LEARN TODAY. LEAD TOMORROW

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sunnyvale School District
CDS Code: 43 69690 0000000
School Year: 2026-27
LEA contact information:
Gudiel R. Crosthwaite, Ph.D.
Superintendent
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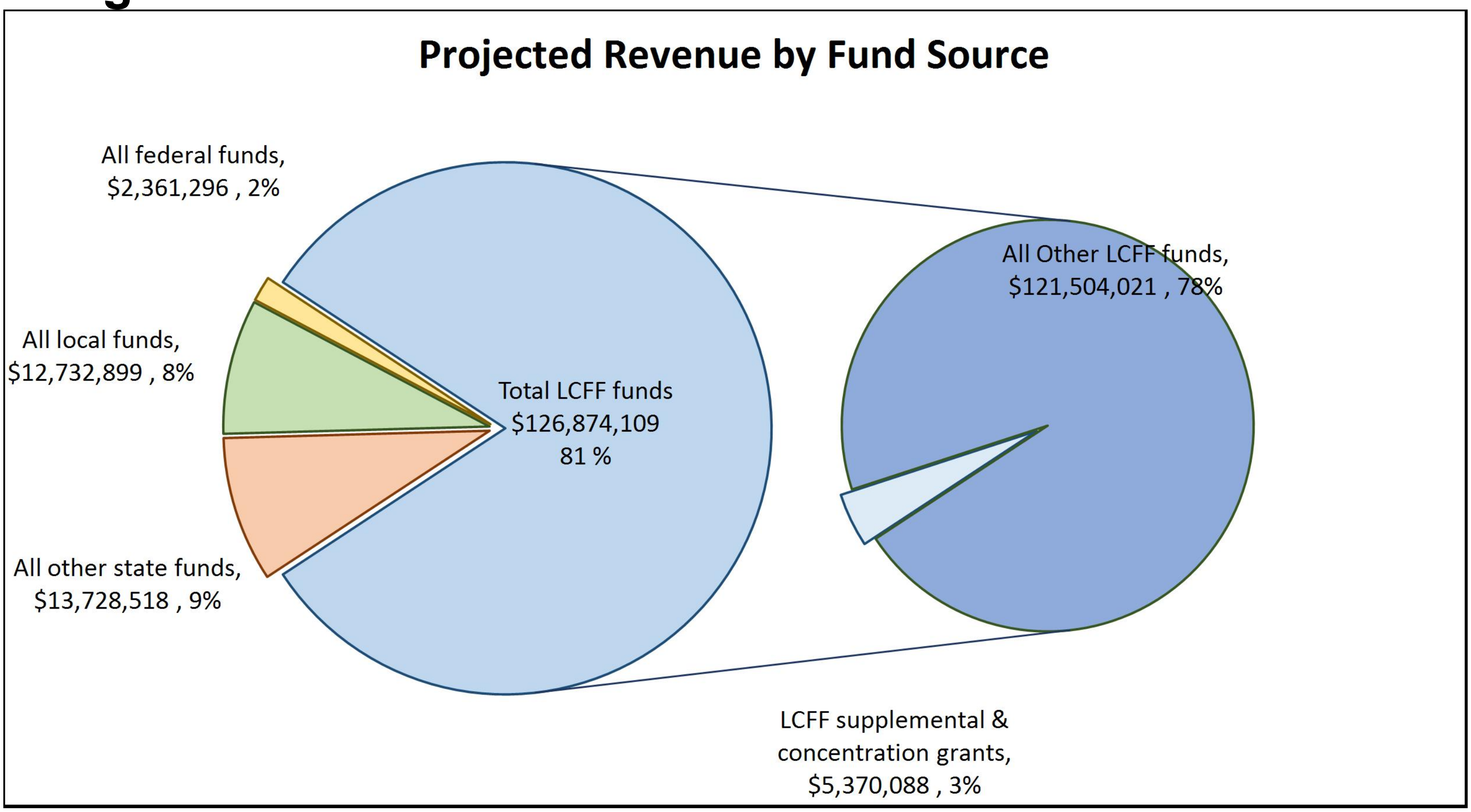
408 522-8200

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

Budget Overview for the 2026-27 School Year



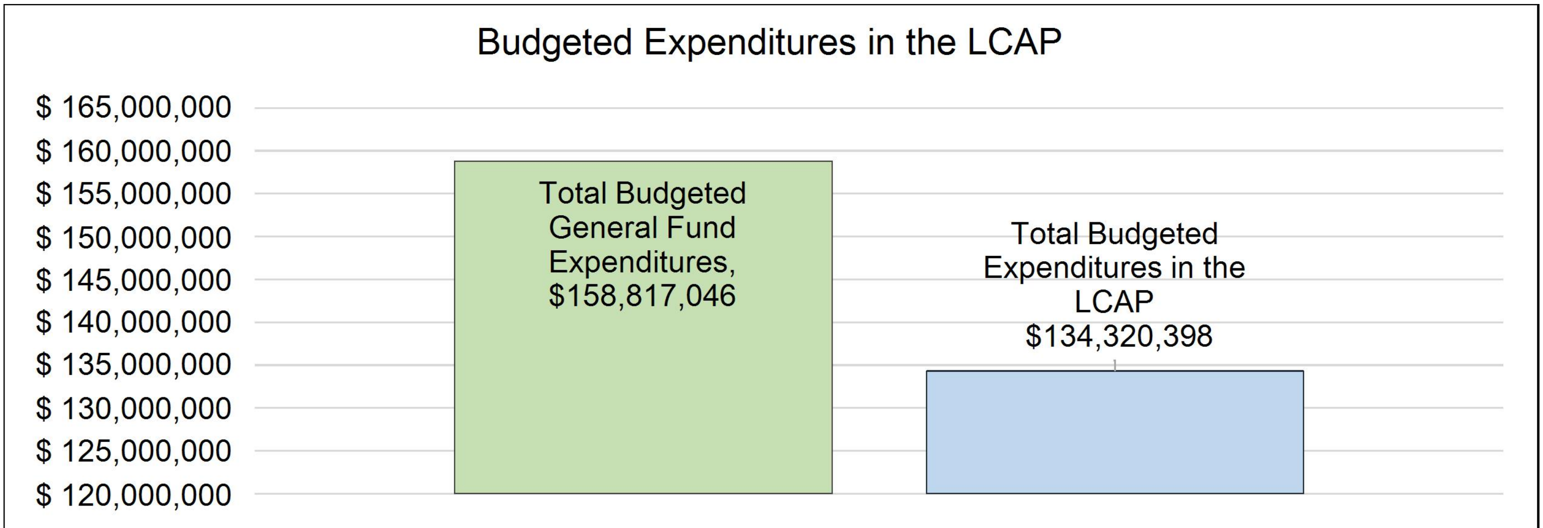
This chart shows the total general purpose revenue Sunnyvale School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sunnyvale School District is $155,696,822, of which $126,874,109 is Local Control Funding Formula (LCFF), $13,728,518 is other state funds, $12,732,899 is local funds, and $2,361,296 is federal funds. Of the $126,874,109 in LCFF Funds,

$5,370,088 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sunnyvale School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

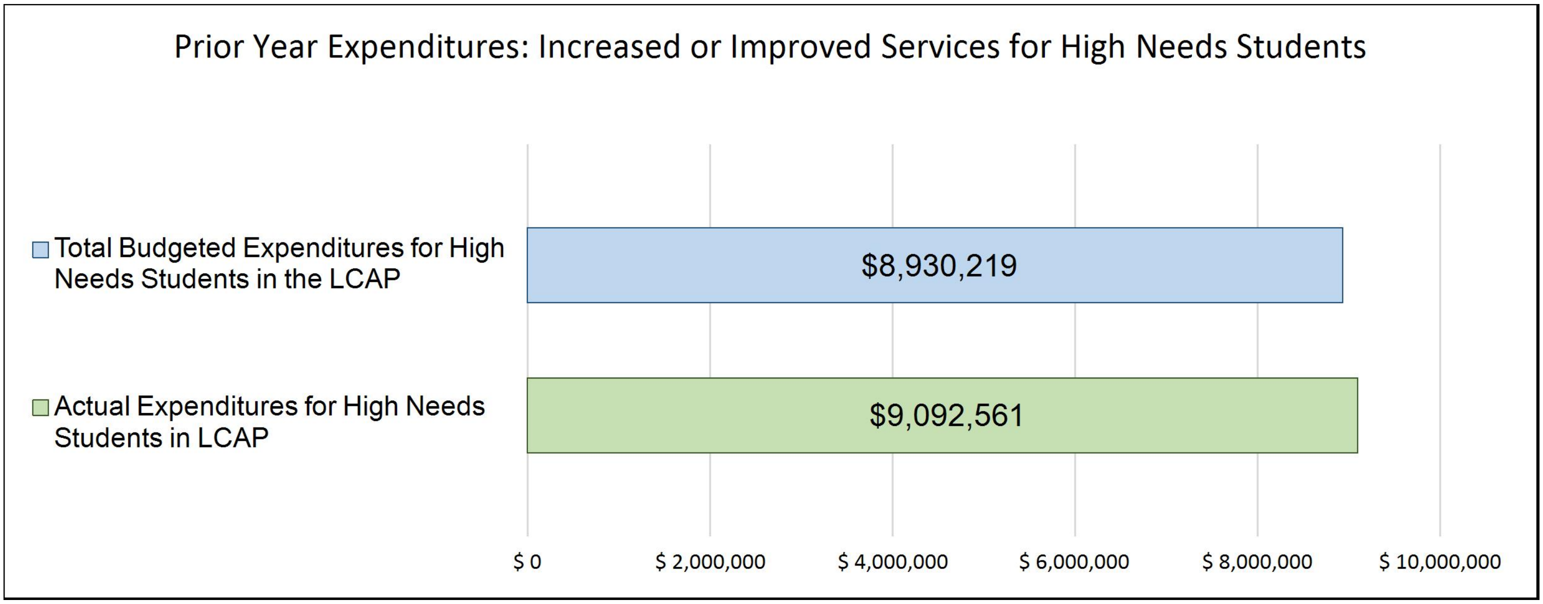
The text description of the above chart is as follows: Sunnyvale School District plans to spend $158,817,046 for the 2026-27 school year. Of that amount, $134,320,398 is tied to actions/services in the LCAP and $24,496,648 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures for the 2026-2027 school year that are not included in the Local Control and Accountability Plan (LCAP) primarily consist of routine operational and overhead costs that do not directly support the district's LCAP goals or Strategic Plan. While the LCAP focuses on programs and services that improve student outcomes, especially for English learners, foster youth, and low-income students, many necessary districtwide costs fall outside its scope. These excluded expenditures include utilities such as gas, electricity, water, sewage, and pest control, as well as operational expenses related to non-instructional activities, such as custodial overtime incurred through community facility use agreements. Although those facility-related costs are typically billed to the user and offset by revenue, they are not reflected in the LCAP. Other expenses not included in the LCAP are legal fees, costs associated with litigation, mediation, and settlements, as well as property and liability insurance premiums, annual audit expenses, and contributions to other district funds, such as the cafeteria fund, maintenance, or special education. While these expenditures are part of the district's overall General Fund budget, they are not included in the LCAP because they do not align with its targeted, student-centered purpose.

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

In 2026-27, Sunnyvale School District is projecting it will receive $5,370,088 based on the enrollment of foster youth, English learner, and low-income students. Sunnyvale School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sunnyvale School District plans to spend $11,712,150 towards meeting this requirement, as described in the LCAP.

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



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

The text description of the above chart is as follows: In 2025-26, Sunnyvale School District's LCAP budgeted $8,930,219 for planned actions to increase or improve services for high needs students. Sunnyvale School District actually spent $9,092,561 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sunnyvale School District	Gudiel R. Crosthwaite, Ph.D. Superintendent	gudiel.crosthwaite@sesd.org 408 522-8200

Plan Summary [2026-27]

General Information

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

Located in the heart of Silicon Valley, Sunnyvale School District (SSD) supports and educates about 5,900 students annually. Just over 900 employees deliver a robust, standards-based curriculum to our students across our 10 schools, including eight elementary and two middle schools.

Our student body, ranging from preschool through eighth grade, mirrors the rich diversity of our region, with 28.3% socioeconomically disadvantaged and approximately 27.9% English Learners. With more than 45 languages spoken among our students, diversity is a cornerstone of our district.

Sunnyvale School District's Promise is that every student is known by name, strength, and need; prepared to excel in high school and beyond; and equipped to lead a life of joy and purpose. To fulfill this promise, we must intensify our focus on accelerating academic growth for every student across the district. While we celebrate the strengths of our schools, current student outcomes make clear that strong, consistent Tier 1 instruction in every classroom is essential to ensuring all learners meet and exceed grade-level expectations. Academic achievement is the foundation that opens doors to future opportunity, and it must remain at the center of our work.

While the District continues to invest in a wide range of important programs and services, we recognize the importance of maintaining focus and coherence across our system. To avoid initiative overload and ensure strong implementation, Sunnyvale School District will organize its work around a limited number of district priorities that are most closely connected to improving student outcomes.

These district priorities will serve as the foundation for decision-making, resource allocation, professional learning, and continuous improvement efforts across all schools and departments.

Supporting initiatives such as STEM, arts education, PBIS, after-school programming, transportation, instructional coaching, technology refreshes, science labs, and family engagement efforts will continue to play an important role in supporting student success; however, they will be intentionally aligned to and in service of the District's core priorities rather than functioning as isolated initiatives.

The District's primary priorities include:
Strengthening high-quality Tier 1 instruction in every classroom
Improving literacy and mathematics outcomes for all students
Accelerating outcomes for English Learners, Long-Term English Learners, students with disabilities, and other historically underserved student groups
Building coherent Multi-Tiered Systems of Support (MTSS) across academics, behavior, attendance, and wellness
Ensuring students experience safe, inclusive, and engaging learning environments where they feel connected and supported

Through this focused approach, the District aims to improve implementation coherence, build staff capacity, reduce fragmentation, and ensure that all initiatives contribute to measurable improvements in student outcomes and well-being.

Reflections: Annual Performance

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

Our review of the 2025 California Dashboard, particularly the indicators in which the District received the lowest performance levels, identified several priority areas requiring focused attention to improve student achievement and overall well-being. These results provide important insight into where intensified efforts, targeted supports, and continuous improvement strategies are needed. Below are the areas designated as Very Low and Low on the California Dashboard.

Overall areas designated as Very Low and Low on the California Dashboard, Districtwide:

English Language Arts
Our Long-Term English Learners are the District's lowest-performing subgroup in English Language Arts, designated by the California Dashboard as Very Low (Red). In addition, the African American, English Learner, Hispanic, Homeless, and Students with Disabilities subgroups are also underperforming in Mathematics. They are designated at the Low (Orange) performance level on the California Dashboard. These results highlight the need for targeted supports, strong Tier 1 instruction, and strategic interventions to accelerate achievement and close persistent opportunity gaps.

Math

Our Long-Term English Learners are the District's lowest-performing subgroup in Mathematics, designated by the California Dashboard as Very Low (Red). In addition, the African American, American Indian, English Learner, Hispanic, Homeless, and Students with Disabilities subgroups are also underperforming in Mathematics. They are designated at the Low (Orange) performance level on the California Dashboard. These results highlight the need for targeted supports, strong Tier 1 instruction, and strategic interventions to accelerate achievement and close persistent opportunity gaps.

Chronic Absenteeism
Chronic absenteeism has been a districtwide priority for the past three years, and we have seen steady improvement, decreasing from 14.8% in 2023 to 11.3% in 2024 and then to 9.5% in 2025. We attribute much of this positive progress to the implementation of Home-to-School Transportation services across the District, which has helped reduce barriers to regular attendance for many students.

While these gains are encouraging, continued focused efforts are necessary to reduce absenteeism further and ensure all students attend school consistently. In particular, we must intensify support for student groups facing the greatest attendance challenges, including our Homeless student subgroup, to ensure they receive the targeted resources and interventions they need for success.

Overall areas designated as Very Low and Low on the California Dashboard, by school site:

BISHOP ELEMENTARY SCHOOL:
We continue to observe higher rates of chronic absenteeism across several student groups. Our Asian, English Learner, and Students with Disabilities subgroups are designated at the Very Low (Red) performance level on the California Dashboard. These results indicate a continued need for targeted attendance supports, barrier removal strategies, and proactive engagement efforts to ensure consistent student attendance and access to learning.

The Students with Disabilities and White student subgroups are designated at the Low (Orange) performance level on the California Dashboard due to higher suspension rates than other student groups. These results highlight the need to strengthen proactive behavior supports, restorative practices, and inclusive interventions to reduce suspensions and ensure students remain engaged in learning.

Overall performance in English Language Arts and Mathematics is at the Medium (Yellow) level on the California Dashboard. In English Language Arts, English Learners, Hispanic students, and students with disabilities are at the Very Low (Red) level, while socioeconomically disadvantaged and White students are at the Low (Orange) level. In Mathematics, English Learners are the lowest-performing subgroup at the Very Low (Red) level, with Hispanic, socioeconomically disadvantaged, and students with disabilities at the Low (Orange) level. These results highlight the need to strengthen Tier 1 instruction, expand targeted and differentiated supports, and implement strategic interventions to accelerate achievement and close persistent opportunity gaps.

CHERRY CHASE ELEMENTARY SCHOOL:
Although chronic absenteeism improved from 7.1% in 2024 to 6.3% in 2025, the Socioeconomically Disadvantaged and Asian student subgroups continue to demonstrate higher rates of chronic absenteeism. They are designated at the Low (Orange) performance level on the California Dashboard. These results indicate the need for continued targeted attendance supports, proactive family outreach, and strategies to remove barriers to regular school attendance.

ELLIS ELEMENATRY SCHOOL:
Although there has been a decrease in Chronic Absenteeism schoolwide from 20.2% in 2024 to 15.4% in 2025, our Socioeconomically Disadvantaged subgroup is designated at the Very Low (Red) performance level at 21.5% (2025) on the California Dashboard. These results indicate a continued need for targeted attendance supports, barrier-removal strategies, and proactive engagement efforts to ensure consistent student attendance and equitable access to learning.

Overall performance in English Language Arts is at the Medium (Yellow) level, while Mathematics is at the High (Green) level on the California Dashboard. In English Language Arts, English Learners, socioeconomically disadvantaged students, and students with disabilities are performing at the Low (Orange) level. In Mathematics, students with disabilities are at the Very Low (Red) level, and socioeconomically disadvantaged students are at the Low (Orange) level. These results highlight the need to strengthen core instruction, expand differentiated and targeted supports, and implement strategic interventions to accelerate achievement and close persistent opportunity gaps.

FAIRWOOD ELEMENTARY SCHOOL:
Chronic absenteeism declined from 12.35% in 2024 to 6.2% in 2025, with no student subgroups in the Very Low (Red) or Low (Orange) performance levels on the California Dashboard.

Students with Disabilities and White student subgroups are designated at the Low (Orange) performance level on the California Dashboard due to higher suspension rates compared to other groups. These results underscore the need to strengthen proactive behavior supports, expand restorative practices, and implement more inclusive interventions to reduce suspensions and keep students engaged in learning.

Although overall student performance in English Language Arts increased, Fairwood's socioeconomically disadvantaged student subgroup is designated at the Low (Orange) performance level on the California Dashboard, performing 22 points below standard. A similar pattern is seen in Mathematics: despite overall gains, the socioeconomically disadvantaged student subgroup declined to 41 points below standard and is also performing at the Low (Orange) level on the California Dashboard.

LAKEWOOD ELEMENTARY:
Although chronic absenteeism improved from 12.9% in 2024 to 11% in 2025, the Socioeconomically Disadvantaged and Filipino student subgroups continue to show higher rates. They are designated at the Low (Orange) performance level on the California Dashboard. These results indicate the need for continued targeted attendance supports, proactive family engagement, and strategies to reduce barriers to consistent school attendance.

Overall performance in English Language Arts is at the Low (Orange) level on the California Dashboard, with students with disabilities at the Very Low (Red) level and socioeconomically disadvantaged students at the Low (Orange) level. In Mathematics, overall performance is also at the Low (Orange) level, with students with disabilities at Very Low (Red) and English Learners and socioeconomically disadvantaged students at Low (Orange). These results highlight the need to reinforce high-quality Tier 1 instruction, strengthen differentiation, and expand targeted interventions to support student groups and improve outcomes across all areas.

