.00	
3	3.3	Unduplicated Student Graduation Data Review (Sequoia)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sequoia	1 Year	$15,760.00	$0.00	$15,760.00				$15,760.00	
3	3.4	Student Data Graduation Review (Redwood)	Hispanic, EL, SED All	No				One Year	$15,760.00	$0.00	$15,760.00				$15,760.00	
3	3.5	Unduplicated Student College Career Readiness (CCR)	English Learners	Yes	Limited to Unduplic	English Learners	All Schools Specific	Three	$2,169,554.00	$0.00	$1,621,689.00	$547,865.00			$2,169,554.00	

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
		Program Completion Supports (Sequoia, Woodside)			ated Student Group(s)		Schools: Sequoia, Woodside	Years								
3	3.6	College Career Readiness (CCR) Program Completion Supports (Redwood)	Hispanic, EL, SED, SWD All Students with Disabilities	No				Three Years	$47,416.00	$0.00		$47,416.00			$47,416.00	
3	3.7	Unduplicated Student Graduation Program Completion Supports (Sequoia)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sequoia, Woodside	Three Years	$1,216,267.00	$20,000.00	$1,236,267.00				$1,236,267.00	
3	3.8	Student Graduation Program Completion Supports (Redwood)	Hispanic Students with Disabilities	No					$405,422.00	$0.00	$405,422.00				$405,422.00	
3	3.9	9th and 10th Grade CTE Participation	All	No				Three Year	$47,416.00	$0.00		$47,416.00			$47,416.00	
3	3.10	Career Inventory and Registration Awareness	All	No				Three Years	$0.00	$129,200.00	$129,200.00				$129,200.00	
3	3.11	Credit Recovery and Enrichment	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	One Year	$1,170,000.00	$5,000.00	$1,175,000.00				$1,175,000.00	
3	3.12	Credit Recovery and Enrichment	All	No				One Year	$130,000.00	$0.00	$130,000.00				$130,000.00	
4	4.1	Recruitment	All	No				Annually	$1,000.00	$5,000.00	$6,000.00				$6,000.00	
4	4.2	Diversity Outreach	All	No				Annually	$0.00	$31,500.00	$31,500.00				$31,500.00	
4	4.3	Recruitment and Retention Strategies	All	No				Annually	$0.00	$500.00	$500.00				$500.00	
4	4.4	Recruitment and Retention Surveys	All	No				Annually	$0.00	$5,000.00	$5,000.00				$5,000.00	

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
5	5.1	Implement English Learner Reclassification Bulletin	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$944,843.00	$0.00	$775,911.00			$168,932.00	$944,843.00	
5	5.2	Finalize a new Bulletin to document the process for reclassifying Dually Classified students (e.g. English Learner Students with Disabilities)	Long Term ELs with Disabilities Students with Disabilities	No					$15,000.00	$0.00	$15,000.00				$15,000.00	
5	5.3	Collaborate with Partner Districts to support transition of 9th grade newly reclassified students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$46,830.00	$46,830.00				$46,830.00	
5	5.4	Systematize the process for monitoring EL and RFEP students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$87,000.00	$87,000.00				$87,000.00	
5	5.5	Articulate the reclassification process for students who qualify for the alternate ELPAC to meet the requirements of the state	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: TRACE, Woodside, M-A, Sequoia, Carlmont		$27,468.00	$0.00	$27,468.00				$27,468.00	
5	5.6	Continue collaboration with SPED and BRTs to support dually classified students and to ensure that appropriate supports are embedded and accessible to students	English Learners	Yes	LEA-wide	English Learners	All Schools		$27,468.00	$0.00	$27,468.00				$27,468.00	
5	5.7	Woodside - English Learner Progress Goal	English Learners	Yes	Limited to Unduplicated Student Group(s	English Learners	Specific Schools: Woodside		$387,849.00	$0.00	$387,849.00				$387,849.00	