SAN MIGUEL ELEMENTARY:

Chronic absenteeism declined from 10.6% in 2024 to 9.0% in 2025, with no student subgroups in the Very Low (Red) or Low (Orange) performance levels on the California Dashboard.

Overall suspension rates are at the Low (Orange) performance level on the California Dashboard, while students with disabilities are at the Very Low (Red) level. English Learners, Hispanic students, and socioeconomically disadvantaged students are also at the Low (Orange) level. These results underscore the need to strengthen proactive behavior supports, expand restorative practices, and implement inclusive, prevention-focused interventions to reduce suspensions and keep students engaged in learning.

Performance in English Language Arts is at the Low (Orange) level on the California Dashboard, while English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities are at the Very Low (Red) level. In Mathematics, overall performance is also at the Low (Orange) level, with students with disabilities at Very Low (Red), and English Learners, Hispanic students, and socioeconomically disadvantaged students at Low (Orange). These results highlight the need to reinforce high-quality Tier 1 instruction, strengthen differentiation, and expand targeted, data-driven interventions to better support student groups and improve outcomes across all areas.

VARGAS ELEMENTARY:
Although chronic absenteeism improved from 15.2% in 2024 to 11.4% in 2025, the Students with Disabilities and White student subgroups continue to experience higher rates. They are designated at the Low (Orange) performance level on the California Dashboard. These results indicate the need to sustain targeted attendance supports, strengthen proactive family engagement, and implement strategies that reduce barriers to consistent school attendance.

Overall performance in English Language Arts is at the Low (Orange) level on the California Dashboard, with English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities at the Very Low (Red) level. In Mathematics, overall performance is also at the Low (Orange) level, with English Learners, Hispanic students, and students with disabilities at Very Low (Red), and socioeconomically disadvantaged students at Low (Orange). These results highlight the need to reinforce high-quality Tier 1 instruction, strengthen differentiation, and expand targeted, data-driven interventions to better support student groups and improve outcomes across all areas.

COLUMBIA MIDDLE SCHOOL:
The Filipino and Students with Disabilities student subgroups are designated at the Low (Orange) performance level on the California Dashboard due to higher suspension rates than those of other student groups. These results highlight the need to strengthen proactive behavior supports, restorative practices, and inclusive interventions to reduce suspensions and ensure students remain engaged in learning.

Overall performance in English Language Arts is at the Low (Orange) level, while Mathematics is at the Medium (Yellow) level on the California Dashboard. In English Language Arts, English Learners, Hispanic students, Long-Term English Learners, students with disabilities, and White students are all performing at the Low (Orange) level. In Mathematics, English Learners and Hispanic students are at the Very Low (Red) level, while Long-Term English Learners, socioeconomically disadvantaged students, and students with disabilities are at the Low (Orange) level. These results highlight the need to strengthen core instruction, expand differentiated and targeted supports, and implement strategic interventions to accelerate achievement and close persistent opportunity gaps.

SUNNYVALE MIDDLE SCHOOL:
Although chronic absenteeism improved from 14.7% in 2024 to 11% in 2025, significant disparities remain. The Socioeconomically Disadvantaged and Students with Disabilities subgroups are at the Very Low (Red) performance level on the California Dashboard, while Asian students and Long-Term English Learners are at the Low (Orange) level. These results indicate the need to sustain targeted attendance supports, strengthen proactive family outreach, and implement strategies to reduce barriers to consistent school attendance.

Although overall suspension rates are at the High (Green) performance level on the California Dashboard, Long-Term English Learners are disproportionately represented in the Low (Orange) performance level. These results highlight the need to strengthen targeted supports for Long-Term English Learners, including proactive behavior interventions, relationship-building strategies, and culturally responsive practices to ensure equitable access to learning and reduce disproportionate suspension rates.

Overall performance in English Language Arts is at the High (Green) level on the California Dashboard; however, significant disparities remain, with Long-Term English Learners at the Very Low (Red) level and English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities at the Low (Orange) level. In Mathematics, overall performance is at the Very High (Blue) level, yet disproportionality persists, as Hispanic students and students with disabilities are at the Very Low (Red) level, while English Learners, Long-Term English Learners, and socioeconomically disadvantaged students are at the Low (Orange) level. These results highlight persistent opportunity gaps across student groups and the need to strengthen Tier 1 instruction, deepen differentiation, and expand targeted, data-driven supports to address inequities and improve outcomes for all learners.

Sunnyvale School District has been identified as Significantly Disproportionate for overidentifying Hispanic students as eligible for special education under the category of Specific Learning Disability. We are reflecting on this finding alongside our California Dashboard data as we examine student outcomes, access to supports, and opportunities to improve outcomes for all students. As part of this identification, the District is required to complete mandated corrective actions, including reserving 15 percent of Individuals with Disabilities Education Act (IDEA) funds to develop and implement a Comprehensive Coordinated Early Intervening Services (CCEIS) plan through the CIM for Significant Disproportionality process. These services must be directed toward the identified student population.

The review of the 2025 California Dashboard, NWEA data, attendance trends, and school-site performance data identified several consistent districtwide needs and patterns across schools and student groups. A clear trend across nearly all schools is the persistent underperformance of English Learners, Long-Term English Learners (LTELs), students with disabilities, socioeconomically disadvantaged students, Hispanic students, homeless students, and, in some cases, African American students in English Language Arts and Mathematics. Long-Term English Learners emerged as one of the district’s most consistently underperforming groups, particularly in ELA and Mathematics, where they were often identified at the Very Low (Red) performance level. Students with disabilities also demonstrated significant academic and behavioral disparities across multiple sites. These trends highlight the ongoing need to strengthen high-quality Tier 1 instruction, deepen differentiation, expand targeted interventions, and implement consistent data-driven instructional practices across all schools. The data also points to a need for stronger language development supports, culturally and linguistically responsive instruction, and expanded systems of academic intervention to address persistent opportunity gaps.

Another significant trend identified across the district is the disproportional impact of chronic absenteeism, suspension rates, and behavioral concerns on historically underserved student groups, including English Learners, students with disabilities, socioeconomically disadvantaged students, homeless students, and Long-Term English Learners. While the district has made measurable progress in reducing chronic absenteeism overall, disparities remain across several student groups and school sites, indicating the continued need for targeted attendance interventions, proactive family outreach, transportation access, and barrier-removal strategies. Suspension data similarly reflect disproportionate outcomes for students with disabilities, English Learners, Hispanic students, and Long-Term English Learners, underscoring the need to strengthen restorative practices, proactive behavior supports, inclusive interventions, and relationship-centered school environments. In addition, the district's identification of significant disproportionality in the overidentification of Hispanic students for special education services highlights the urgent need to strengthen MTSS systems, improve early intervention practices, and ensure students receive appropriate academic and behavioral supports before referral to special education.

Across all findings, several overarching districtwide needs emerged, including:
Strengthening high-quality Tier 1 instruction in every classroom
Improving literacy and mathematics outcomes for all students
Accelerating outcomes for English Learners, Long-Term English Learners, students with disabilities, and other historically underserved student groups
Building coherent Multi-Tiered Systems of Support (MTSS) across academics, behavior, attendance, and wellness
Ensuring students experience safe, inclusive, and engaging learning environments where they feel connected and supported

The data reinforces that our teachers are the primary drivers of student success, and that meaningful improvement will come through building strong instructional systems and educator capacity across the district through professional learning, coaching, collaboration, and instructional support systems that empower teachers to meet the diverse needs of all learners.

Overall, the trends indicate that while progress has been made in areas such as attendance and school climate, sustained and strategic efforts are still needed to address persistent achievement gaps, disproportionality, and inequitable outcomes across the district.

Sunnyvale School District continues to have unexpended Learning Recovery Emergency Block Grant (LREBG) funds of $595,946 available for the 2026–2027 school year after $223,973 was received in 2025-2026. These funds will support ongoing student recovery efforts and address the academic, social-emotional, and wellness impacts resulting from the pandemic.
Sunnyvale School District will continue in Goal 4 Action 2 to utilize unexpended LREBG funds, in combination with General Fund resources, to support six bilingual paraprofessional educators who provide direct services to multilingual students. These staff members play a vital role in supporting language development, increasing access to grade-level instruction, strengthening home-school connections, and providing targeted academic support for students in need of additional assistance. Their work is especially important in helping English Learners, Long-Term English Learners, and Hispanic students strengthen achievement in English Language Arts and Mathematics.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Student input was gathered during the Superintendent's Student Leadership Luncheons held on October 10, 2025, and April 23, 2026. Students emphasized the importance of school environments where they feel known, supported, safe, and engaged, with access to academic support, strong relationships, and meaningful learning experiences. Student voice was also strongly represented through participation on the LCAP Advisory Committee, where students contributed feedback during meetings held on February 6, March 18, and April 8. Student feedback highlighted several strengths across classrooms and learning environments, while also identifying important areas for growth. Students consistently shared that caring teachers, strong relationships, and a sense of belonging positively impact their school experience. They value engaging instructional strategies such as games, group work, hands-on activities, and opportunities to collaborate with peers, as well as the academic support provided by staff. At the same time, students expressed a desire for more voice and choice in their learning, clearer instructions, and curriculum that feels less confusing and more relevant. Many students emphasized the need for calmer, more respectful classroom environments with fewer disruptions and distractions that interfere with learning. Students also noted the importance of balance, including fewer tests, manageable workloads, more breaks, and longer lunch periods to

Educational Partner(s)	Process for Engagement
	support overall well-being and engagement. A clear priority identified by students was increasing accountability for learning while making instruction more interactive, meaningful, and engaging. Students shared that they learn best when lessons are fun, interactive, well-explained, and delivered in safe, supportive classrooms where they feel connected to adults and peers. Conversely, learning becomes more difficult when classrooms are noisy, directions are unclear, workloads feel overwhelming, or assignments are repetitive and lack relevance. Overall, the key takeaway from student feedback is a strong call for high-quality Tier 1 instruction that is clear, engaging, and appropriately paced; classroom environments that are safe, calm, and respectful; increased student voice and choice; consistent relationships and support systems; and balanced learning experiences that prioritize meaningful engagement over compliance-driven tasks. The Climate Survey is administered twice a year, and student input is also collected throughout our school district. Data is pending, as the Satchel Survey window closes on May 31, 2026.
LCAP Advisory Commitee	During the 2025–2026 school year, the Sunnyvale School District held a series of LCAP Advisory Committee meetings on February 6, March 18, and April 8. These meetings provided opportunities for parents, staff, and students to engage in the LCAP process, share feedback, and help ensure that district plans reflected the diverse perspectives and experiences of the Sunnyvale community. The meetings were held in the evenings and were open to all district families. Outreach efforts included SchoolMessenger notifications, email communications, and social media postings. Additional targeted outreach was conducted for specific groups, including families of students receiving special education services and Latino and African American families. School Outreach Assistant staff also personally contacted families to encourage participation and increase engagement.

Educational Partner(s)	Process for Engagement
	On average, participation included approximately 10 parents, 19 staff members, and 7 students from across the district. The overall theme that was shared by members of the LCAP Advisory committee was to focus on whole-child support, equitable access, and high-quality instruction, supported by strong systems to ensure success for all students. Feedback gathered through the LCAP Advisory Committee highlighted several key priorities focused on strengthening student outcomes, school culture, and equitable access to supports and opportunities. Committee members emphasized the importance of expanding student support services, including counselors, tutoring, after-school programs, and transportation access, to better meet the diverse needs of students and families. Maintaining safe, inclusive, and welcoming schools was identified as a critical priority, with a strong emphasis on ensuring that all students—particularly students with disabilities and historically underserved groups—feel valued, connected, and supported in clean, safe learning environments. Family engagement also emerged as a significant focus area, with recommendations to increase meaningful parent involvement, strengthen communication, and provide more targeted outreach to English Learner families and marginalized communities. Participants advocated for expanded academic enrichment opportunities, including STEM, arts, music, electives, outdoor learning experiences, science labs, and increased access to daily physical education and sports programs, to support whole-child development and student engagement. In the area of instruction and staff support, the committee identified the need for continued professional development in social-emotional learning, behavior supports, curriculum implementation, student engagement, classroom management, and support for multilingual learners, as well as stronger onboarding systems, collaboration time, coaching, and opportunities for observation and shared learning. The importance of strengthening MTSS systems through consistent data cycles, targeted small-group instruction, and closer monitoring of subgroup outcomes was also highlighted.

Educational Partner(s)	Process for Engagement
	The committee also recognized several existing strengths across the district, including a positive school climate where students feel safe, valued, and supported, the presence of trusted adults, implementation of PBIS and SEL practices, strong behavioral outcomes, expanded supports for English Learners, the use of student feedback and data to guide decisions, improved facilities, and access to after-school programs and student supports such as KLAS. At the same time, participants identified opportunities for growth, including increasing family partnerships, elevating student voice and connectedness, expanding equitable mental health supports, improving consistency in data use across sites, and continuing to build staff capacity through professional learning and collaboration. Moving forward, the committee emphasized the importance of targeted support for English Learners, homeless youth, and underserved student groups; stronger home-school communication and partnerships; continued investment in staff development and instructional practices; and ensuring that every student feels connected, supported, and included in their educational experience.
Community	During the 2025–2026 school year, the Sunnyvale School District provided a wide range of family engagement opportunities designed to support student success, strengthen partnerships with families, and increase community involvement. Events included ESL classes offered from Fall 2025 through Winter 2026 in partnership with Sunnyvale Community Services, as well as workshops and presentations focused on topics such as Know Your Rights, bullying prevention, digital citizenship, gun safety, managing screen time, Medi-Cal changes, attendance, stress management, resiliency, and family preparedness. The district also partnered with organizations and presenters, including Project Cornerstone, the District Attorney's Office, and Dr. Victor Rios, to provide workshops that supported student well-being, family empowerment, and positive school engagement. The district intentionally created opportunities for targeted outreach and engagement with specific groups, including Latino/Hispanic

Educational Partner(s)	Process for Engagement
	families, African American families, families of students receiving special education services, and the broader Sunnyvale community. Signature events included Heritage Brunch for African American families, Lighthouse Workshops focused on strengthening family-school partnerships, Fresh Approach food demonstrations, Medi-Cal clinics, and multiple LCAP Committee meetings that invited community members and students to provide input on district priorities. School sites also hosted family literacy nights at Bishop, San Miguel, Lakewood, Fairwood, and Ellis Elementary Schools to promote literacy, strengthen family engagement, and support district goals related to inclusive learning environments and student responsibility for learning. Attendance across events varied, ranging from small workshops with approximately 6–20 participants to larger events such as literacy nights and community gatherings that served 50–100 participants. To reduce barriers to participation, many events included childcare, translation services through Wordly or bilingual staff support, and evening or flexible scheduling options. Outreach efforts were conducted through SchoolMessenger, email, social media, and direct contact with families by School Outreach Assistant staff to encourage broad participation across the district community.
Instructional Staff	For the 2025–2026 school year, teachers were surveyed in May 2025. Across these input opportunities, teachers consistently emphasized the need to strengthen instruction in English Language Arts and Mathematics and to expand and improve intervention supports for students. These priorities were directly aligned with the identified needs reflected in the actions of Goal 2 and Goal 4. In addition, teachers participated in the Satchel Survey, a comprehensive tool designed to gather insights on multiple aspects of the school environment. The survey was administered twice—once in the fall and again in the spring—providing longitudinal data to examine changes and trends in teacher perceptions over the course

Educational Partner(s)	Process for Engagement
	of the year. Results from the Satchel surveys were used to inform continuous school improvement efforts and support the enhancement of the overall educational experience for students.
Bargaining Units (SEA/CSEA)	During the LCAP Advisory Committee meetings held on February 6, March 18, and April 8, 2026, which included representatives from CSEA and SEA, participants reviewed district goals and key actions. These sessions provided updates on implementation progress and created space for stakeholder feedback regarding the prioritization and sequencing of key actions. Committee members also engaged in discussion of the LCAP document and its role in guiding both short- and long-term district planning. In addition, they examined the alignment between goals, signature strategies, key actions, and local indicators to ensure coherence across the plan and its measures of progress. Feedback from CSEA and SEA members was also collected through a survey sent out in May 2026.
Instructional Leadership Team (ILT)	The Instructional Leadership Team—a consortium of Principals, Assistant Principals, Managers, Coordinators, Directors, and members of the Superintendent's Cabinet—focused on implementing and monitoring LCAP actions throughout the year. The team regularly revisited district goals and key actions to provide input, review progress, and ensure alignment across initiatives. Meetings were held on July 29, September 16, October 7, November 18, December 8, January 6, February 3, March 3, April 2, May 19, and June 18. In addition, the ILT reviewed adult actions aligned with the identified goals for the school year to support ongoing accountability and ensure consistent implementation of district priorities.
Staff	The district recognized the importance of comprehensive input throughout the LCAP development process. A collaborative effort to engage employee voices through their bargaining units ensured that perspectives from all staff groups were included in shaping the future direction of Sunnyvale's schools. This included Classified and Certificated staffInput was gathered through multiple structures,

Educational Partner(s)	Process for Engagement
	including LCAP Advisory Committee meetings held on February 6, March 18, and April 8, further strengthening stakeholder engagement and ensuring that feedback informed the development of district priorities and actions.
SELPA	The LCAP was reviewed and shared with the SELPA Director on May 26, 2026 for feedback and consultation.
English Language Advisory Committee (ELAC/DELAC)	During the 2025–2026 school year, the Sunnyvale School District continued its collaboration with key educational partners by engaging the District English Learner Advisory Committee (DELAC) and the site English Learner Advisory Committees (ELACs). Consistent with past practice, ELACs met monthly at each school site, while DELAC held meetings throughout the year to provide opportunities for families to learn about district initiatives, review progress on the Local Control and Accountability Plan, and share feedback on the needs and experiences of English Learner students and families. As part of the district's ongoing commitment to meaningful family engagement and partnership, District-level DELAC meetings were held on October 21, December 9, March 24, and May 26 from 6:00–7:00 p.m.

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

The adopted Local Control and Accountability Plan (LCAP) for Sunnyvale School District was directly shaped by extensive feedback gathered from students, families, staff, administrators, bargaining units, advisory committees, and community partners throughout the 2025–2026 engagement process. Across all educational partner groups, there was strong alignment around several key priorities: improving academic instruction, strengthening student support systems, expanding enrichment opportunities, increasing family engagement, and ensuring schools are safe, inclusive, and engaging for all students. Student feedback played a significant role in shaping the district's priorities, as students consistently emphasized the importance of feeling known, supported, and safe at school while also calling for clearer instruction, more engaging and relevant learning experiences, increased opportunities for voice and choice, and stronger relationships with trusted adults. Students identified classroom disruptions, inconsistent instructional practices, unclear directions, and low engagement as barriers to learning. In response, the LCAP prioritizes strengthening Tier 1 instruction through the implementation of Explicit Direct Instruction (EDI) as the districtwide instructional framework to promote high-quality, standards-aligned teaching practices, student engagement, and instructional consistency across all schools. The district also prioritized the adoption of new English Language Arts (ELA) instructional materials to strengthen literacy instruction and improve access to rigorous, engaging, and culturally responsive curriculum for all students. Additional investments include enhanced professional development for certificated and classified staff, including site and district administrators, to strengthen instructional practices, student engagement strategies, classroom management, social-emotional learning, and support for multilingual learners. Feedback from the LCAP Advisory Committee further reinforced the need to expand student support services, including counseling, tutoring, after-school programs, transportation access, and targeted interventions for underserved student groups such as English Learners, Long-Term English Learners, homeless youth, socioeconomically disadvantaged students, and students with disabilities. In direct response, the district expanded after-school programs to increase access and support for students and families and continued to strengthen PBIS, restorative practices, and integrated social-emotional supports through a more cohesive Multi-Tiered System of Supports (MTSS) framework that addresses students' academic, behavioral, and wellness needs through aligned Tier 1, Tier 2, and Tier 3 supports.

Family and community feedback also had a significant influence on the development of the LCAP. Families consistently expressed the need for stronger communication, deeper partnerships, expanded enrichment opportunities, and increased access to culturally responsive and inclusive support systems. Parents and community members emphasized the importance of maintaining safe and welcoming schools, increasing opportunities for engagement, improving outreach to multilingual and historically underserved families, and ensuring students have access to STEM, arts, music, electives, outdoor learning, science labs, physical education, and extracurricular programs that support whole-child development. In response, the district expanded and strengthened Community Schools efforts to better connect families with resources, services, and meaningful engagement opportunities. The LCAP also prioritizes increased and more intentional family engagement opportunities through targeted outreach, multilingual communication, community-based events, and stronger home-school partnerships. Stakeholder feedback also influenced investments in technology and enrichment, including refreshing student and staff Google devices to support high-quality teaching and learning, strengthening and expanding arts education opportunities districtwide, and increasing science opportunities for TK–8 students through hands-on learning experiences and the creation of a STEM lab at Columbia Middle School. Staff feedback also shaped the district's focus on instructional coherence, collaboration, and continuous improvement, resulting in expanded coaching, collaboration time, instructional leadership support, and stronger systems for monitoring implementation and student outcomes. Feedback from advisory groups, DELAC/ELAC forums, leadership teams, and community partners reinforced the importance of system-wide coherence, accountability, and equitable access to opportunities and supports. Overall, the adopted LCAP reflects a direct and comprehensive response to stakeholder feedback by prioritizing high-quality instruction, equitable access to academic and enrichment opportunities, stronger family and community partnerships, expanded student supports, and inclusive learning environments where all students feel connected, valued, and supported academically, socially, and emotionally.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Sunnyvale School District engaged in a comprehensive strategic planning process to align, engage, and strengthen collaboration across the entire community. This work was intentionally designed to inform the Local Control and Accountability Plan (LCAP), with the approved Strategic Plan serving as the guiding framework for district-wide goals and priorities.

Goal One is one of four high-priority goals identified by the Sunnyvale community. Through this engagement process, our community clearly expressed the importance of ensuring that every student experiences a strong sense of belonging, builds trusting relationships with teachers and staff, and has timely access to appropriate supports. Our data further indicates that not all students are currently experiencing the level of success we expect and believe is possible. As a result, this goal focuses on strengthening learning environments to consistently promote optimal conditions for student learning, emotional well-being, and academic growth.

Goal One is designed to ensure that all learning environments:

Promote emotional well-being and a positive school climate
Build strong, supportive relationships between students and staff
Encourage diversity of thought and inclusive practices
Provide timely, differentiated supports, particularly for our most vulnerable student groups

We remain committed to implementing measurable actions and outcomes that will close opportunity and achievement gaps, elevate student voice, and ensure that every learner is supported in reaching their full potential. This goal remains a top priority, as both data and community feedback consistently highlight the need for sustained attention to the success of English Learners, Spanish-speaking English Learners, students with disabilities, and other student groups that have not yet experienced equitable outcomes.

Goal One is both aligned to state requirements and deeply reflective of the needs and aspirations of the Sunnyvale community, with a clear and ongoing focus on equity, engagement, and continuous improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Chronic absenteeism (source: CA Dashboard)	2023 California Dashboard performance: Students with Disabilities: 18.8% Homeless Youth: 47.1% African American: 20.8% Asian: 10.1% Hispanic/Latino: 21.4% White: 10.2% Socioeconomically Disadvantaged: 19.9% English Learners: 18% Two or More Races: 11.1% All Students: 14.8%	2024 California Dashboard performance: Students with Disabilities: 15.7% Homeless Youth: 32.8% African American: 17.9% Asian: 9.6% Hispanic/Latino: 15.7% White: 7.4% Socioeconomically Disadvantaged: 12.8% English Learners: 14.5% Two or More Races: 6% All Students: 11.3%	2025 California Dashboard performance: Students with Disabilities: 16.6% Homeless Youth: 21.3% African American: 14.6% Asian: 8.2% Hispanic/Latino: 12.9% White: 4.6% Socioeconomically Disadvantaged: 14% English Learners: 13% Two or More Races: 5.4% All Students: 9.5%	Chronic absenteeism in each significant subgroup is 10%	Students with Disabilities: -2.2% Homeless Youth: -25.8% African American: -6.2% Asian: -1.9% Hispanic/Latino: -8.5% White: -5.6% Socioeconomically Disadvantaged: -5.9% English Learners: -5% Two or More Races: -5.7% All Students: -5.3%
1.2	Attendance Rates	2023 YTD % of students who are on track for attendance (attendance is at 90% or greater) As of 5/2024: Students with Disabilities: 86% Homeless Youth: 72%	2024 YTD % of students who are on track for attendance (attendance is at 90% or greater) As of 5/2025: Students with Disabilities: 84%	2025 YTD % of students who are on track for attendance (attendance is at 90% or greater) As of 5/2026: Students with Disabilities: 94%	Ninety percent of each significant student subgroup are attending 90% or more of the school days.	Students with Disabilities: +8% Homeless Youth: +20% African American: +17% Asian: +6% Hispanic/Latino: +9% White: +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 77% Asian: 91% Hispanic/Latino: 85% White: 88% Socioeconomically Disadvantaged: 86% English Learners: 85% Two or More Races: 89% All Students: 89%	Homeless Youth: 68% African American: 76% Asian: 92% Hispanic/Latino: 85% White: 95% Socioeconomically Disadvantaged: 84% English Learners: 86% Two or More Races: 95% All Students: 90%	Homeless Youth: 92% African American: 94% Asian: 97% Hispanic/Latino: 94% White: 96% Socioeconomically Disadvantaged: 95% English Learners: 95% Two or More Races: 96% All Students: 96%		Socioeconomically Disadvantaged: +9% English Learners: +10% Two or More Races: +7% All Students: +7%
1.3	Middle School Drop Out Rates	For 2023 zero middle school students have dropped out. All Students: 0 (Metric has been changed.)	For 2024 zero middle school students have dropped out All Students: 0	For 2025 zero middle school students have dropped out All Students: 0	Zero middle school students have dropped out All Students: 0	All Students: 0
1.4	Student Suspension Rates	2023 California Dashboard performance: Students with Disabilities: 29 (2.8%) Homeless Youth: 2 (8% of subgroup) African American: 3 (3.7% of subgroup)	2024 California Dashboard performance: Students with Disabilities: 33 (3.8% of subgroup) Homeless Youth: 8 (11.6% of subgroup)	2025 California Dashboard performance: Students with Disabilities: 35 (4.4% of subgroup) Homeless Youth: 23 (7.5% of subgroup)	Total number of students receiving one or more days of suspension within the school year will be 2% or lower in each subgroup, and 2% or lower for all students.	Students with Disabilities: +1.6% Homeless Youth: -.5% African American: -2.5% Asian: +.2% Hispanic/Latino: -0.2% White: +1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 5 (0.4% of subgroup) Hispanic/Latino: 75 (3.4% of subgroup) White: 11 (1% of subgroup) Socioeconomically Disadvantaged: 79 (3.5% of subgroup) English Learners: 33 (2.6% of subgroup) Two or More Races: 8 (1.7% of subgroup) All Students: 117 (2% of total)	African American: 4 (4.9% of subgroup) Asian: 10 (0.6% of subgroup) Hispanic/Latino: 72 (3% of subgroup) White: 14 (1.3% of subgroup) Socioeconomically Disadvantaged: 79 (2.8% of subgroup) English Learners: 45 (2.4% of subgroup) Two or More Races: 7 (1.5% of subgroup) All Students: 119 (2% of total)	African American: 1 (1.2% of subgroup) Asian: 11 (0.6% of subgroup) Hispanic/Latino: 79 (3.2% of subgroup) White: 22 (2.3% of subgroup) Socioeconomically Disadvantaged: 51 (3.1% of subgroup) English Learners: 40 (2.7% of subgroup) Two or More Races: 5 (1.1% of subgroup) All Students: 123 (2.1% of total)	Students with Disabilities: Homeless Youth: African American: Asian: Hispanic/Latino: White: Socioeconomically Disadvantaged: English Learners: Two or More Races:	Socioeconomically Disadvantaged: -0.4% English Learners: +.1%% Two or More Races: -0.6% All Students: +.1%
1.5	Student Expulsions	For 2023-24: Total Students: 2 (Metric has been changed.)	For 2024: Total Students: 2	For 2025-6: Total Students: 1	The District expels zero students.	All Students: -1 student
1.6	Student Discipline Referrals	For 2023-24: YTD % of students "on track for behavior" (i.e, receiving referrals on less than 3% of days) Students with Disabilities: 97% Homeless Youth: 98%	For 2024-25 YTD % of students "on track for behavior" (i.e, receiving referrals on less than 3% of days)	For 2025-6 YTD % of students "on track for behavior" (i.e, receiving referrals on less than 3% of days)	YTD percentage of students "on track for behavior" (i.e, receiving referrals on less than 3% of days) is above 95% for all significant subgroups.	Students with Disabilities: -2.6% Homeless Youth: -0.6% African American: +3.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 96% Asian: 99.7% Hispanic/Latino: 98% White: 99% Socioeconomically Disadvantaged: 99% English Learners: 99% Two or More Races: 99% All Students: 99%	Students with Disabilities: 96% Homeless Youth: 81.6% African American: 97% Asian: 99.3% Hispanic/Latino: 98% White: 99% Socioeconomically Disadvantaged: 93% English Learners: 98.4% Two or More Races: 99% All Students: 99%	Students with Disabilities: 94.4% Homeless Youth: 97.4% African American: 99% Asian: 99% Hispanic/Latino: 97.3% White: 98.3% Socioeconomically Disadvantaged: 97.6% English Learners: 98.2% Two or More Races: 99% All Students: 98.4%		Asian: -0.7% Hispanic/Latino: -0.7% White: -0.7% Socioeconomically Disadvantaged: -1.4% English Learners: -0.8% Two or More Races: 0.0% All Students: -0.6%
1.7	Survey Findings - Staff	Baseline collected in Fall of 2024: 2024-25 Baseline: How concerned are you about students' academic growth right now? (30% favorable) How concerned are you about students' social-emotional well-being right now? (36% favorable)	N/A	Fall of 2025: How concerned are you about students' academic growth right now? (39% favorable) How concerned are you about students' social-emotional well-being right now? (50% favorable)	Favorable staff responses (defined as top two responses) to target survey questions will be at or above 80%.	How concerned are you about students' academic growth right now? +9% How concerned are you about students' social-emotional well-being right now? +14% How concerned are you about students' behavior right now? +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		How concerned are you about students' behavior right now? (38% favorable) How concerned are you about students' peer relationships right now? (51% favorable) How concerned are you about students' relationships with adults at school right now? (67% favorable)		How concerned are you about students' behavior right now? (44% favorable) How concerned are you about students' peer relationships right now? (58% favorable) How concerned are you about students' relationships with adults at school right now? (74% favorable)		How concerned are you about students' peer relationships right now? +7% How concerned are you about students' relationships with adults at school right now? +7%
1.8	Survey Findings - Families	Baseline collected in Fall of 2024: 2024-25 Baseline: Do you feel welcomed at the school? EL: (68% favorable) Socioeconomically Disadvantaged: (71% favorable) Homeless Youth:	N/A	Fall of 2025-2026: Do you feel welcomed at the school? EL: (92% favorable) Socioeconomically Disadvantaged: (88%favorable) Homeless Youth: (95% favorable)	Family responses will be at or above 80% in the "top two" responses to target survey questions.	Do you feel welcomed at the school? EL: +24% Socioeconomically Disadvantaged: +17% Homeless Youth: +8% Students with Disabilities: +27% Do you feel valued in your school?

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(87% favorable) Students with Disabilities: (60% favorable) Do you feel valued in your school? EL: (43% favorable) Socioeconomically Disadvantaged: (49% favorable) Homeless Youth: (38% favorable) Students with Disabilities: (44% favorable)		Students with Disabilities: (87% favorable) Do you feel valued in your school? EL: (88% favorable) Socioeconomically Disadvantaged: (87% favorable) Homeless Youth: (93% favorable) Students with Disabilities: (85% favorable)"		EL: +45% Socioeconomically Disadvantaged: +38% Homeless Youth: +55% Students with Disabilities: +41%
1.9	Survey Findings - Students	Baseline collected in Fall of 2024: 2024-25 Baseline: Percent of Grade 3-5 students indicating that they know where the can go at school to get help if they're feeling stressed, anxious, or down: EL: 72%	N/A	Fall 2025: Percent of Grade 3-5 students indicating that they know where the can go at school to get help if they're feeling stressed, anxious, or down: EL: 54% SED: 53%	Student responses will be at or above 80% "yes" response (or the "top two" responses) to target survey questions.	Percent of Grade 3-5 students indicating that they know where they can go at school to get help if they're feeling stressed, anxious, or down: EL: -18.0% Socioeconomically Disadvantaged: -16.0% Homeless Youth: -10.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 69% Homeless Youth: 70% Students with Disabilities: 72% Percent of Grade 3-5 students indicating how easy it be for them to talk to someone at school about a personal problem EL: (29% favorable) Socioeconomically Disadvantaged: (27% favorable) Homeless Youth: (33% favorable) Students with Disabilities: (36% favorable) PercentGrades 6-8 students who reported learning in class about how to better communicate with others and understand their feelings. EL: 71.43% SED: 70.93%		Homeless Youth: 60% Students with Disabilities: 57% Percent of Grade 3-5 students indicating how easy it be for them to talk to someone at school about a personal problem Closest approximate from this year's survey: ""I can talk to trusted adults at school"" EL: 76% Socioeconomically Disadvantaged: 75% Homeless Youth: 81% Students with Disabilities: 77% PercentGrades 6-8 students who reported learning		Students with Disabilities: -15.0% (57% - 72%) Percent of Grade 3-5 students indicating how easy it would be for them to talk to someone at school about a personal problem / "I can talk to trusted adults at school" EL: +47.0% Socioeconomically Disadvantaged: +48.0% Homeless Youth: +48.0% Students with Disabilities: +41.0% Percent of Grades 6-8 students who reported learning in class about how to better communicate with others and understand their feelings:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Youth: 62.50% Students with Disabilities: 73.64% Do you feel safe at your school? EL: (61% favorable) Socioeconomically Disadvantaged: (65% favorable) Homeless Youth: (62% favorable) Students with Disabilities: (57% favorable)		in class about how to better communicate with others and understand their feelings. EL: 80% SED: 79% Homeless Youth: 82% Students with Disabilities: 72% Do you feel safe at your school? EL: 76% Socioeconomically Disadvantaged: 76% Homeless Youth: 79% Students with Disabilities: 74%"		EL: +8.57% (Socioeconomically Disadvantaged: +8.07% Homeless Youth: +19.5% Students with Disabilities: -1.64% Do you feel safe at your school? EL: +15.0% Socioeconomically Disadvantaged: +11.0% Homeless Youth: +17.0% Students with Disabilities: +17.0% +17.0% (74% - 57%)
1.10	Williams Uniform Complaint Process - Facilities	Baseline April 2024 10/10 schools are ranked "Good" based on the Office of Public School Construction's Facility Assessment Tool (FIT)	2024-25 10/10 schools are ranked "Good" based on the Office of Public School Construction's	25-26 6/10 schools are ranked "Good" based on the Office of Public School Construction's	10/10 schools will continue to be ranked "Good" based on the Office of Public School Construction's Facility	-4 schools in "good" ranking

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Facility Assessment Tool (FIT)	Facility Assessment	Assessment Tool (FIT)	

Goal Analysis [2025-26]

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

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

This year's implementation of Goal 1 continued to focus on strengthening the systems, staffing, and supports necessary to ensure students experience safe, inclusive, and nurturing learning environments. The District maintained both base and targeted staffing outlined in Actions 1.1 and 1.2, including site administrators, attendance staff, office staff, transportation staff, campus supervision staff, health staff, behavior support staff, Mental Health and Wellness Associates, social workers, and other personnel whose roles directly support school safety, belonging, student wellness, and timely intervention. These staffing investments continue to provide the essential foundation for the District's work in attendance, school climate, student behavior, and family engagement.

The District also continued the implementation of core services and resources described in Actions 1.3 and 1.4, including Social-Emotional Learning (SEL) and trauma-informed practices, Positive Behavioral Interventions and Supports (PBIS), counseling and mental health services, survey systems, family engagement structures, transportation supports, and community-based partnerships. Together, these systems represent the multi-tiered supports designed to strengthen both student experience and outcomes.

A key implementation refinement this year was a shift in attendance intervention practices. Site Attendance Review Teams were provided with a clearer and more structured framework for intervention and follow-up, reflecting a deliberate move toward strengthening site-level ownership of attendance response and ensuring earlier, more relational intervention. This shift allowed the District-level SARB process to focus more specifically on the most severe and persistent attendance cases. Weekly monitoring also improved through the use of live, automatically updated principal data dashboards that included current chronic absenteeism lists by site. In addition, the District prioritized protecting office administrative time to ensure attendance coding, documentation, and family communication remained timely and accurate. Collectively, these refinements strengthened the alignment between attendance data and site-based action within the District's broader chronic absenteeism strategy.

Chronic absenteeism data indicate that these systems are contributing to measurable progress. Districtwide chronic absenteeism declined from 14.8% in 2023 to 11.3% in 2024 and 9.5% in 2025, reaching the District's long-term target of 10% or lower for all students. Several student groups also showed improvement from baseline, including Homeless Youth, Hispanic/Latino students, socioeconomically disadvantaged students, English Learners, and students identifying as two or more races. At the same time, some student groups remain above the 10% threshold, indicating that attendance improvement efforts must remain a sustained priority. The District will also continue to analyze cohort movement within student groups, particularly for highly mobile populations such as Homeless Youth, to ensure accurate interpretation of year-to-year trends.

Behavior support implementation required ongoing adjustment this year. The District observed increased dysregulation among younger students in classroom settings, resulting in higher demand for consultation and intervention support. This reinforced the need for continued clarification and refinement of the District's Multi-Tiered System of Supports (MTSS), particularly in distinguishing between behaviors addressed through Tier 1 classroom practices and those requiring Tier 2 or Tier 3 interventions. This work aligns with the LCAP reflection for Action 1.2 and remains an identified area for continued development.

Mental Health and Wellness Associates continued to provide direct student support while also collaborating with external mental health providers. During this year, the District also began evaluating the sustainability and compliance requirements of the mental health billing process as it considers the feasibility of a more integrated, internally supported mental health service model in the future. As a result, this role currently serves both as a supplement to external services and as part of an ongoing exploration of expanded district-based mental health capacity.

The District also continued its shift in SEL implementation from a standalone instructional block to a more integrated, schoolwide approach. Schools continued to embed SEL practices through morning meetings, PBIS routines, restorative practices, and relationship-centered strategies. This model is intended to ensure SEL is experienced consistently throughout the school day rather than as an isolated curriculum component. The District continues to identify the monitoring and evaluation of implementation fidelity and impact as an area for growth, particularly in understanding which adult practices are consistently in place and how they influence student outcomes.

Survey implementation is currently in transition. The District moved to Satchel Pulse: Perceptions in response to declining response rates in previous survey systems and the need for a more flexible platform that supports both comprehensive and real-time feedback. Because implementation is still in early stages, no current Satchel Pulse outcome data is available, and perception results should be interpreted as baseline data moving forward rather than indicators of progress or decline.

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

There are no material differences for this goal.

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

Action 1.1, "Inclusive and Nurturing Environments Base Staffing," has continued to provide the operational foundation for progress toward Goal 1. Attendance clerks, office staff, site administrators, transportation staff, health staff, campus supervision staff, and other base staffing positions supported the District's ability to monitor attendance, communicate with families, maintain safe environments, and respond to student needs. The effectiveness of this action is most visible in the District's chronic absenteeism trend, which declined from 14.8% in 2023 to 9.5% in 2025. The attendance systems supported by this staffing also allowed the District to provide live data to principals and strengthen the role of sites in early attendance intervention.