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
					)											
5	**5.8**	Redwood - English Learner Progress Goal	Long Term English Learners	No					$0.00	$0.00	$0.00				$0.00	
6	**6.1**	Community Liaison	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools Specific Schools: Redwood High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	**6.2**	Community Liaison	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Redwood High School		$0.00	$31,000.00	$1,000.00	$30,000.00			$31,000.00	
6	**6.3**	Community Liaison	Hispanic	No					$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	**6.4**	Bilingual Resource Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Redwood		$138,269.00	$500.00	$500.00	$138,269.00			$138,769.00	
6	**6.5**	Bilingual Resource Teacher	Hispanic	No					$0.00	$0.00	$0.00				$0.00	
6	**6.6**	Afterschool Hub	All	No					$70,000.00	$0.00		$70,000.00	$0.00		$70,000.00	
6	**6.7**	Staff Development and Support for Afterschool Hub	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Redwood		$70,146.00	$500.00	$500.00	$70,146.00			$70,646.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
103,317,652	6,211,489	6.012%	0.000%	6.012%	$6,250,674.00	0.000%	6.050 %	**Total:**	$6,250,674.00
								LEA-wide Total:	$809,040.00
								Limited Total:	$5,441,634.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Decrease chronic absenteeism and increase engagement of English Learners by expanding focused and intensive interventions facilitated by bilingual Community Liaisons.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	
1	1.3	Reduce suspension rate students by aligning behavioral interventions with culturally responsive Restorative Practices.	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Carlmont	$100.00	
2	2.1	Increase effective student use of accommodations and accessibility tools on CAASPP	Yes	LEA-wide	English Learners Low Income	All Schools 11th graders	$173,036.00	
2	2.4	Implement family and student outreach campaign to increase awareness of CAASPP's importance for	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$256,536.00	

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 (%)
		students (e.g. CSU Early Assessment Program, Course placement, CA State Seal of Biliteracy, etc.)						
2	2.5	Support standards-aligned instruction through professional development and curriculum.	Yes	LEA-wide	English Learners Low Income	All Schools	$352,000.00	
3	3.1	Unduplicated Student CCR Data Review (Sequoia, Woodside)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Woodside, Sequoia	$15,760.00	
3	3.3	Unduplicated Student Graduation Data Review (Sequoia)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sequoia	$15,760.00	
3	3.5	Unduplicated Student College Career Readiness (CCR) Program Completion Supports (Sequoia, Woodside)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Sequoia, Woodside	$1,621,689.00	
3	3.7	Unduplicated Student Graduation Program Completion Supports (Sequoia)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sequoia, Woodside	$1,236,267.00	
3	3.11	Credit Recovery and Enrichment	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,175,000.00	
5	5.1	Implement English Learner Reclassification Bulletin	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$775,911.00	
5	5.3	Collaborate with Partner Districts to support transition of 9th grade newly reclassified students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$46,830.00	
5	5.4	Systematize the process for monitoring EL and RFEP students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$87,000.00	
5	5.5	Articulate the reclassification process for students who qualify for the alternate ELPAC to meet	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: TRACE, Woodside, M-A, Sequoia, Carlmont	$27,468.00	

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 (%)
		the requirements of the state						
5	5.6	Continue collaboration with SPED and BRTs to support dually classified students and to ensure that appropriate supports are embedded and accessible to students	Yes	LEA-wide	English Learners	All Schools	$27,468.00	
5	5.7	Woodside - English Learner Progress Goal	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Woodside	$387,849.00	
6	6.1	Community Liaison	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools Specific Schools: Redwood High School	$0.00	
6	6.2	Community Liaison	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Redwood High School	$1,000.00	
6	6.4	Bilingual Resource Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Redwood	$500.00	
6	6.7	Staff Development and Support for Afterschool Hub	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Redwood	$500.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,403,961.00	$13,301,007.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Standards-aligned curriculum	Yes	$692,740.00	583,113
1	**1.2**	PD and support for equitable access to standards-aligned rigor and quality interactions in classroom instruction	Yes	$1,514,620.00	1,426,766
1	**1.3**	Integrated ELD	Yes	$301,499.00	319,962
1	**1.4**	Best practices/additional supports post distance learning	No	$3,365,519.00	3,924,052
2	**2.1**	Identify and remove barriers for students to meet UC A-G Requirements, necessary for meeting college and career pathways.	Yes	$1,937,721.00	2,772,565
2	**2.2**	Focus on diversity and equity as a primary action to support learning and working environments, as well as student academic outcomes.	Yes	$275,000.00	121,484
2	**2.3**	Systematize programs for English Learners for a successful transition to SUHSD and receive services in pursuit of graduation and post-secondary opportunities.	Yes	$91,316.00	166,272
2	**2.4**	Implement the improvement strategies to address pupil	No	$123,054.00	146,260