Action 1.2, “Inclusive and Nurturing Environments Targeted Staffing,” has shown mixed but important effectiveness. Behavior specialists, behavior technicians, Mental Health and Wellness Associates, and social workers continued to provide targeted support to students with elevated behavioral, emotional, and family needs. These staffing investments were particularly important as the District saw increased dysregulation among younger students in classroom settings. At the same time, the increase in demand for behavior support indicates that targeted staffing alone is not sufficient and that stronger shared Tier 1 behavior practices are needed. The District will continue refining MTSS processes so teachers, administrators, and support staff have a common understanding of which behaviors are addressed through classroom-level strategies and which require more intensive support.

Discipline referral data require careful interpretation. Some declines in the percentage of Homeless Youth and socioeconomically disadvantaged students “on track for behavior” appear to be driven by a small number of students with high referral frequency rather than by a broad subgroup-wide pattern. This indicates that the District should continue analyzing both subgroup-level outcomes and student-level referral concentration before drawing broad conclusions about the effectiveness of discipline supports.

Action 1.3, “Inclusive and Nurturing Environments Base Resources and Services,” continued to support SEL, trauma-informed practices, counseling, survey systems, and related supports. These resources remain well aligned with the goal, but the direct effectiveness is difficult to evaluate because the District is transitioning away from a discrete SEL curriculum model and toward integrated adult practices. As a result, the next phase of effectiveness monitoring will require clearer identification of the adult practices that are expected to occur, such as morning meetings, PBIS routines, restorative conversations, relationship-building routines, and student regulation supports. Several survey-based metrics remain pending because the Spring 2026 Satchel Pulse administration was not complete at the time of LCAP drafting. As a result, the District is not yet able to make final claims about staff, family, or student perceptions of those metrics. Preliminary or incomplete survey results were not reported because the survey window had not closed and response data had not yet been validated. Final results will be reviewed once available and used to inform site and district planning for school climate, student connectedness, family engagement, and student wellness.

Action 1.4, “Inclusive and Nurturing Environments Targeted Resources and Services,” continued to support students and families through mental health services, transportation, family engagement, community partnerships, and equity-focused supports. These services remain aligned to the needs of unduplicated pupils. The District is also using this action to evaluate the future role of Mental Health and Wellness Associates as part of a possible in-house billing-supported mental health services model. Because no Satchel Pulse completion data is available yet, the District is not yet able to fully evaluate the impact of these resources on student, family, and staff perception metrics.

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.

No changes are recommended to the overall goal. Goal 1 remains fully aligned with the District’s Strategic Plan, community feedback, and the ongoing need to ensure that all students experience safe, inclusive, and nurturing learning environments.

For Action 1.2, the District will continue refining MTSS behavior support processes in response to increased dysregulation observed among younger students. This work will focus on strengthening shared understanding of the distinction between Tier 1 classroom-managed behaviors and those requiring Tier 2 or Tier 3 intervention, including clearer referral pathways, more consistent consultation structures, and improved alignment of supports across sites. The intent is to ensure that behavioral responses are timely, appropriate, and matched to student needs.

Action 1.2 has also been expanded to more explicitly reflect the District's commitment to increasing access to after-school programming. This addition recognizes that expanded learning opportunities are an essential extension of the school day and a key component of a safe, supportive, and enriching environment, particularly for unduplicated students and those facing barriers to academic support and enrichment. During the coming year, the District will continue coordinating district-operated and partner-supported programs, including KLAS, Think Together, and other enrichment providers, to ensure students have access to structured academic support, enrichment activities, physical activity, relationship-building opportunities, and social-emotional growth beyond the regular school day. This expansion reflects the growing integration of expanded learning with attendance, family engagement, student wellness, and equitable access to opportunity.

For Action 1.3, the District will strengthen how integrated SEL practices are defined, observed, and monitored. With the shift away from a mandatory discrete SEL block, the next phase of implementation focuses on identifying consistent, observable adult practices across classrooms and schools and determining the extent to which those practices are implemented with fidelity. This will support a clearer understanding of how SEL is embedded into daily instruction, relationships, and schoolwide systems, as well as its impact on student experience.

Action 1.3 has also been expanded to include the District's initial Community Schools implementation work. This reflects the understanding that student success is strengthened when schools operate as connected hubs that integrate academic, social-emotional, health, expanded learning, and family/community supports. In 2026–2027, the District will begin foundational Community Schools work focused on developing shared understanding, identifying school and family needs, building district and site capacity, reviewing existing partnerships and service gaps, and establishing coordination structures across programs and services. As this work develops, aligned professional learning will be provided to administrators, staff, and implementation teams to ensure Community Schools is integrated into a coherent districtwide system of support rather than functioning as a separate initiative.

For Action 1.4, the District will continue to evaluate the sustainability, safety, and compliance requirements for implementing billing-supported mental health services within a longer-term, internally supported model. Mental Health and Wellness Associates will continue to support students directly while also supplementing services provided by external mental health partners during this evaluation period.

Action 1.4 has also been expanded to more clearly reflect the role of Home-to-School Transportation in supporting attendance, access, and connection to school. Transportation is a critical access point for students who face barriers related to distance, safety concerns, major roadways, or participation in after-school programs, enrichment activities, and intervention supports. During the 2025–26 school year, the District expanded transportation services by adding stops to support students at Sunnyvale Middle School and Ellis Elementary School. The updated action also more clearly describes operational systems, including daily routing, after-school transportation options, RFID bus pass tracking, bus security camera systems, routing and communication software, route evaluation and stop safety review processes, and ongoing recruitment of substitute and additional bus drivers. These updates reflect the increasingly central role transportation plays in the District's broader attendance, access, and student support system.

For survey-related measures, the District will continue implementation of Satchel Pulse: Perceptions. Because the Spring 2026 administration was not complete at the time of LCAP development, results will be interpreted as baseline data once available. Upon completion, the District will analyze data on staff, student, and family perceptions to inform ongoing planning related to school climate, connectedness, family engagement, and student wellness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Inclusive and Nurturing Environments Base Staffing	Creating an inclusive and nurturing environment for all students requires the collective efforts of a diverse team of staff across many classifications. Achieving the goal of a consistent, district-wide system that supports the social-emotional health and wellness of every student, through common curriculum, dedicated instructional time, evidence-based practices, and ongoing training, depends on uniting staff around a shared and cohesive vision. From teachers to custodians, bus drivers to paraeducators, every role contributes to building a school culture where students feel safe, supported, and valued. When all staff work together with this common purpose, we ensure that every student experiences a sense of belonging, develops trusting relationships, and has timely access to the emotional, behavioral, mental, and physical health supports they need to thrive. This action also addresses the lowest performing area in the CA Dashboard of Chronic Absenteeism: Districtwide (Students experiencing homelessness, African American, Asian, Hispanic, and White), Bishop (Asian), Cherry Chase (students with disabilities & Hispanic students), Ellis (English Learners, Socioeconomically disadvantaged students, students with disabilities, Asian, Hispanic, and All students), Fairwood (socioeconomically disadvantaged, students with disabilities, Hispanic, and all students), San Miguel (students with disabilities), SMS (English Learners, socioeconomically disadvantaged, students with disabilities, Hispanic, White), Vargas (Asian, two or more races) and addresses the lowest performing area of suspensions in the following sites: SMS (Hispanic, English Learners, and Socioeconomically Disadvantaged students.)	$25,270,172.26	No

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

Action #	Title	Description	Total Funds	Contributing
		families, promoting consistent attendance, and supporting strong home-school connections. For students with unique challenges, having a predictable and supportive transportation experience can significantly impact their sense of security, belonging, and overall well-being. In addition, our transportation policies consider student safety beyond the bus ride. When determining eligibility for service, we account for whether a student's walking route to school requires crossing busy streets or intersections. These safety factors are carefully reviewed to ensure students are not placed in situations that could compromise their well-being. In this way, our transportation program is not just a logistical service, it is a key component of our commitment to equity, inclusion, and student care. Transportation staff represent 3.9% of the resources allocated under Goal-Action 1.1. Custodial staff, groundskeepers, and skilled maintenance workers are essential to fostering a nurturing and inclusive environment in our schools. Their dedication ensures that campuses are clean, safe, and welcoming for all students, staff, and visitors. By maintaining well-kept classrooms, restrooms, playgrounds, and common areas, they create spaces where students can learn and grow with dignity and pride. Their attention to detail and quick response to facility needs help minimize disruptions, support health and safety, and promote a sense of care and respect across the school community. Their work—often behind the scenes—lays the foundation for an environment where every student feels valued and supported. The care being put into the facilities our students use is a direct message to our students regarding how important we adults think they are. Well-maintained facilities help cultivate a student's sense of importance, so keeping our facilities in good shape is another vital component to the success of this goal. Custodial staff, groundskeepers, and skilled maintenance workers represent 27.5% of the resources allocated under Goal-Action 1.1. Child Nutrition employees: The Child Nutrition Department plays an important role in supporting the district's goal of creating an inclusive and nurturing environment by providing students with healthy, nourishing meals each day. With a growing focus on using healthier ingredients and expanding scratch cooking, the department is committed to offering meals		

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

Action #	Title	Description	Total Funds	Contributing
		Assistants and Nurses represent 7.1% of the resources allocated under Goal-Action 1.1. Administrative assistants and front office staff play a vital role in creating a nurturing and inclusive environment in schools. As the first point of contact for students, families, and staff, they set a welcoming tone and ensure that everyone feels seen, heard, and supported. Through their daily interactions, they build trusting relationships, respond to individual needs with care and professionalism, and help maintain a calm and organized atmosphere. Their behind-the-scenes coordination and communication also contribute to a well-functioning school community where every student can thrive. Administrative assistants and front office staff represent 18.1% of the resources allocated under Goal-Action 1.1. Human Resources staff play a foundational role in advancing the district's goal of an inclusive and nurturing environment by recruiting, hiring, and retaining a diverse, skilled, and compassionate workforce. They ensure that every school is staffed with individuals who reflect our values and are committed to student well-being. HR staff also support a positive workplace culture through fair policies, responsive employee support, and ongoing professional development. By fostering a respectful and inclusive environment for all employees, Human Resources helps create the conditions where students, families, and staff feel safe, valued, and supported. Human Resources staff represent 6.6% of the resources allocated under Goal-Action 1.1. Technology staff: Behind the scenes, the Technology Department keeps the digital backbone of the district running smoothly, quietly removing barriers that might otherwise disrupt learning or connection. Whether it's ensuring every student has a working device, maintaining secure access to online learning platforms, or responding quickly to technical issues, their work enables classrooms to function without interruption. In a world where access to technology can shape opportunity, the tech team plays a crucial role in leveling the playing field and making sure every student can engage fully in their education. Their expertise helps create a school environment where innovation, inclusion, and support go hand in hand. Technology staff represent 4.6% of the resources allocated under Goal-Action 1.1.		

Action #	Title	Description	Total Funds	Contributing
		Fiscal, Payroll, & Benefits staff: Fiscal, payroll, and benefit services staff provide the essential financial backbone that allows schools to operate smoothly and staff to feel supported. By ensuring employees are paid accurately and on time, managing benefits with care, and overseeing responsible budgeting and resource allocation, they help create a stable, trustworthy environment for all. Their behind-the-scenes work allows educators and support staff to focus on students, knowing their own well-being and financial security are in good hands. In doing so, these teams contribute to a positive, inclusive culture where the needs of both students and staff are respected and met. Fiscal, Payroll, & Benefits staff represent 5.9% of the resources allocated under Goal-Action 1.1.		
1.2	Inclusive and Nurturing Environments Targeted Staffing	While all of our staff actively support our students in their various areas of expertise, we also make dedicated staffing decisions with the primary intention of benefiting our unduplicated pupils. Some of the ways our staff do this work include strengthening home-school connections by providing opportunities aligned with each unduplicated student's needs and interests, and by embracing each family's cultural and language background as assets. Behavior Intervention Services Supervisor: Our Behavior Intervention Services Supervisor champions individualized student success, particularly for students with unique learning needs. They lead a team of specialists who develop and implement behavior intervention plans tailored to each student's specific challenges. This targeted support empowers students to overcome obstacles that might otherwise hinder their academic journey and social development. This position represents 17.4% of the resources allocated under Goal-Action 1.2. Behavior specialists & behavior technicians are adults in our classrooms, working tirelessly to unlock the potential of every student, particularly those with unique learning and social-emotional needs. They act as detectives, observing student behavior, identifying underlying causes of challenges, and then implementing individualized plans to promote positive behavior and foster a successful learning environment. Their expertise allows them	$6,931,107.31	Yes

Action #	Title	Description	Total Funds	Contributing
		to implement targeted interventions, from social-emotional learning strategies to positive reinforcement techniques. This tailored support empowers students to overcome obstacles that might otherwise hinder their academic achievement and social participation. These positions represent 57.4% of the resources allocated under Goal-Action 1.2. Our Mental Health and Wellness Associates serve as emotional guides for our students, particularly those navigating challenges that might impact their academic and social well-being. Through individual and group counseling sessions, they provide a safe space for students to express their concerns, develop coping mechanisms, and build resilience. The associate's expertise allows them to address a variety of issues, from anxiety and depression to social-emotional learning and grief. By providing this targeted support, they empower students to manage their emotional well-being, fostering self-awareness and emotional regulation. This, in turn, allows students to participate more fully in the learning environment, ultimately contributing to their academic success and overall well-being. These positions represent 5.1% of the resources allocated under Goal-Action 1.2. School social workers are the bridge builders within our schools, weaving a vital support network for students, particularly those facing challenges that extend beyond the classroom. They act as advocates, counselors, and liaisons, working directly with students, families, and community resources to address social, emotional, and environmental barriers to learning. Their expertise allows them to navigate complex situations, from family crises to bullying prevention, ensuring a safe and supportive school environment. By connecting students with necessary services and resources, school social workers empower them to overcome obstacles and reach their full potential. This holistic approach fosters a sense of well-being and belonging, ultimately contributing to a more inclusive and successful learning experience for all students. Social worker positions represent 15.5% of the resources allocated under Goal-Action 1.2. Expanded after-school programming also supports the district's targeted staffing efforts by extending inclusive and nurturing environments beyond the regular school day, particularly for unduplicated pupils and students		

Action #	Title	Description	Total Funds	Contributing
		whose families may face barriers to accessing enrichment, academic support, and safe after-school care. Sunnyvale School District has worked to expand after-school access through a combination of district-operated programming and community partnerships, including KLAS, Think Together, and other enrichment providers. These programs provide students with structured time for academic support, relationship-building, physical activity, enrichment, and social-emotional growth in a supervised setting. By increasing access to after-school programming, the district helps strengthen home-school connections, reduce barriers for working families, and create additional opportunities for students to feel connected, supported, and engaged. This work is especially important for English Learners, students from low-income families, foster youth, students experiencing homelessness, and students who benefit from consistent adult relationships and predictable routines outside of the instructional day. Through continued expansion and coordination of after-school programming, the district is building a more coherent system of support that connects the school day, expanded learning opportunities, family needs, and student well-being.		
1.3	Inclusive and Nurturing Environments Base Resources & Services	In addition to the staff required to support all students, each school must have a baseline set of resources that establishes a coherent, districtwide vision of an inclusive and nurturing learning environment. Two foundational components of this infrastructure are ongoing professional learning and the administration of social-emotional and cultural climate surveys. Together, these systems provide critical insight into the experiences and needs of students and families while ensuring staff are equipped with the skills, knowledge, and practices necessary to support every learner effectively. Social-emotional learning (SEL) and trauma-informed practices work together to create learning environments where students can thrive academically, socially, and emotionally. SEL builds essential competencies such as self-awareness, self-management, relationship skills, and responsible decision-making. These skills support students in developing focus, resilience, and the ability to engage meaningfully in learning. Trauma-informed practices complement this work by recognizing the impact of adverse experiences on behavior, learning, and emotional	$2,220,608.28	No

Action #	Title	Description	Total Funds	Contributing
		regulation. By establishing safe, predictable, and supportive classroom environments, educators reduce barriers to learning and help students re-engage with confidence. When integrated, SEL and trauma-informed approaches create the conditions for belonging, safety, and sustained academic growth. Social-emotional and cultural climate surveys provide an essential lens into student experience that extends beyond academic performance. These tools help capture students' sense of belonging, emotional well-being, safety, and cultural responsiveness within their school environments. The resulting data allows the District to identify both areas of strength and areas requiring targeted support. It also helps surface patterns across student groups, inform continuous improvement efforts, and guide more responsive practices at both the classroom and system level. When used effectively, these surveys strengthen the District's ability to create inclusive environments where all students feel seen, valued, and supported. Contracted counseling services serve as an essential layer of student support, helping students navigate academic, social, emotional, and personal challenges that may impact their school experience. Counselors and providers act as advocates, trusted adults, and problem-solvers who support students through individual and group counseling, academic goal setting, conflict resolution, and emotional regulation strategies. These services ensure that students have access to timely support that promotes stability, well-being, and engagement in learning. Sunnyvale School District has worked to expand after-school access through a combination of district-operated programming and community partnerships, including KLAS, Think Together, and other enrichment providers. These programs provide students with structured time for academic support, relationship-building, physical activity, enrichment, and social-emotional growth in a supervised setting. By increasing access to after-school programming, the district helps strengthen home-school connections, reduce barriers for working families, and create additional opportunities for students to feel connected, supported, and engaged. This work is especially important for English Learners, students from low-income families, foster youth, students experiencing homelessness, and		

Action #	Title	Description	Total Funds	Contributing
		students who benefit from consistent adult relationships and predictable routines outside of the instructional day. Through continued expansion and coordination of after-school programming, the district is building a more coherent system of support that connects the school day, expanded learning opportunities, family needs, and student well-being. Acknowledge Alliance provides a comprehensive set of services that directly support the District's goal of fostering inclusive, safe, and emotionally supportive learning environments. Their work includes student-centered programs focused on resilience and social-emotional development, delivered through classroom lessons, counseling, and educator support. The Project Resilience curriculum (K–8), facilitated by mental health professionals, emphasizes emotional regulation, empathy, connection, and responsible decision-making. In addition, on-site counseling services support students navigating trauma and adversity, helping them strengthen relationships, manage emotions, and re-engage in learning. A key component of their model is the Resilience Consultant role, which provides site-based coaching, classroom observation, and responsive support for educators. These consultants also lead professional learning and facilitate leadership resilience groups that strengthen adult capacity to implement trauma-informed and SEL-aligned practices. Through this integrated approach, Acknowledge Alliance helps build consistent, supportive school climates grounded in empathy, inclusion, and student well-being. Swing Education supports the District's commitment to continuity of instruction and a stable learning environment by providing a reliable system for securing qualified substitute teachers. By reducing delays in filling staff absences, Swing helps ensure that students experience minimal disruption to learning. Their network of vetted substitutes supports a range of classroom settings, including specialized instructional environments, helping maintain consistency and access for diverse student needs. In addition, the platform's onboarding practices and communication structures support substitute integration into school sites, reinforcing expectations and promoting a sense of belonging within school communities. This system strengthens instructional continuity while contributing to a more stable and inclusive school experience for students.		

Action #	Title	Description	Total Funds	Contributing
		Reading Difficulties Risk Screening (Multitudes) In alignment with California's Reading Difficulties Risk Screener requirement (per SB 114 and related legislation, effective for the 2025–2026 school year and beyond), the District has adopted Multitudes as its approved screener for students in kindergarten through second grade. Multitudes is a screening tool that assesses foundational literacy skills, including phonological awareness, letter knowledge, rapid automatized naming, vocabulary, and listening comprehension. All K–2 students will be screened annually, with results informing the early identification of students at risk for reading difficulties. Educational technology systems such as Frontline Education and PowerSchool, as well as services provided by Bay Area PLS, play a critical role in supporting efficient, connected, and responsive school operations. Frontline Education streamlines human resources, absence management, professional learning, and recruitment systems, enabling administrators and educators to focus more directly on student support. PowerSchool provides integrated data and communication platforms that connect students, staff, and families, supporting transparency, collaboration, and more informed decision-making. Bay Area PLS facilitates timely fingerprinting and background clearance for volunteers, increasing family participation in classrooms and school events while maintaining safety and compliance. Together, these systems strengthen operational efficiency, communication, and family engagement—all of which contribute to a more connected and supportive school environment. Flexible learning environments and furniture further support inclusive instructional practices by allowing classrooms to adapt to a range of learning needs and modalities. Unlike fixed seating arrangements, flexible furniture enables teachers to design spaces that support collaboration, independent work, and small-group instruction. This adaptability increases student engagement and helps create learning environments that are more responsive to individual needs. For students requiring sensory, mobility, or attention supports, flexible seating and workspace options can improve comfort, focus, and access. By offering choice and adaptability, these		

Action #	Title	Description	Total Funds	Contributing
		environments contribute to a stronger sense of belonging and support equitable access to learning. Community Schools implementation further strengthens the District's commitment to inclusive and nurturing environments by integrating academic, social-emotional, health, and community-based supports. During the coming year, the District will begin foundational Community Schools work focused on building shared understanding, assessing school and family needs, strengthening district and site capacity, reviewing existing partnerships, and identifying service gaps. As implementation develops, professional learning will support administrators, staff, and implementation teams in understanding Community Schools as an integrated system rather than a standalone initiative. This training will focus on strengthening family and community partnerships, aligning services with MTSS and student support systems, and improving coordination across programs that impact student well-being. Through this work, the District continues to build schools where students feel known, families feel welcomed, and community resources are intentionally aligned to support student success.		
1.4	Inclusive and Nurturing Environments Targeted Resources & Services	In addition to the staff and baseline resources provided to support all students across our schools, the District also allocates targeted resources specifically designed to support unduplicated pupils. These targeted investments align with the District's broader equity goals and are delivered through a combination of professional learning, family engagement structures, data-informed supports, and community partnerships that deepen understanding of and responsiveness to student and family needs. School transportation is a critical equity lever that functions as more than a means of travel—it is a gateway to access, opportunity, and consistent school attendance. By providing reliable transportation for students who might otherwise face geographic, economic, or safety-related barriers, the District removes significant obstacles to educational access and supports stronger attendance and engagement. In this way, transportation not only contributes to academic success but also helps students develop the routines, responsibility, and life skills that support long-term achievement	$2,610,124.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and a sense of connection to school. Home-to-School Transportation services further advance the District's commitment to equitable access by reducing barriers related to attendance, punctuality, and full participation in school programs. The District continues to expand and refine its transportation system to serve students residing in designated safety areas, beyond Board-approved walking distances, and those experiencing identified transportation barriers. Currently, approximately 775 students across nine of ten campuses receive transportation services, including English learners, socioeconomically disadvantaged students, students receiving special education services, and students participating in after-school academic support, athletics, clubs, and intervention programs. During the 2025–26 school year, the District expanded services by adding additional stops to support students at Sunnyvale Middle School and Ellis Elementary School. Transportation offerings include daily home-to-school routes, after-school transportation options, RFID bus pass tracking, bus security camera systems, routing and parent communication software, and ongoing route and stop-safety evaluations to ensure efficiency and student safety. Operational staffing includes one full-time bus driver and five .875 FTE drivers, alongside continued recruitment of substitute and additional drivers to strengthen service stability and reduce disruptions during staffing shortages. These combined investments ensure that students are transported safely, reliably, and consistently, and arrive at school ready to learn and fully participate in their educational experience. Partnerships that support specialized transportation services further reinforce the District's commitment to equity and inclusion, particularly for students with additional needs. These services provide safe, reliable, and individualized transportation options for students who require mobility accommodations or additional supervision. Trained drivers and specialized supports ensure that students can access school consistently and safely, reducing barriers to attendance while providing families with confidence that their children are supported from home to school arrival. This system allows school staff to focus on instruction and student support, knowing that transportation needs are being met with care and reliability. The District also prioritizes developing multiple pathways for families to access support and engagement opportunities. This includes the		

Action #	Title	Description	Total Funds	Contributing
		intentional creation of multilingual and culturally responsive family engagement structures, such as parent ambassador programs, parent university workshops, affinity groups, school-based family forums, and shared decision-making opportunities. These structures are designed to ensure that historically underrepresented families have meaningful access to information, voice, and advocacy within the school system, strengthening trust and partnership between schools and communities. The Columbia Neighborhood Center (CNC) continues to play a significant role in expanding access to supports for English learners, foster youth, and students experiencing socioeconomic challenges. CNC offers a range of integrated services, including academic support, language development opportunities, health and wellness resources, and family engagement programming. These services help address opportunity gaps by providing accessible enrichment and support outside of the traditional school day. For English learners, CNC programs strengthen language acquisition and cultural connection; for foster youth, they provide stability, mentorship, and emotional support; and for students from low-income families, they increase access to enrichment, health services, and academic assistance. Collectively, CNC services contribute to a more equitable and connected system of support for students and families. Mental health and wellness service providers are another key component of the District's targeted supports for unduplicated student populations. These providers collaborate with school-based teams to deliver tiered interventions, including behavioral consultation, social-emotional instruction, restorative practices, and school-based wellness supports. Services are designed to be culturally responsive and accessible, ensuring students receive timely support that addresses both emotional well-being and academic engagement. Additional offerings such as individual and family counseling, parent education, early childhood support, and peer groups further strengthen family engagement and student resilience. These integrated services help ensure that students' social-emotional needs are addressed within the school environment, reducing barriers to learning and promoting long-term success.		

Action #	Title	Description	Total Funds	Contributing
		Climate Survey platforms further support equity-focused decision-making by providing actionable data on student, staff, and family experiences. These tools allow the District to measure school climate, engagement, sense of belonging, and well-being across multiple perspectives. When analyzed alongside academic and behavioral data, survey results help identify patterns of need and inform targeted interventions. This comprehensive data approach supports early identification of students who may require additional support and ensures that resources are allocated in ways that promote equity and inclusion. Finally, the Lakewood Branch Library and Learning Center represents a significant community investment in expanding equitable access to learning resources. Located in North Sunnyvale, a historically underserved area, the facility addresses long-standing gaps in access to library and enrichment services. Many residents in this neighborhood live significant distances from existing library facilities, limiting their access to educational and digital resources. The new 22,000-square-foot center, developed in partnership with the City of Sunnyvale and local school districts, will provide accessible spaces for literacy support, language learning, cultural programming, academic enrichment, and family engagement. Situated on the Lakewood Elementary School campus, the center strengthens school-community integration while expanding opportunities for students and families. This investment reflects the District's ongoing commitment to equity, access, and whole-child development.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District engaged in a comprehensive strategic planning process designed to align priorities and meaningfully engage the entire community. This work was intentionally structured to inform the 2024–2027 Local Control and Accountability Plan (LCAP), with the approved Strategic Plan serving as the guiding framework for district goals over the next three years.

The process resulted in deep and sustained engagement across stakeholders, strengthening shared understanding, building trust, and reinforcing collective commitment to the work ahead. It included ten planning teams that met from October through April, more than thirty-five structured planning sessions, and over four hundred participants. Engagement also included six family sessions and four community forums, ensuring that the community voice was central in shaping district priorities.

Goal Two is one of the four high-priority goals identified by the Sunnyvale community. Through this process, our community emphasized the importance of ensuring that every student receives personalized academic and non-academic support needed to progress at a pace that closes opportunity, language, and achievement gaps.

In addition, a review of both local data and California School Dashboard indicators shows that certain student groups are not yet achieving at the same levels as their peers. In particular, English Learners, Hispanic students, Students experiencing homelessness, Foster Youth, Socioeconomically Disadvantaged students, and Students with Disabilities continue to demonstrate lower performance across key academic indicators. These disparities highlight persistent opportunity gaps that require targeted and sustained attention.

Goal Two reflects the District's commitment to ensuring equitable access to high-quality learning experiences and individualized supports for all students. It acknowledges the need to strengthen systems that accelerate learning and provide timely, differentiated interventions so that students can make meaningful academic growth. By centering equity, this goal aims to eliminate disparities in outcomes and ensure that all students—regardless of background or circumstance—have access to the support and opportunities necessary to reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELPI Performance Source: CA Dashboard ELPI indicator & Local ELPI Dashboard for specific student groups	CA Dashboard 2023 ELPI Status: 51.9% of EL students made progress towards English language proficiency, as defined by: Percent of English Learners who increased at least one ELPI level from the previous year, or maintained a Summative '4' from one year to the next. Socioeconomically disadvantaged ELs ELPI Status: 47.4% of SED EL students made progress towards English language proficiency Foster Youth ELs ELPI Status: NA (sample size too low)	CA Dashboard 2024: 51.5% of EL students made progress towards English language proficiency, as defined by: Percent of English Learners who increased at least one ELPI level from the previous year, or maintained a Summative '4' from one year to the next. Socioeconomically disadvantaged ELs ELPI Status: 42.1% of SED EL students made progress towards English language proficiency Foster Youth ELs ELPI Status: NA (sample size too low)	CA Dashboard 2025: 50% of EL students made progress towards, as defined by: Percent of English Learners who increased at least one ELPI level from the previous year, or maintained a summative '4' from one year to the next. Socioeconomically disadvantaged ELs ELPI Status: 48.2% Foster Youth ELs ELPI Status: NA (sample size too low)	100% of EL students made progress towards English language proficiency, as defined by: Percent of English Learners who increased at least one ELPI level from the previous year, or maintained a summative '4' from one year to the next.	El students making progress: -1.9% Socioeconomically disadvantaged ELs making progress: +.8% Foster Youth: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Student perception of access to mental health resources when needed	Baseline collected in Fall of 2024: 2024-25 Baseline: Percent of students Grades 3-5 reporting they know where to go at school to get help if you're feeling stressed, anxious, or down EL: Yes 72% SED: Yes 69% Homeless Youth: 70% Students with Disabilities: 72% Percent of students Grades 3-5 reporting that if they felt stressed, anxious, or down at school they could contact a school adult about their feelings. EL: 42% SED: 8% Homeless Youth: 28% Students with Disabilities: 35%	N/A	Fall of 2025: Percent of students Grades 3-5 reporting they know where to go at school to get help if you're feeling stressed, anxious, or down No Data Percent of students Grades 3-5 reporting that if they felt stressed, anxious, or down at school they could contact a school adult about their feelings. EL: 54% SED: 53% Homeless Youth: 60% Students with Disabilities: 57%	Positive student responses (defined as a "yes" in question 1 or as identifying a school adult in question 2) will be at or above 80%,	Percent of students Grades 3-5 reporting they know where to go at school to get help if you're feeling stressed, anxious, or down NA Percent of students Grades 3-5 reporting that if they felt stressed, anxious, or down at school they could contact a school adult about their feelings. EL: +12% SED: +45% Homeless Youth: +32% Students with Disabilities:+22%
2.3	Performance on local assessments in math- percent of students proficient	Baseline 2024 Students with disabilities: 23.12%	Spring 2025 Students with disabilities: 20%	Spring 2026 Students with disabilities: 19.9%	Students with disabilities: 50% Socioeconomically disadvantaged: 50%	Students with disabilities: -3 % (23.12% - >19.9%) Socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically disadvantaged: 21.81% Hispanic: 18.73% English Learners: 17.42%	Socioeconomically disadvantaged: 19.59% Hispanic: 18.3% English Learners: 16.67%	Socioeconomically disadvantaged: 35.16% Hispanic: 29.3% English Learners: 24.9%	Hispanic: 48% English Learners: 47%	disadvantaged: +13 % (21.81% -> 35.16%) Hispanic: +11 % (18.73% -> 29.3%) English Learners: +7 % (17.42% ->24.9%)
2.4	Percent of time students with an IEP spent in general education courses in the elementary schools	2023-2024 Elementary districtwide percent of students with IEPs who are over 80% in Gen Ed: 66% (343/520) Source: SIRAS	Spring 2025 Elementary districtwide percent of students with IEPs who are over 80% in Gen Ed: 68.34% (408/597) Source: SIRAS	Spring 2026 Elementary districtwide percent of students with IEPs who are over 80% in gen Ed: 67.5% (432/640) Source: SIRAS	80% of students with an IEP are mainstreamed into general education courses for at least 80% of the instructional minutes.	+1.5 % (66% -> 67.5%; 343/520 -> 432/640)
2.5	Extent to which pupils have access to and are enrolled in: a broad course of study	Fall update 24-25 Percent of middle school students who are taking VPA: 50.88% Percent of middle school students who are taking STEM elective: 16.84% Visual Performance Arts- Electives Demographics Makeup:	T3 Update 24-25 Percent middle school students who are taking visual and performing arts: 48.65% Percent middle school students who are taking STEM: 15.91% Visual and Performing Arts -	Spring Update 25-26 Percent middle school students who are taking visual and performing arts: 45.47% Percent middle school students who are taking STEM: 11.79%	VPA and STEM elective demographics will mirror the middle schools' demographic makeup within a 10% variance.	Taking VPA 50.88% -> 45.47% -5 % Taking STEM elective 16.84% -> 11.79% -5 % Visual and Performing Arts- Electives Demographic Makeup: English Learners 22.15% -> 21.05% -1 % Hispanic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 22.15% Hispanic: 40.25% Socioeconomically disadvantaged: 51.21% African American: 1.85% Homeless Youth: .58% Asian: : 28.26% White: 24.80% Science Technology Engineering Math (STEM) Electives Demographics Makeup: English Learners: 13.94% Hispanic: 18.47% Socioeconomically disadvantaged:39.37% African American: 1.39% Homeless Youth: 0% Asian: 42.86% White: 29.62% Middle school demographic makeup: English Learners:21.6% Hispanic: 40.20% Socioeconomically disadvantaged: 50.35% African American: 2.35% Homeless Youth: .70% Asian: 27.52%	Electives Demographic Makeup: English Learner: 20.66% Hispanic: 37.07% Socioeconomically disadvantaged: 28.69% African American: 2.24% Homeless Youth: 1.18% Asian: 27.74% White: 32.47% Science Technology Engineering Math (STEM) Electives Demographic Makeup: English Learners: 11.55% Hispanic: 16.25% Socioeconomically Disadvantaged: 14.80% African American: 1.08% Homeless Youth: .36% Asian: 49.10% White: 27.80%	Visual and Performing Arts - Electives Demographic Makeup: English Learner: 21.05% Hispanic: 39.47% Socioeconomically disadvantaged: 32.46% African American: 1.13% Homeless Youth: 0.50% Asian: 35.09% White: 21.18% Science Technology Engineering Math (STEM) Electives Demographic Makeup: English Learners: 24.15% Hispanic: 40.58% Socioeconomically Disadvantaged: 39.61% African American: 2.90% Homeless Youth: 0.97% Asian: 40.58% White: 12.56%		40.25% -> 39.47% -1 % Socioeconomically disadvantaged 51.21% -> 32.46% -19 % African American 1.85% -> 1.13% -1 % Homeless Youth 0.58% -> 0.50% ~0 Asian 28.26% -> 35.09% +7 % White 24.80% ->21.18% -4 % Science Technology Engineering Math (STEM) Electives Demographic Makeup: English Learners 13.94% ->24.15% +10 % Hispanic 18.47% -> 40.58% +22 % Socioeconomically disadvantaged 39.37% ->39.61% ~0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 27.29%	Middle school demographic makeup: English. Learner: 21.14% Hispanic: 37.74% Socioeconomically Disadvantaged: 29.58% African American: 2.3% Homeless Youth: .92% Asian: 27.46% White: 31.25%	Middle school demographic makeup: English Learner: 21.25% Hispanic: 40.17% Socioeconomically Disadvantaged: 35.50% African American: 1.88% Homeless Youth: 0.68% Asian: 34.93% White: 19.89%		African American 1.39% -> 2.90% +2 % Homeless Youth 0.00% -> 0.97% +1 % Asian 42.86%-> 40.58% -2 % White 29.62% ->12.56% -17 % Middle school demographic makeup: English Learners 21.60% -> 21.25% ~0 Hispanic 40.20% ->40.17% ~0 Socioeconomically disadvantaged 50.35% -> 35.50% -15 % African American 2.35%->1.88% ~0 Homeless Youth .70% -> 0.68% ~0 Asian 27.52% ->34.93% +7 % White 27.29% ->19.89% -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Inclusive Afterschool Enrichment Survey Question Source: Survey	Baseline collected in Fall of 2024: 2024-25 Baseline: Do you participate in any after-school clubs or activities? EL: No 65.30% Yes 34.70% Socioeconomically Disadvantaged: No 59.92% Yes 40.08% Homeless Youth: No 30.00% Yes 70.00% Students with Disabilities: No 54.33% Yes 45.67% Why don't you participate in any after-school clubs or activities? EL:	N/A	Fall of 2025: Do you participate in any after-school clubs or activities? EL: Yes: 69% Socioeconomically Disadvantaged : Yes: 65% Homeless Youth : Yes: 73% Students with Disabilities : Yes: 65% Why don't you participate in any after-school clubs or activities? I don't know what clubs or activities are offered. 21% I have to go home to help with family responsibilities. 26%	80% of our students responded favorably to the survey question regarding barriers for afterschool enrichment (defined as participating in after school clubs or activities)	Q1 "Do you participate in after-school clubs/activities?" (% Yes) • EL: +34.30% • SED: +24.92% • Homeless Youth: +3.00% • SWD: +19.33% Q2 "Why don't you participate?" (% of non-participants citing each reason) EL • Don't know what's offered: +4.89% • Family responsibilities: -0.17% • Shy / wouldn't fit in: +3.87%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		I don't know what clubs or activities are offered. 16.11% I have to go home to help with family responsibilities. 26.17% I'm shy or worried I wouldn't fit in. 20.13% Other .83% The clubs or activities I'm interested in don't fit with my schedule. 8.05% The cost of after-school programs is too high. 3.36% Transportation is a problem for me after school. 1.34% Socioeconomically Disadvantaged: I don't know what clubs or activities are offered.10.27% I have to go home to help with family responsibilities. 24.66% I'm shy or worried I wouldn't fit in. 12.33%		I'm shy or worried I wouldn't fit in. 24% The clubs or activities I'm interested in don't fit with my schedule. 12% The cost of after-school programs is too high. 7% Transportation is a problem for me after school. 10% Socioeconomically Disadvantaged : I don't know what clubs or activities are offered. 16% I have to go home to help with family responsibilities. 28% I'm shy or worried I wouldn't fit in. 22% The clubs or activities I'm interested in don't fit with my schedule. 19% The cost of after-school programs is too high. 6%		• Doesn't fit schedule: +3.95% • Cost too high: +3.64% • Transportation: +8.66% • Other: n/a (not reported Y2) SED • Don't know what's offered: +5.73% • Family responsibilities: +3.34% • Shy / wouldn't fit in: +9.67% • Doesn't fit schedule: +11.47% • Cost too high: +2.58%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Other 37.67% The clubs or activities I'm interested in don't fit with my schedule. 7.53% The cost of after-school programs is too high. 3.42% Transportation is a problem for me after school. 4.11% Homeless Youth: I don't know what clubs or activities are offered. 20.00% I have to go home to help with family responsibilities. 20.00% I'm shy or worried I wouldn't fit in. 20.00% The cost of after-school programs is too high. 20.00% Transportation is a problem for me after school. 20.00% Students with Disabilities: I don't know what clubs or activities are offered. 15.71% I have to go home to help with family responsibilities. 24.29%		Transportation is a problem for me after school. 9% Homeless Youth : I don't know what clubs or activities are offered. 21% I have to go home to help with family responsibilities. 26% I'm shy or worried I wouldn't fit in. 15% The clubs or activities I'm interested in don't fit with my schedule. 23% The cost of after-school programs is too high. 5% Transportation is a problem for me after school. 10% Students with Disabilities : I don't know what clubs or activities are offered. 21% I have to go home to help with family responsibilities. 26%		• Transportation: +4.89% • Other: n/a (not reported Y2) Homeless Youth • Don't know what's offered: +1.00% • Family responsibilities: +6.00% • Shy / wouldn't fit in: -5.00% • Cost too high: -15.00% • Transportation: -10.00% • Doesn't fit schedule: 23% SWD • Don't know what's

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		I'm shy or worried I wouldn't fit in. 15.71% Other 28.57% The clubs or activities I'm interested in don't fit with my schedule. 12.86% Transportation is a problem for me after school. 2.86%		I'm shy or worried I wouldn't fit in. 16% The clubs or activities I'm interested in don't fit with my schedule. 7% Transportation is a problem for me after school. 9%"		offered: +5.29% • Family responsibilities: +1.71% • Shy / wouldn't fit in: +0.29% • Doesn't fit schedule: -5.86% • Transportation: +6.14% • Other: n/a (not reported Y2)

Goal Analysis [2025-26]

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

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

Our work to broaden representation in middle school visual and performing arts and STEM electives led to meaningful shifts in equity this year. The 2024–25 narrative identified significant disproportionality in STEM elective enrollment, including a 21-percentage-point underrepresentation of Hispanic students, a 9.59-percentage-point underrepresentation of English Learners, and a 21.64-percentage-point overrepresentation of Asian students. By spring 2025–26, these gaps had narrowed substantially: Hispanic student enrollment in STEM is now within 0.4 percentage points of overall middle school representation, English Learners have shifted from a 9.59-point underrepresentation to a 2.9-point overrepresentation, and Asian student overrepresentation has decreased to 5.7 percentage points. Visual and performing arts enrollment is now broadly proportional across all monitored student groups, with the largest remaining gap under two percentage points. We note that this level of change occurred more rapidly than the multi-year trajectory originally anticipated, likely reflecting the combined impact of an additional middle school drama section and ongoing attention to equitable course access and scheduling practices. White student enrollment in STEM now reflects a 7.3-point under-representation relative to overall enrollment, a new and smaller imbalance that will continue to be monitored alongside other subgroup trends (Actions 2.1, 2.2; Metric 2.5).