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)
		outcomes for Students with Disabilities			
3	3.1	Multi-Tiered System of Supports (MTSS) coordination of practice and expectations	Yes	$1,345,000.00	1,468,630
3	3.2	Multi-Tiered System of Supports (MTSS) efficacy of interventions and delivery	No	$614,684.00	873,968
3	3.3	Multi-Tiered System of Supports (MTSS) Data System	Yes	$107,000.00	$117,250
3	3.4	Integrating services for unduplicated student groups	Yes	$70,000.00	80,000
3	3.5	Improve Student Attendance	No	$400,000.00	$613,592
4	4.1	TIDE Academy Vision, Curriculum, and Instruction		$0.00	0
4	4.2	TIDE Facilities Needs		$0.00	0
4	4.3	EPAA and Redwood High School WASC Action Plans Support		$0.00	0
4	4.4	Establishing Fiscal Stability for Redwood High School CTE Pathways		$0.00	0
4	4.5	Alternative Education Strategic Plan		$0.00	0
4	4.6	Alternative Program Planning		$0.00	0
4	4.7	Small Schools and Alternative Program Catalog		$0.00	0
5	5.1	Enhanced Summer Program		$0.00	0
5	5.2	ELD Summer Enrichment Program		$0.00	0
5	5.3	One-to-One Devices		$0.00	0
5	5.4	Internet Connectivity		$0.00	0
5	5.5	Research Options for Possible Instructional Shifts		$0.00	0
5	5.6	Online Tutoring		$0.00	0
6	6.1	1. Adopt a data warehousing solution for shared data access	Yes	$15,000.00	33,462

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)
		across feeder and community college districts.			
6	6.2	Provide a visualization of our local dashboard to help our community better understand our demographics and student progress.	Yes	$60,000.00	59,521
6	6.3	Adopt a data analytics platform that provides administrators, teachers and counselors with dynamic day-to-day actionable information to help guide students towards graduation, CTE Pathways and/or meeting A-G requirements.	Yes	$60,000.00	59,521
6	6.4	Conduct articulation meetings between partner districts and SUHSD in collaboration around English Learners, Asset Based Math Assessments and Using Lexile measures to monitor students' progress in English Language Arts	No	$0.00	0
7	7.1	Recruit and retain a talented, diverse workforce at all levels.	No	$38,808.00	40,000
7	7.2	Align policies and practices to support a diverse workforce.	No	$0.00	0
7	7.3	Develop/ continue internal pipeline opportunities for current staff.	No	$0.00	0
8	8.1	Support for alternative graduation paths.	No	$300,000.00	388,170
8	8.2	Root cause analysis for lower graduation rates.	No	$2,000.00	2,455
8	8.3	Support for CTE college and career pathways.	No	$90,000.00	103,964

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
6,227,848	$6,464,896.00	$7,203,546.00	($738,650.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Standards-aligned curriculum	Yes	$692,740.00	583,113		
1	1.2	PD and support for equitable access to standards-aligned rigor and quality interactions in classroom instruction	Yes	$1,514,620.00	1,426,766		
1	1.3	Integrated ELD	Yes	$301,499.00	319,962		
2	2.1	Identify and remove barriers for students to meet UC A-G Requirements, necessary for meeting college and career pathways.	Yes	$1,937,721.00	2,772,565		
2	2.2	Focus on diversity and equity as a primary action to support learning and working environments, as well as student academic outcomes.	Yes	$275,000.00	121,484		
2	2.3	Systematize programs for English Learners for a successful transition to SUHSD and receive services in pursuit of graduation and post-secondary opportunities.	Yes	$91,316.00	166,272		
3	3.1	Multi-Tiered System of Supports (MTSS) coordination of practice and expectations	Yes	$1,340,000.00	1,463,630		

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)
3	3.3	Multi-Tiered System of Supports (MTSS) Data System	Yes	$107,000.00	117,250		
3	3.4	Integrating services for unduplicated student groups	Yes	$70,000.00	80,000		
6	6.1	1. Adopt a data warehousing solution for shared data access across feeder and community college districts.	Yes	15000	33462		
6	6.2	Provide a visualization of our local dashboard to help our community better understand our demographics and student progress.	Yes	60000	59521		
6	6.3	Adopt a data analytics platform that provides administrators, teachers and counselors with dynamic day-to-day actionable information to help guide students towards graduation, CTE Pathways and/or meeting A-G requirements.	Yes	60000	59521		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
104,456,815	6,227,848	0%	5.962%	$7,203,546.00	0.000%	6.896%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

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

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

    - Professional development for teachers.

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

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

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

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

Purpose

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

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

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2023