The Behavior Technician paraprofessional program under Goal Action 2.1 continued to provide structured, evidence-based behavioral support for students with disabilities and those with significant behavioral needs. Paraprofessionals delivered individualized and small-group instruction, collected ongoing progress data, and supported implementation of IEP goals focused on independence, communication, and self-regulation. While recruitment, retention, and ongoing professional learning remain ongoing challenges, the introduction of structured check-ins between technicians and certificated staff has improved coordination and consistency of support. Documented outcomes—including improved student engagement and behavior, increased access to general education curriculum, strengthened data-informed decision-making, expanded capacity for certificated staff, and positive family feedback—continue to affirm this program's central role in supporting some of our highest-need students.

The Director of Student Support Services continues to provide essential leadership within Goal Action 2.1, anchoring the District's equity-focused approach to student supports. This role prioritizes early identification of student needs, coordinated intervention planning, and collaboration with families and community partners to address service gaps. As student needs continue to grow in complexity, this position has strengthened proactive support systems and further developed cross-agency partnerships initiated in prior years. Implementation remains stable, with no substantive changes this year.

The Social Worker program under Goal Action 2.1 continues to address students' holistic needs by reducing barriers to learning and strengthening family engagement. Social workers connect students and families to community resources, provide direct support for social-emotional needs, and advocate for individualized services. The complexity and breadth of student and family needs—particularly related to housing instability, mental health, and immigration-related stressors—continue to place high demand on this program. Even so, social workers remain a key driver of student and family stability and well-being. Implementation remains consistent with prior year structures.

Bilingual School Outreach Assistants, the Community Outreach Supervisor, KLAS paraprofessionals and site coordinators, after-school transportation services, and expanded learning partnerships continue to support Goal Actions 2.2 and 2.4 by strengthening access for unduplicated students and families. These systems provide critical linkage between school-day supports and after-school enrichment, academic assistance, and family engagement opportunities. On Metric 2.1 (English Learner Progress Indicator), the 2025 California Dashboard shows 50% of English Learners making progress, a slight decline from 51.5% in the prior year. This includes students who advanced at least one ELPI level or maintained a level 4 designation year over year. The District continues to examine whether this change reflects cohort movement or underlying performance trends, and whether current measurement approaches provide sufficient insight to guide improvement. Ensuring academic rigor in the after-school learning environment remains a focus area for 2026–27 planning. Implementation remains consistent, with continued refinement under consideration.

Work on rapid data cycles (Action 2.3) continued to strengthen instructional visibility and responsiveness. The use of Illustrative Mathematics unit checkpoints and end-of-unit assessments provided more frequent data points than prior benchmark-only systems. On the NWEA Math assessment, 53.3% of students demonstrated growth at or above expected levels, with a mean conditional growth percentile of 51.9. However, persistent gaps remain, particularly for English Learners (47.3% at or above expected growth), Hispanic students (48.3%), and students with IEPs (43.9%), reinforcing that increased data frequency alone has not closed opportunity gaps. The planned implementation of an integrated online practice and progress-monitoring tool was paused due to overlap with the ongoing ELA/ELD/SLA curriculum pilot. This pause allows the District to first clarify instructional alignment before introducing additional systems. Overall, the findings indicate that strengthening Tier 1 instruction must be paired with improved data-use structures to meaningfully impact student outcomes (Actions 2.3, 2.4; Metrics 2.1, 2.3).

Foundational inclusion work also continued to develop this year. Spring 2026 SIRAS data indicate that 67.5% of elementary students with IEPs (432 of 640) spend more than 80% of their instructional time in general education settings, a slight decrease from 68.34% in the prior year. While this reflects relative stability, it also highlights the need for continued focus as inclusive practices scale beyond pilot sites. In response, the District is moving toward explicit alignment of administrator walkthrough tools and Tier 1 instructional expectations with the Explicit Direct Instruction (EDI) framework, ensuring a shared instructional language across sites. In combination with expanded inclusion structures, a redesigned MTSS process, and common districtwide MTSS cycles, this work will strengthen consistency in instructional expectations and improve the coherence of support systems across schools (Action 2.3; Metric 2.4).

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

The District originally planned to purchase and implement an online practice and progress-monitoring tool; however, this implementation was deferred this year to prioritize the elementary ELA/ELD/SLA curriculum pilot. This decision was made to ensure instructional coherence and avoid overlap between newly adopted curriculum resources and potential supplemental platforms. The District will revisit the selection and implementation of an online practice and progress monitoring tool once the curriculum pilot is further along and alignment needs are more clearly defined.

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

Action 2.1 – “Base Staffing”
Staffing investments under Goal Action 2.1—including the Director of Student Support Services, Community Outreach Supervisor, Bilingual Outreach Assistants, Behavior Technician paraprofessionals, and Social Workers—continued to provide the foundational infrastructure that connects students and families to both academic and non-academic supports.

The 2025 California Dashboard indicates that 50% of English Learners are making progress on the English Learner Progress Indicator (Metric 2.1), representing a slight decline from 51.5% in the prior year. While this change is modest, it reflects a continued lack of upward movement in a priority student group despite sustained staffing investments.

Metric 2.2 baseline data (established in 2024–25) provides more nuanced insight into student access to adult support. In grades 3–5, a majority of students reported knowing where to go at school for help when feeling stressed, anxious, or down (72% of English Learners, 69% of socioeconomically disadvantaged students, 70% of homeless youth, and 72% of students with disabilities). However, significantly fewer students reported that they would actually reach out to an adult for support (42% of English Learners, 8% of socioeconomically disadvantaged students, 28% of homeless youth, and 35% of students with disabilities). This gap between awareness of support and willingness to access it is the most significant signal in our baseline data, and it directly informs the work of social workers, outreach staff, and behavior technicians moving forward.

We also acknowledge that ELPI has not demonstrated the expected improvement over the past two years despite sustained investment in base staffing. This continues to prompt examination of both the metric's sensitivity to cohort shifts and the effectiveness and alignment of current support structures.Though, we have seen slight increases with socioeconomically disadvantaged English Learner progress.

The arts and STEM staffing investments within Action 2.1 (elementary arts teachers and an additional middle school drama section), in alignment with Action 2.2 course access efforts, produced the strongest equity signal within this goal area. On Metric 2.5, proportional representation in middle school STEM and visual and performing arts showed substantial improvement. Hispanic student STEM enrollment moved from 21 percentage points below overall representation in 2024–25 to within 0.4 points of proportional representation in 2025–26. English Learners shifted from a 9.59-point under-representation to a 2.9-point over-representation. Asian student over-representation in STEM decreased from 21.64 points to 5.7 points. Visual and performing arts enrollment is now within approximately one to two percentage points of proportional representation across all student groups. While these shifts were anticipated over multiple years, the pace of change suggests that adjustments to course access and expanded arts programming had a more immediate impact than expected.

Action 2.2 – “Targeted Staffing”
Goal Action 2.2 (targeted staffing, including Bilingual School Outreach Assistants, Community Outreach Supervisor, KLAS paraprofessionals and site coordinators, after-school transportation, and inclusive after-school enrichment) continued to serve as a critical bridge connecting high-need families to school-based and extended learning opportunities.

The continued slight decline in ELPI (Metric 2.1) reinforces that while these roles are essential for access, communication, and engagement, they are not sufficient on their own to shift academic outcomes for English Learners at scale. At the same time, these staff continue to demonstrate meaningful impacts that are not fully captured in academic indicators, including improved family-school communication, increased participation in summer and after-school programming, and stronger engagement among unduplicated student groups. Due to small subgroup sizes, Foster Youth data remains statistically unstable for reporting.

Action 2.3 – “Base Resources and Services”
Goal Action 2.3 (base resources and services, including inclusion structures, rapid data cycles, and math progress monitoring systems) produced mixed outcomes this year.

The structured inclusion model, initially implemented as a two-site pilot, continued into 2025–26. Spring 2026 SIRAS data indicate that 67.5% of elementary students with IEPs (432 of 640) spent 80% or more of their instructional time in general education settings (Metric 2.4), representing relative stability. Further confirmation is needed regarding the extent of adoption beyond pilot sites before drawing conclusions about systemwide scaling.

Rapid data cycles, including math section checkpoints and end-of-unit assessments, continued to increase instructional visibility and provide more timely student performance data. Districtwide NWEA Math results show that 53.3% of students met or exceeded expected growth.

However, achievement gaps remain significant on Metric 2.3 local math proficiency data, particularly for socioeconomically disadvantaged students (35.16%), Hispanic students (29.3%), English Learners (24.9%), and students with disabilities (19.9%). These outcomes indicate that improved data systems alone have not been sufficient to accelerate outcomes without stronger Tier 1 instructional gains.

The planned implementation of an integrated online progress-monitoring tool was not completed in 2025–26 due to the concurrent ELA/ELD/SLA curriculum pilot. This pause is viewed as a strategic adjustment to avoid redundancy and to ensure alignment with evolving instructional materials, rather than as a loss of implementation fidelity.

Action 2.4 – “Targeted Resources”
Goal Action 2.4 (targeted resources, including MTSS systems, expanded after-school programming, and inclusive after-school environments) continued to provide layered supports for unduplicated students.

The 2025 ELPI result (50% making progress) alongside persistent subgroup gaps in Metric 2.3 indicate that targeted supports have not yet produced the level of academic acceleration needed to close equity gaps at scale. However, rapid data cycle structures now provide more detailed insight into when and where students are falling behind, which will directly inform the MTSS redesign planned for 2026–27.

After-school programming continued to serve a high proportion of unduplicated students, though updated participation and Metric 2.6 survey results will be included once final data is available. Planning is underway to strengthen the academic rigor of the after-school learning environment in 2026–27 to better align enrichment and intervention goals.

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.

In response to feedback gathered through LCAP Advisory Committee and DELAC sessions, the District will undertake an exploratory year focused on expanding access to dual immersion programming at San Miguel, Columbia, and additional potential sites across the District. The 2026–27 school year will prioritize professional learning, conference participation, and capacity building for teachers and administrators to support program design and feasibility planning. This foundational year of learning will inform potential expansion of dual immersion programming in subsequent years, with the intent to broaden access to bilingual instructional pathways for students and families across the community. This exploratory work is included under Goal Action 2.3 (Base Resources and Services) because it reflects a systemwide effort to expand access to programming rather than a targeted intervention for a specific subgroup.

Building on lessons learned from the 2025–26 rapid data cycle implementation and the persistent achievement gaps identified in NWEA Math and local proficiency data, the District is realigning Multi-Tiered System of Supports (MTSS) practices for 2026–27. This realignment includes the establishment of consistent, districtwide protocols for tiered support decision-making, shared academic cut points across grade spans, and a redesigned MTSS cycles calendar to ensure all school sites engage in common review and reflection points throughout the year. This shared cadence is intended to strengthen system coherence, enable cross-site learning, and provide administrators with a consistent framework for evaluating the effectiveness of supports. These refinements will be reflected in Goal Actions 2.3 and 2.4.

In alignment with the MTSS realignment, the District is formally naming Explicit Direct Instruction (EDI) as the shared Tier 1 instructional framework across all schools. While EDI has been an operative instructional approach within the District, it has not previously been consistently articulated as the common instructional model. In 2026–27, the District will provide professional development for teachers and administrators focused on strengthening EDI implementation, and refine administrator walkthrough tools to ensure alignment among instructional expectations, Tier 1 practices, and feedback cycles. This work is reflected in Goal Action 2.3 (Base Resources and Services).

The structured inclusion model piloted at two elementary sites in 2024–25 will continue to be refined and supported in 2026–27, with expansion parameters to be finalized in collaboration with the Special Education Department. Early implementation findings indicate that consistent, scheduled administrator collaboration and walkthroughs are critical to sustaining inclusive practices at scale. As a result, inclusion-focused monitoring will be aligned with the broader EDI-aligned instructional walkthrough system to ensure coherence across general and special education practices. This refinement is reflected in Goal Action 2.3 and Metric 2.4.

The integrated online practice and progress-monitoring tool selected by the 2024–25 committee was not implemented in 2025–26 due to the concurrent ELA/ELD/SLA curriculum pilot, which includes embedded practice components that may overlap with the tool's intended functionality. In 2026–27, the District will revisit implementation decisions once the scope, structure, and resource alignment of the curriculum pilot are fully clarified. This represents a deliberate pause to ensure instructional coherence, rather than a cancellation of intent, and is reflected in the narrative updates for Goal Action 2.3.

Finally, planning is underway to strengthen the academic rigor of the after-school programming window beginning in 2026–27, alongside existing enrichment and expanded learning opportunities. This work responds to 2025–26 findings indicating strong participation in after-school programs but limited measurable academic impact for the highest-need students during that time. Enhancing academic integration in after-school programming will strengthen alignment with the District's goals for acceleration, access, and equity. This update is reflected in Goal Action 2.4 (Targeted Resources).

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Equitable Opportunities Base Staff	In order to provide students with a wide range of learning experiences that ultimately support academic growth, the District must maintain a diverse and well-balanced workforce capable of meeting the full spectrum of student needs. This includes staff who support academic instruction, enrichment, social-emotional development, behavior, and family engagement. Together, these roles ensure that all students have equitable access to opportunities that foster engagement, belonging, and achievement.	$4,388,207.58	No

Action #	Title	Description	Total Funds	Contributing
		Arts and Music staff play a central role in advancing equity through creative expression and access to the arts. Their programs ensure that all students—regardless of background—have opportunities to develop creativity, collaboration, and cultural understanding. The arts serve as a powerful bridge across communities, fostering inclusion, empathy, and shared learning experiences. This holistic approach expands access to high-quality enrichment and supports the development of the whole child. Proposition 28 funding currently supports two elementary music teachers as part of this work, in addition to a partnership with the Santa Clara County Office of Education (SCCOE) to develop a comprehensive and integrated Visual and Performing Arts (VAPA) plan aligned with the District's broader instructional vision (see Goal Action 2.3). Arts and Music staffing represents 12.5% of the resources allocated under Goal Action 2.1. Behavior Technician Paraprofessionals are a critical component of the District's efforts to ensure equitable access to learning for students with the most intensive behavioral and developmental needs. Working under the direction of certificated staff and behavior supervisors, these staff provide individualized and small-group support grounded in evidence-based practices, including Applied Behavior Analysis (ABA). They support the implementation of Individualized Education Programs (IEPs), collect ongoing progress data, and deliver targeted instruction designed to build communication, independence, and self-regulation skills. This work helps students more fully access grade-level curriculum and participate in both academic and enrichment opportunities. In addition, Behavior Technicians support classroom transitions, structured social learning, and daily routines that promote safe, inclusive environments. By reinforcing instruction and collaborating closely with teachers, specialists, and families, they strengthen the District's Multi-Tiered System of Supports (MTSS) and directly contribute to improved access, engagement, and equity. Behavior Technician Paraprofessionals represent 38.1% of the resources allocated under Goal Action 2.1. The Director of Student Support Services advances equity by ensuring that systems are in place to identify student needs early and provide timely,		

Action #	Title	Description	Total Funds	Contributing
		coordinated support. This role strengthens a comprehensive support structure designed to address academic, behavioral, and social-emotional needs across the system. Key responsibilities include prioritizing early intervention to prevent widening opportunity gaps, overseeing the development of individualized support plans, and coordinating services across schools and community partners. This leadership also ensures that families are engaged as active partners in the support process, helping to connect students to available resources and services. Through this coordinated and proactive approach, the Director of Student Support Services helps ensure that students receive the support they need to succeed. This position represents 6.2% of the resources allocated under Goal Action 2.1. School Social Workers further strengthen the District's equity focus by addressing barriers that impact student learning and well-being. They connect students and families to community resources, provide direct support for social-emotional needs, and serve as advocates to ensure students receive appropriate services. Their work builds trust with families, strengthens school-family relationships, and helps stabilize conditions that impact learning. By addressing both immediate and systemic barriers, social workers help ensure that all students have access to the support they need to fully engage in school. Social Workers represent 19.4% of the resources allocated under Goal Action 2.1.		
2.2	Equitable Opportunities Targeted Staff	In addition to the District's baseline staffing that serves all students, a set of targeted positions is specifically funded to support unduplicated pupils. These roles are intentionally designed to provide more personalized academic and non-academic support so that students receive the assistance they need to grow at a pace that helps close opportunity, language, and achievement gaps. These supports are delivered both during the instructional day and through expanded learning and after-school programs, ensuring continuity of care and access beyond the traditional school day. Bilingual School Outreach Assistants serve as a critical bridge between schools and families, supporting equitable access for English Learners,	$2,811,217.86	Yes

Action #	Title	Description	Total Funds	Contributing
		Foster Youth, and students from low-income households. They strengthen communication between home and school by providing culturally and linguistically responsive support, ensuring that families are informed, engaged, and able to participate meaningfully in their child’s education. For Foster Youth, they also provide a consistent, trusted point of contact during times of transition, helping students maintain connection to school and services. Through this combination of communication, advocacy, and relationship-building, Bilingual School Outreach Assistants help ensure that students and families are supported in ways that promote belonging and engagement. This position represents 19.2% of the resources allocated under Goal Action 2.2. The Community Outreach Supervisor strengthens the connection between schools and the broader community by coordinating partnerships and expanding access to resources for students and families. This role helps build and sustain relationships with community organizations that provide academic, social, and basic needs support. The Supervisor also supports outreach efforts to increase family engagement, particularly among historically underrepresented communities, ensuring that families are aware of and can access school-based opportunities and services. Through this coordination role, the position helps create a more integrated support system for students. The Community Outreach Supervisor represents 7.1% of the resources allocated under Goal Action 2.2. The KLAS (Kids Learning After School) Site Coordinator supports expanded learning opportunities that extend equitable access beyond the school day. This program provides structured academic support, enrichment, and social-emotional learning experiences in a safe and supportive environment. For English Learners, the program offers opportunities to practice language skills in meaningful contexts; for Foster Youth, it provides stability and consistency; and for students from low-income families, it expands access to enrichment that may otherwise be unavailable. Across all student groups, the program builds connection, engagement, and a sense of belonging. The Site Coordinator plays a key role in ensuring program quality, coordination, and alignment with student needs. KLAS Site Coordinators represent 30.4% of the resources allocated under Goal Action 2.2.		

Action #	Title	Description	Total Funds	Contributing
		KLAS Site Paraprofessionals provide direct student support within the after-school program, helping ensure that students receive individualized attention aligned to their academic and developmental needs. They support homework assistance, language development, and enrichment activities while fostering positive relationships and a welcoming environment. Their work is especially important in supporting students who benefit from additional academic scaffolding and structured social interaction. These paraprofessionals help ensure that after-school time contributes meaningfully to student growth and engagement. KLAS Site Paraprofessionals represent 35.2% of the resources allocated under Goal Action 2.2. Transportation staff provides after-school routes for eligible students, reducing barriers to participation in enrichment, academic support, and extracurricular programs. By ensuring safe and reliable transportation home, these services expand access to after-school opportunities and help increase consistent participation, particularly for students who would otherwise be unable to attend due to distance, safety concerns, or family transportation limitations.		
2.3	Equitable Opportunities Base Resources & Services	All students require access to a range of high-quality resources that support their academic, social-emotional, and developmental growth. The following districtwide resources are provided to ensure that every student has equitable opportunities to learn, engage, and succeed: Catalog of Social-Emotional Learning (SEL) Supports The District will develop and refine a catalog of evidence-based social, emotional, and cultural supports for students, including classroom lessons, small-group interventions, and tiered supports. These SEL resources are designed to strengthen students’ ability to manage emotions, build relationships, and engage in learning. When students’ social-emotional needs are met in culturally responsive and affirming learning environments, academic engagement and achievement are positively affected. This catalog will help ensure consistency of implementation across sites while allowing for targeted support based on student need.	$177,752.00	No

Action #	Title	Description	Total Funds	Contributing
		Arts and Music Program (Visual and Performing Arts – VAPA) The District is continuing to redesign and expand its comprehensive Visual and Performing Arts program across elementary and middle schools to increase equitable access, strengthen standards-aligned instruction, and enhance student engagement. Proposition 28 funding currently supports two elementary music teachers (further described in Goal Action 2.1), along with a partnership with the Santa Clara County Office of Education (SCCOE) to develop an integrated districtwide arts plan. Students also participate in a range of in-school and after-school arts experiences, including performances and enrichment activities. These efforts are designed to ensure consistent access to high-quality arts instruction that builds creativity, collaboration, student voice, and school connectedness for all students. STEM Program (PreK–8 Exploration and Development) The District is developing a comprehensive STEM program for PreK–8 students to strengthen engagement and achievement in mathematics and science. Prior site-based experiences such as STEM nights, Math Olympics, and Hour of Code events have demonstrated increased student engagement and enthusiasm for STEM learning, particularly when coding and hands-on activities are integrated into instruction. A more intentional and coherent STEM program is expected to build on these successes and strengthen student outcomes in mathematics. Current data indicate that several schools with the lowest math performance on the California Dashboard include Bishop, Columbia Middle School, Ellis, Lakewood, San Miguel, Sunnyvale Middle School, and Vargas, with significant subgroup performance gaps among students with disabilities, English Learners, socioeconomically disadvantaged students, and Hispanic students. This underscores the importance of a more systemwide approach to STEM. Intervention Practices Training The District will provide ongoing training for teachers and paraprofessionals on effective instructional intervention practices aligned to the needs of diverse learners. Strengthening Tier 1 and Tier 2 instructional practices will support earlier identification of student needs and more effective classroom-based interventions. California Dashboard data		

Action #	Title	Description	Total Funds	Contributing
		indicate persistent achievement gaps in ELA and Math across multiple student groups and sites, including Bishop, Columbia Middle School, Ellis, Lakewood, San Miguel, Sunnyvale Middle School, and Vargas. This professional learning is intended to strengthen instructional consistency and improve outcomes for students who require additional academic support. Districtwide Inclusion Plan The District is implementing a comprehensive inclusion plan for students with Individualized Education Programs (IEPs) to increase access to general education learning environments. Research consistently demonstrates that inclusive models benefit both students with disabilities and their peers by increasing collaboration, expanding access to grade-level content, and fostering shared learning opportunities. Current California Dashboard data continues to show achievement gaps for students with disabilities in ELA and Math across the district, as well as elevated chronic absenteeism at several sites. Strengthening inclusive practices is intended to improve both access and outcomes while building more cohesive learning environments. Rapid Data Cycles and Progress Monitoring The District will continue to strengthen timely progress monitoring through Professional Learning Communities (PLCs), rapid data cycles, and targeted instructional adjustments. These systems enable educators to respond more quickly to student learning needs and adjust instruction based on current performance data. This work is particularly focused on schools identified with the lowest performance in ELA or Math on the California Dashboard, including Bishop, Columbia Middle School, Ellis, Lakewood, San Miguel, Sunnyvale Middle School, and Vargas. Strengthening data use is intended to improve instructional responsiveness and accelerate student growth. Aligned Professional Development The District will provide ongoing, aligned professional development for teachers, administrators, and classified staff to support the implementation of key instructional initiatives. Classified staff are instrumental in carrying out these efforts alongside certificated colleagues, and their inclusion in		

Action #	Title	Description	Total Funds	Contributing
		aligned professional learning ensures that the full team supporting students works from a shared instructional vision. In 2026–2027, professional learning will focus on three interconnected areas: the new ELA/ELD/SLA curriculum (following the 2025–2026 pilot), the redesigned MTSS system with common protocols and districtwide cycles, and the Explicit Direct Instruction (EDI) framework for Tier 1 instruction. Content will be differentiated by role so that classified staff engage in the components most relevant to how they support students, while teachers and administrators participate in the full scope of each initiative. Aligning these efforts ensures that all staff experience them as a coherent instructional system rather than separate initiatives. This integrated approach is designed to strengthen Tier 1 instruction, improve the effectiveness of interventions, and increase consistency across sites. Enrichment and Expanded Learning Partnerships Contracted enrichment providers play an important role in expanding equitable access to arts, physical activity, and structured play-based learning experiences. During the school day, teaching artists provide instruction in dance, music, theater, and visual arts aligned to California VAPA standards, supporting creativity, cultural awareness, and social-emotional development. Additional partners support structured recess and play-based learning by providing coaching and professional development that improve student engagement, reduce conflict, and strengthen school climate. Together, these partnerships ensure that students have access to well-rounded learning experiences that extend beyond core academics and support whole-child development. Dual Immersion Program Exploration In response to feedback from LCAP Advisory Committee and DELAC sessions, the District will conduct an exploratory year to examine the expansion of dual immersion programming at San Miguel, Columbia, and additional potential sites. The 2026–2027 school year will focus on professional learning, conference participation, and capacity building for staff and administrators to assess the feasibility and design of the program. Dual immersion programming supports biliteracy development, strengthens language assets for English Learners and English-dominant students, and enhances family engagement for multilingual communities. Given		

Action #	Title	Description	Total Funds	Contributing
		persistent performance gaps for English Learners on state and local indicators, this exploration represents a long-term structural strategy to expand access to rigorous bilingual instructional pathways.		
2.4	Equitable Opportunities Targeted Resources & Services	To create an environment that promotes equitable opportunities for growth, some student groups require targeted resources that differ from those provided universally. This is necessary because students arrive with diverse linguistic, cultural, social, and economic experiences, and a one-size-fits-all approach can unintentionally widen existing opportunity gaps. For example, English Learners may benefit from instructional supports such as graphic organizers, visual scaffolds, and language development strategies that promote comprehension and participation alongside peers. Foster Youth, who may experience disruption and emotional stress related to changes in placement or life circumstances, benefit from trauma-informed practices, consistent adult relationships, mentorship, and flexible supports that help maintain continuity in schooling. Students from low-income households may require access to resources such as free or reduced-price meals, transportation assistance, expanded learning opportunities, and mental health services to address barriers that extend beyond the classroom. Schools also play an important role in connecting families to community-based supports that address broader needs such as food insecurity, housing instability, and other social determinants that can impact learning. Targeted resources for unduplicated pupils include: An annually reviewed and revised Multi-Tiered System of Supports (MTSS) process that ensures timely identification of student needs and aligned interventions across sites Expanded after-school programs that provide academic support, enrichment, and structured learning opportunities beyond the school day An inclusive after-school environment designed to ensure access, belonging, and participation for all students, particularly those who may face barriers to engagement	$96,034.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Together, these targeted supports are intended to complement universal services and ensure that all students—regardless of background or circumstance—have equitable access to the resources they need to succeed academically and socially.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The District engaged in a comprehensive strategic planning process designed to align priorities and meaningfully engage the entire community. This work was intentionally structured to inform the 2024–2027 Local Control and Accountability Plan (LCAP), with the approved Strategic Plan serving as the guiding framework for district goals over the next three years.

The process resulted in deep and sustained engagement across stakeholders, strengthening shared understanding, building trust, and reinforcing collective commitment to the work ahead. It included ten planning teams that met from October through April, more than thirty-five structured planning sessions, and over four hundred participants. Engagement also included six family sessions and four community forums, ensuring that the community voice was central in shaping district priorities.

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: (61% favorable) Homeless Youth: (44% favorable) Students with Disabilities: (50% favorable) Grades 3-5: Have you ever had an idea or suggestion that helped make your school a better place? EL: No 34.02% Yes 65.98% Socioeconomically Disadvantaged: No 42.91% Yes 57.09% Homeless Youth: No 42.86% Yes 57.14% Students with Disabilities: No 29.41% Yes 70.59% Grades 6-8:		60% favorable Socioeconomically Disadvantaged: 59% favorable Homeless Youth: 68% favorable Students with Disabilities: 59% favorable Have you ever had an idea or suggestion that helped make your school a better place? EL: Yes: 67% Socioeconomically Disadvantaged: Yes: 64% Homeless Youth: Yes: 65% Students with Disabilities: Yes: 63%		Homeless Youth: NA Students with Disabilities: NA Have you ever had an idea or suggestion that helped make your school a better place? EL: NA Socioeconomically disadvantaged: NA Homeless Youth: NA Students with Disabilities: NA

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(62% favorable) Homeless Youth: (62% favorable) Students with Disabilities: (61% favorable)				
3.2	Distance from standard (DFS) in Math for the following student groups: Students with disabilities Socioeconomically Disadvantaged English Learners Homeless Youth Foster Youth Source: CA Dashboard	Baseline 2023: Revision for clarity: This baseline was from the 2023 Dashboard, not 2024 Students with disabilities Math Distance from standard (DFS): -114.2 Socioeconomically Disadvantaged Math Distance from standard (DFS): -75.3 English Learners: -64.5 Homeless Youth: -153.4 (30 students) Foster Youth: NA (sample size too small) All students: -4.8	2024 CA Dashboard - Distance from Standard (DFS) in Math: Students with disabilities: -107.8 Socioeconomically disadvantaged: -48.4 English Learners: -67.5 Homeless Youth: -114.4 Foster Youth: NA (sample size too small) All students: -4.3	2025 CA Dashboard - Distance from Standard (DFS) in Math: Students with disabilities: -105.8 Socioeconomically disadvantaged: -72.9 English Learners: -62.7 Homeless Youth: -115.9 Foster Youth: NA (sample size too small) All students: 5.7	Students with disabilities Math Distance from standard (DFS): -94.2 Socioeconomically Disadvantaged Math Distance from standard (DFS): -55.3 English Learners: -44.5 Homeless Youth: -133.4 Foster Youth: NA (sample size too small) All students:16	Students with disabilities: +8.4 Socioeconomically Disadvantaged: +2.4 English Learners: +1.8 Homeless Youth: +37.5 Foster Youth: NA (Sample size too small) All students: +10.5
3.3	Distance from standard (DFS) in ELA for the following student groups: Students with disabilities Socioeconomically Disadvantaged English Learners Homeless Youth	Baseline 2024 Revision for clarity: This baseline was from the 2023 Dashboard, not 2024 All students: 9.8	2024 CA Dashboard - Distance from Standard (DFS) in ELA: All students: 8.6	2025 CA Dashboard - Distance from Standard (DFS) in ELA: All students: 12.5	All students: 29.8 Students with disabilities ELA Distance from standard (DFS): -73.8 Socioeconomically disadvantaged	All students: +2.7 Students with disabilities: +5.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Foster Youth Hispanic All Students Source: CA Dashboard	Students with disabilities ELA Distance from standard (DFS): -93.8 Socioeconomically disadvantaged ELA Distance from standard (DFS): -49.9 English Learners: -49.1 Homeless Youth: -132.7 (30 students) Foster Youth: NA (sample size too small) Hispanic DFS: -59.3	Students with disabilities: -89.7 Socioeconomically disadvantaged: -28.2 English Learners: -52.7 Homeless Youth: -84.5 Foster Youth: NA (sample size too small) Hispanic: -61	Students with disabilities: -88.7 Socioeconomically disadvantaged: -55.5 English Learners: -54.6 Homeless Youth: -104.4 Foster Youth: NA (sample size too small) Hispanic: -55.9	ELA Distance from standard (DFS): -29.9 English Learners: -29.1 Homeless Youth: -112.7 (30 students) Foster Youth: NA (sample size too small) Hispanic DFS: -39.3	Socioeconomically disadvantaged: -5.6 English Learners: -5.5 Homeless Youth: +28.3 Foster Youth: NA (Sample size too small) Hispanic: +3.4
3.4	Total number of parent engagement/parent education opportunities offered centrally and at school sites.	Baseline 2023-24 Number of school sites who held 3 engagement opportunities (events offered to a specific school site's community): 3 school sites held at least 3 engagement opportunities specific to their school site. Total district hosted engagement opportunities (offered to all families of the district): 6 events were hosted for families districtwide	N/A	42 centrally offered parent engagement/education opportunities were documented. Five K–8 school sites documented at least one site-level family engagement event. No K–8 site had three site-level engagement opportunities documented in the tracker. Sunnyvale Preschool Programs documented 3 family engagement opportunities.	Each school site will hold at least three parent engagement opportunities. DO will host seven or more districtwide parent education opportunities.	Districtwide: +36 events, from 6 to 42 documented opportunities. Site-level: -3 sites meeting the three-event threshold, from 3 sites at baseline to 0 K–8 sites documented with three site-level events. Five K–8 sites documented at least one site-level event.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	CAST Science Performance	Baseline 2022-2023 5th grade percent proficient: 46% 8th grade percent proficient: 43%	2023-2024 5th grade percent proficient: 45% 8th grade percent proficient: 38%	2024-2025 5th grade percent proficient: 47% 8th grade percent proficient: 49.65%	5th grade percent proficient: 66% 8th grade percent proficient: 63%	5th grade percent proficient: +1% 8th grade percent proficient: +6.65

Goal Analysis [2025-26]

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

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

This year's implementation of Goal 3 focused on establishing initial structures to support student voice, family learning, and increased student ownership of learning. The District's long-term aim is for every student to actively engage as a partner in their learning, take ownership of their academic progress, and contribute meaningfully to their school community. While foundational work progressed in several areas, implementation remained uneven, with some components in early development and others still in the planning stages.

A key area of early implementation was the introduction of student focus groups connected to middle school mathematics and Algebra. Students completed surveys during Algebra classes, followed by focus groups facilitated by a district administrator and math instructional coach. The intent of this work was to better understand students' experiences with curriculum, instructional strategies, tools, and classroom conditions that influence engagement and learning in mathematics. This represents an initial step in building structured student voice systems aligned to Action 3.3. At this stage, however, findings are still being organized, and there is limited documentation showing how student feedback has directly informed instructional shifts or programmatic changes. As a result, this work is best characterized as an emerging listening and data-gathering practice rather than a fully developed system for student agency.

Family and parent education continued to be an important component of Goal 3 implementation. The District offered a range of informational and learning sessions focused on report cards, grading practices, academic expectations, and school systems. Additional offerings included Juntos sessions, Biliteracy Pathway Awards, Growth and Development/Sexual Health nights, and ESL classes for parents. Families consistently expressed interest in expanded English language learning opportunities, strategies for supporting students with homework at home, and clearer guidance on how to effectively engage with teachers and school systems. These efforts supported Action 3.4 by strengthening family understanding of instructional programs and increasing capacity for home-school partnership.

The District also began early communication efforts related to middle school mathematics pathways. Four parent education sessions were held, including two site-based ELAC meetings and two districtwide sessions, with the goal of increasing transparency and access to information about advanced math opportunities. While these sessions supported family understanding and awareness, the specific structural changes to math pathways are still being finalized and are not yet available for full evaluation. As such, current reporting should focus on communication efforts and family engagement rather than on outcomes related to shifts in access.

Several key components of Goal 3 remain in early or incomplete stages of implementation. Planned work related to professional learning on student voice practices, structured student goal-setting and reflection, increased student participation in IEP/504/SST meetings, and the systematic tracking of student leadership participation—particularly for historically underrepresented groups—did not fully materialize this year. These areas remain important next steps in moving Goal 3 from initial engagement efforts toward a more coherent, districtwide system for student agency, voice, and ownership of learning.

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

There are no material differences for this goal.

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

Action 3.1 – Student Responsibility for Learning (Base Staffing)
Action 3.1 provided an initial foundation for collecting student input through surveys and focus groups, particularly in middle school mathematics. This work was effective in establishing early structures for student listening and dialogue and represents a meaningful first step in building student voice systems. However, the action remains in an early stage of development. At this time, the District does not yet have documented examples demonstrating how student feedback has directly resulted in instructional shifts or programmatic changes. As a result, the feedback loop between student input and system-level response is not yet fully developed. Strengthening this connection will be an important next step to help students clearly see how their perspectives influence teaching and learning.

Action 3.2 – Student Responsibility for Learning (Targeted Staffing)
Action 3.2 remains an area of continued development. Staff such as teachers, social workers, and outreach assistants are well-positioned to support student advocacy, resilience, and ownership of learning, particularly for unduplicated pupils. However, the District does not yet have a consistent, systemwide structure for student goal-setting or for monitoring academic and non-academic goals in developmentally appropriate ways. Without these structures in place, the impact of this action is not yet fully measurable. Future implementation will need to focus on building consistent practices that support students in setting, tracking, and reflecting on their learning goals across sites.

Action 3.3 – Student Responsibility for Learning (Base Resources and Services)
Action 3.3 was implemented primarily as an early-stage planning and listening effort. Student surveys, focus groups, and existing site-based practices provided foundational input to inform future development of student voice systems. However, several core components of this action remain in the planning or early implementation phase, including professional development on student voice practices, structured student goal-setting and reflection systems, formal recognition of student achievement, and increased student participation in support meetings (such as IEP, 504, and SST processes). Because these components have not yet been fully implemented, their effectiveness

cannot yet be evaluated. The District has identified these areas as key priorities for continued development in order to move from isolated activities toward a coherent student agency system.

Action 3.4 – Student Responsibility for Learning (Targeted Resources and Services)
Action 3.4 demonstrated more consistent implementation in parent and family education. Districtwide parent education sessions supported families in understanding grading practices, learning expectations, middle school math pathways, Juntos, and biliteracy opportunities, as well as school systems. Family feedback indicates ongoing demand for additional ESL classes, expanded support for helping students with homework at home, and clearer guidance on how to communicate with teachers and school systems. These findings suggest that parent education is a meaningful and effective lever for strengthening student responsibility for learning, particularly when families are supported in reinforcing academic expectations outside of school.

Metric 3.4 – Family Engagement Opportunities
Metric 3.4 shows strong implementation at the district level, with more limited documentation at the site level. The District documented 42 centrally offered parent engagement and education opportunities during the 2025–26 school year, including LCAP Advisory Committee meetings, DELAC meetings, family workshops, curriculum and literacy information sessions, attendance and wellness workshops, ESL classes, and other engagement events. This exceeds the district-level target of seven or more centrally offered opportunities.

At the site level, family engagement tracking documented one K–8 engagement event each at Bishop, San Miguel, Lakewood, Fairwood, and Ellis. However, the expected benchmark of three engagement opportunities per K–8 site was not consistently met or fully documented, indicating a need to strengthen site-level tracking systems, calendaring practices, and reporting consistency. Sunnyvale Preschool Programs documented three family engagement opportunities, meeting expectations for that program level.

Overall, while districtwide engagement efforts are robust, the data indicate a need for stronger alignment and consistency between district and site-level implementation and reporting moving forward.

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.

No change is recommended to the overall goal. Goal 3 remains aligned with the District's Strategic Plan and community feedback, which consistently emphasizes student voice, ownership of learning, and meaningful participation in school systems.

Action 3.1
The District will strengthen its student feedback system by moving from initial listening structures toward a more complete feedback loop. Future implementation will include systematically identifying student themes, determining which themes lead to action or change, and closing the loop with students through clear communication structures, such as a "you said / we did" approach. This shift is necessary to ensure that student voice is not only collected, but also visibly influences instructional and programmatic decisions.

Metric 3.1: This year's data from the survey company, Satchel Pulse, was not disaggregated by 3rd-5th grade and 6th-8th grade by the same demographic breakdown that they did in prior years, and without the amount of time needed to have them turn around the fixed data by the time the LCAP is due, we've used district wide disaggregated data by demographic breakdown instead of the 3-5 and 6-8 separated data sets. This will affect the difference from baseline calculation for this year, as we aren't able to compare apples-to-apples.

Action 3.2 and Action 3.3 – Student Goal Setting and Reflection
The District will prioritize developing a consistent, districtwide student goal-setting and reflection system. This work did not meaningfully advance during the current year and therefore remains a key implementation priority. Moving forward, the District will need to define where and how student goal-setting occurs across grade spans, how students monitor and reflect on progress over time, and how these practices are supported by staff in a developmentally appropriate way. Establishing a coherent system will be essential to translating student ownership from a concept into an instructional practice.

Action 3.3 – Student Voice and Participation in Support Systems
The District will also initiate previously delayed professional development focused on student voice, student agency, and appropriate student participation in academic support processes. This includes building staff capacity to meaningfully involve students in SST, 504, IEP, and other support-related meetings when developmentally appropriate. The intent of this work is to strengthen student understanding of their own learning needs and increase their active participation in problem-solving and support planning.

Action 3.4 – Family Engagement and Parent Education
The District will continue to refine and expand parent education programming, with an ongoing emphasis on topics identified by families, including ESL classes, strategies for supporting learning at home, and guidance on communicating with teachers and school systems. In addition, the District will strengthen documentation practices for parent engagement activities to ensure that Metric 3.4 can be evaluated more accurately and consistently at both the district and site levels.

Student Leadership and Access to Opportunity
The District will also begin developing a system to track student participation in leadership and voice opportunities, disaggregated by subgroup. This information is not currently systematically collected, but it is an important next step in determining whether students from historically underrepresented groups have equitable access to leadership roles and decision-making spaces. Establishing this baseline will support more intentional efforts to expand access and participation moving forward.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Students responsibility for learning Base Staffing	To ensure students have meaningful opportunities to express their voice and participate in educational decision-making, the District must provide structured pathways that help students build the skills needed to communicate, reflect, and advocate for their learning. This includes	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		intentionally designed opportunities such as student-led discussions, structured reflection activities, and classroom practices that support students in sharing their perspectives and engaging in decisions that affect their school experience. Student voice has also been increasingly incorporated into areas of school life that directly impact daily experience. For example, students have provided feedback on school meal options through surveys designed with developmentally appropriate, student-friendly language. This input has informed ongoing efforts to improve menu variety and student satisfaction. These practices reinforce the message that student perspectives are valued and considered in school decisions. Costs associated with this action are included in Goal 1, Action 1.		
3.2	Students responsibility for learning Targeted Staffing	As with any systemwide effort to improve educational outcomes for students, the District relies on staff whose primary focus is supporting unduplicated pupils and ensuring equitable access to learning and opportunity. Staff play a key role in helping students build ownership of their learning by engaging them in setting, monitoring, and reflecting on academic and non-academic goals in ways appropriate to their age and developmental stage. These practices support students in understanding their progress, identifying next steps, and developing greater independence as learners. Teachers, social workers, and outreach assistants collaborate to strengthen student advocacy skills and resilience. Through coordinated support, they help students navigate challenges, communicate their needs, and persist in the face of academic and personal barriers, contributing to stronger engagement and long-term success in school.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Students responsibility for learning Base Resources & Services	Certain resources are necessary to support the District's efforts to strengthen student responsibility for learning in a consistent and equitable way across all schools. To establish a shared baseline of student ownership practices, staff will need ongoing professional development, instructional materials, curricular supports, and aligned systems to embed student agency in daily instruction and school culture. Student Advocacy & Resiliency The District will expand structured opportunities for students to engage in meaningful interactions with peers and adults that build advocacy skills and resilience. These experiences are designed to help students learn to communicate their needs, navigate challenges, and develop persistence in the face of academic and personal obstacles. Learning Student Voice The District will provide professional development for teachers and staff focused on strategies for intentionally soliciting, interpreting, and responding to student voice. This includes building staff capacity to use student feedback as a tool for instructional reflection and improvement, rather than as an isolated activity. Student Goal Setting Student goal-setting and reflection will be embedded into existing school structures such as small-group instruction, teacher conferences, Open House events, student portfolios, and Back-to-School Night. These practices will help students develop a clearer understanding of their progress, set meaningful goals, and reflect on their learning over time in developmentally appropriate ways. Student Achievement Celebrations The District will implement multiple opportunities throughout the school year to recognize and celebrate student growth and achievement. These celebrations are intended to reinforce effort, progress, and persistence and to support a culture in which growth is visible, valued, and shared across the school community. Student Participation in Support Meetings	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		The District will increase student participation in developmentally appropriate ways in meetings that shape their educational experience, including Student Success Team (SST) meetings, 504 plan meetings, Individualized Education Program (IEP) meetings, and disciplinary conferences, when appropriate. Research indicates that students who actively participate in goal-setting and support planning processes demonstrate stronger academic outcomes compared to peers who are not involved. This need is reinforced by local performance data showing that students with disabilities remain the lowest-performing group in ELA and/or Math across the district and at multiple sites, including Bishop, Columbia Middle School, Ellis, Lakewood, San Miguel, and Sunnyvale Middle School. Use of Survey Data Systems Survey platforms such as Panorama Education/Satchel Pulse will support the District's broader effort to strengthen student ownership of learning by providing insight into student engagement, academic mindset, and self-management skills. When combined with data on attendance, behavior, and academic performance, these tools help create a more complete understanding of student experience. This allows educators to identify students who may need additional support in building confidence, motivation, and self-directed learning skills. The intent is to use this information to guide instruction, strengthen support systems, and ensure that students are active participants in shaping their learning experience. Costs associated with this action are included in Goal 1, Action 3.		
3.4	Students responsibility for learning Targeted Resources & Services	As with any systemwide effort to improve outcomes and create equitable opportunities for growth, the District must provide targeted supports—alongside universal resources—intentionally designed to serve unduplicated pupils and reduce opportunity gaps. Student Leadership and Access for Underrepresented Students The District will expand access to student leadership opportunities for underrepresented student groups and increase their participation in school-based leadership roles. This includes creating multiple entry points for	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students to engage in leadership experiences, both during and beyond the school day, and ensuring that participation reflects the diversity of the student population. These opportunities are intended to strengthen student voice, increase a sense of belonging, and provide additional pathways for students to extend their school experience through meaningful roles in their school communities. Parent/Guardian Education Programs The District will provide multilingual parent and guardian education programs designed to strengthen families’ understanding of learning expectations, standards-based instruction, grading practices, and age-appropriate strategies for supporting student ownership of learning. These programs are intended to increase family confidence in navigating the school system and to strengthen home–school partnerships that support student success. Offering these learning opportunities in multiple languages ensures broader access and more equitable participation for all families. Professional Development and Coaching for Student Voice and Engagement The District will provide ongoing professional development and coaching for teachers and staff, focused on strategies for soliciting, interpreting, and responding to student voice. This includes strengthening classroom practices that promote student engagement, agency, and participation in learning. The goal is to build consistent instructional approaches that position students as active participants in their education and support deeper engagement across all student groups.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	100% of students have access to standards aligned materials	Baseline 2024 100% of students have access to standards aligned materials	2025 100% of students have access to standards aligned materials	2026 100% of students have access to standards aligned materials	100% of students have access to standards aligned materials	No change
4.2	100% of appropriately credentialed teachers.	Baseline 2024 100% of assigned teachers are	2025 100% of assigned teachers are appropriately credentialed.	2026 100% of assigned teachers are appropriately credentialed.	100% of assigned teachers are appropriately credentialed	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		appropriately credentialed				
4.3	Demographic make up of Algebra 1 course	Spring 2024 The algebra 1 courses are comprised of the following: Hispanic: 14.83% (35 students) Socioeconomically disadvantaged: 17.8% (42 students) Students with disabilities: 7.2% (17 students)	Spring 2025 The algebra 1 courses are comprised of the following: Hispanic: 12.86% (36 students) Socioeconomically disadvantaged: 11.07% (31 students) Students with disabilities: 4.23% (11 students)	Spring 2026 The algebra 1 courses are comprised of the following: Hispanic: 11% (31 students) Socioeconomically disadvantaged: 16.7% (47) Students with disabilities: 1.4% (4 students)	Algebra 1 courses comprised of the following demographic makeup: Hispanic: 34% Socioeconomically disadvantaged: 37% Students with disabilities: 27%	Difference: Baseline Spring 2024 -> Spring 2026 Hispanic: -4% (14.83% -> 11%) Socioeconomically disadvantaged: -1% (17.8% -> 16.7%) Students with disabilities: -6% (7.2% ->1.4%)
4.4	RFEP student proficiency on state ELA test Source: Illuminate CAASPP Report filtered for RFEP	Baseline 22-23 CAASPP Data 63% of RFEP students met on the Smarter Balanced ELA (level 3 & 4)	23-24 CAASPP Data, RFEP student proficiency on ELA CAASPP: 66%	24-25 CAASPP 65% of RFEP students were proficient in Smarter Balanced ELA.	80% of RFEP Students met on the Smarter Balanced ELA (level 3 & 4)	+2% gain (63->65%)
4.5	Hispanic Student performance on local ELA assessments	Baseline 2024 Trimester 2, percent proficient in local ELA assessment, Hispanic students: 3rd: 23% 4th: 22% 5th: 20% 6th: 15%	Spring (March) 2025 3rd: 19% 4th: 19% 5th: 19% 6th: 19% 7th: 14% 8th: 24%	Spring (April) 2026 3rd: 30.5% 4th: 27.1% 5th: 32.1% 6th: 24.3% 7th: 27.4% 8th: 23.5%	20% increase from baseline in each grade level: 3rd: 43% 4th: 42% 5th: 40% 6th: 35% 7th: 43% 8th: 36%	Difference: Baseline T2 2024 -> Spring (April) 2026: 3rd: +8% (23% -> 30.5%) 4th: +5% (22% -> 27.1%) 5th: +12% (20% ->

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th: 23% 8th: 16%				32.1%) 6th: +9% (15% -> 24.3%) 7th: +4% (23% -> 27.4%) 8th: +8% (16% -> 23.5%)
4.6	English learner reclassification rate	Baseline 2022-2023 school year District English Learner reclassification rate: 18% District Socioeconomically Disadvantaged English Learner reclassification rate: 12%	2023-2024 school year District English Learner reclassification rate: 14% District Socioeconomically Disadvantaged English Learner reclassification rate: 12%	2024-2025 school year District English Learner reclassification rate: 24% District Socioeconomically Disadvantaged English Learner reclassification: 7%	Maintain or increase our reclassification to 20% or more	District EL reclass rate: +6% District socioeconomically disadvantaged EL reclass rate: -5%
4.7	Percentage of English learner students making progress towards English language proficiency as measured by those who increase an ELPI level or maintain ELPAC Level 4. ELs SED ELs	CA Dashboard 2023 ELPI Progress: 51.9% Socioeconomically disadvantaged ELs ELPI Progress: 47.4%	CA Dashboard 2024 ELPI Progress: 51.5% Socioeconomically disadvantaged EL ELPI Progress: 42.1%	CA Dashboard 2025 ELPI Progress: 50% Socioeconomically disadvantaged EL ELPI Progress: 54%	ELPI Progress: 80% Socioeconomically disadvantaged ELs ELPI Progress: 80%	ELPI Progress (all ELs): -2%(51.9% ->50%) SED ELs ELPI Progress: +7% (47.4% ->54%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard ELPI & Local ELPI Dashboard (for SED ELs)					
4.8	Extent to which pupils have access to and are enrolled in: programs and services developed and provided to individuals with exceptional needs	Baseline 2024 68.47% of students with disabilities are in general education classes 80% or more of the time.	Spring 2025 67.42% of students with disabilities are in general education classes 80% or more of the time.	Spring 2026 64.17% of students with disabilities are in general education classes 80% or more of the time. (575/896)	73% of students with disabilities are in general education classes 80% or more of the time.	-4% (68.47->64.17%)
4.9	The local indicator rubric is as follows: 1=Exploration and Research Phase 2=Beginning Development 3=Initial Implementation 4=Full Implementation 5=Full Implementation and Sustainability	Baseline 2024 measurement of the implementation of state standards is as follows: ELA=4 ELD=3 Math=4 Next Generation Science Standards=4 History/Social Science=4	Spring 2025 measurement of implementation of state standards is as follows: ELA=3 ELD=2 Math=4 Next Generation Science Standards=3 History/Social Science=3	Spring 2026 measurement of implementation of state standards is as follows: ELA=3 ELD=2 Math=4 Next Generation Science Standards=3 History/Social Science=3	Implementation of state standards: ELA=5 ELD=5 Math=5 Next Generation Science Standards=5 History/Social Science=5	ELA = -1 ELD = -1 Math = no change NGSS = -1 HSS = -1
4.10	Percentage of students who have an up to date Chromebook	NA	NA	New metric added 25-26 (Baseline) 51.8% of students have an up to date Chromebook (grades 3-8)	100% of students have an up to date Chromebook	NA - 25-26 school year is the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.11	Percentage of unduplicated students, at both middle schools, enrolled in at least one CTE elective or exploratory module	NA	NA	New metric added 25-26 Baseline 0% of unduplicated students, at both middle schools, enrolled in at least one CTE elective or exploratory module	At least 40% of unduplicated students (Low-income, EL, Foster Youth) at both middle schools will be enrolled in at least one CTE elective or exploratory module	NA - 25-26 school year is the baseline

Goal Analysis [2025-26]

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

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

This year's implementation of Goal 4 focused on launching curriculum pilots identified in last year's Goal Analysis and strengthening progress monitoring systems in preparation for a districtwide Multi-Tiered System of Supports (MTSS) rollout. Compliance Metrics 4.1 and 4.2 were met at 100%, reflecting continued adherence to standards-aligned instructional materials and appropriately credentialed staffing (Actions 4.1 and 4.3).

We also saw meaningful progress on several outcome measures. The district's English Learner reclassification rate increased from 18% to 24%, exceeding the Year 3 target of 20% (Metric 4.6). In addition, Hispanic students' NWEA Reading proficiency increased across grades 3–8 (Metric 4.5; Actions 4.2 and 4.4), indicating growth in early literacy outcomes. At the same time, several Year 3 targets were not met, including Algebra 1 enrollment representation (Metric 4.3), the percentage of students with disabilities spending at least 80% of their day in general education settings (Metric 4.8), and English Learner Progress Indicator (ELPI) growth (Metric 4.7). These areas remain priorities for improvement.

A major body of work this year centered on the ELA curriculum pilot, which expanded to include English Language Arts, the integration of English Language Development (ELD) materials, and a parallel Spanish Language Arts (SLA) pilot for the Juntos dual immersion program (Actions 4.2 and 4.3). Programmatic Coaches/Teachers on Special Assignment (TOSAs), in collaboration with the ELA/ELD Coordinator, led pilot implementation, classroom support, and professional learning throughout the year. The pilot team has finalized a recommendation to be presented to the Board for consideration ahead of the next school year. Bilingual paraprofessionals continued to serve as a critical communication bridge between schools and families, while TOSAs provided ongoing coaching focused on instructional practices that support English Learners (Actions 4.2 and 4.4). We had expected all of our bilingual paraprofessional vacancies to be filled in 2025-2026, but were unable to fill all these vacancies. To address this gap, we assessed priority schools in order to determine if we had staff that were qualified to support in a bilingual capacity. After determining that we already did have staff that support these efforts, we offered bilingual stipends to serve as the critical communication bridge between schools and families.

The increase in English Learner reclassification (18% to 24%) was supported by a renewed districtwide focus on ELPAC awareness and family engagement. Parent information nights were held at both district and site levels to increase understanding of the assessment and reclassification process (Actions 4.2 and 4.4). At Lakewood Elementary, identified as an area of need for ELPI progress, teachers increased direct engagement with the ELPAC by administering practice assessments and, in some cases, administering the assessment to their own students for the first time. This marked a shift in teachers' involvement in the assessment process and strengthened the alignment between instructional and assessment expectations. It is also noted that the socioeconomically disadvantaged English Learner reclassification rate declined from 12% to 7% (Metric 4.6). Given the small subgroup size and year-to-year variability in eligibility classification, this change will continue to be monitored closely rather than interpreted as a stable trend.

Algebra 1 enrollment representation (Metric 4.3) declined across all monitored student groups despite an overall increase of approximately 20% in course enrollment. Hispanic student representation decreased from 14.83% to 11.0%, socioeconomically disadvantaged students from 17.8% to 16.7%, and students with disabilities from 7.2% to 1.4% (17 students to 4 students). Because entry criteria did not change, this decline suggests a systemic access issue rather than a definitional shift in the data. In response, and aligned with recommendations from an external review (Orenda Education), the District is redesigning middle school math pathways for 2026–27 to ensure all students have a viable pathway to Algebra 1 by the end of middle school (Actions 4.2 and 4.3).

The percentage of students with disabilities spending at least 80% of their time in general education settings also declined modestly (68.47% to 64.17%; Metric 4.8). No single programmatic change has been identified as the cause, and this metric will continue to be monitored closely. The upcoming MTSS redesign is intended to strengthen Tier 1 instruction and supports, which is expected to improve access to general education environments over time.

Looking ahead, the District has made significant investments in redesigning its MTSS system for full implementation in 2026–27 (Actions 4.2 and 4.3). This work includes establishing clear, consistent criteria for high-quality Tier 1 instruction and aligning instructional practice through the Explicit Direct Instruction (EDI) framework. It also includes defining coherent expectations for Tier 2 supports and clarifying prerequisites and decision points prior to Tier 3 referrals. The overall intent is to strengthen Tier 1 instruction, improve the early identification and response to student needs, and reduce unnecessary escalation to more intensive interventions by ensuring students receive timely, effective support at the appropriate level.

In addition, English Learner progress monitoring will be further refined by establishing clear milestones aligned with ELPAC, CAASPP, and reading benchmarks. This will support more precise identification of students who need additional support and ensure that instruction is responsive to actual student growth patterns rather than to classification status alone (Action 4.4). Together, the MTSS redesign, EDI implementation, revised middle school math pathways, and anticipated adoption of the ELA curriculum represent a significant shift in the District’s instructional system and are intended to improve outcomes in the Goal 4 areas where targets were not met.

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

We began the 2025–26 school year with the expectation that all positions would be fully staffed. However, we were not fully staffed with the amount of Bilingual Paras we were expecting.

The original budget projected $5.3 million for Goal 4.2 (personnel costs). Because these positions remained vacant for portions of the school year, the scope of targeted, small-group primary language support for English learners was impacted. To mitigate this, the district offered existing qualified staff who were fluent in languages bilingual stipends to support English learners.

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

Action 4.1 – Base Staffing
Our curriculum coordinators, site administrative assistants, library staff, and support personnel continue to provide the operational backbone that enables the implementation of Goal 4. These roles ensure that instructional materials are received, organized, and distributed; that communication between vendors and school sites is coordinated; and that teachers have timely access to the resources needed to deliver standards-aligned instruction. This year, their work expanded significantly due to the concurrent implementation of three curriculum pilots (ELA, ELD, and Spanish Language Arts) and the districtwide MTSS redesign, both of which increased the volume and complexity of materials and supports being managed across sites.
Compliance metrics tied to this action were fully met, with Metric 4.1 (access to standards-aligned instructional materials) and Metric 4.2 (appropriately credentialed staff assignments) both maintained at 100%. The effectiveness of base staffing is most evident in system reliability: materials arriving on time, classrooms appropriately staffed on the first day of instruction, and instructional operations running smoothly so that teachers can focus on instruction rather than logistics.

Action 4.2 – Targeted Staffing
Targeted staffing roles—including Curriculum, Instruction, & Assessment Coordinators (10.3%), Bilingual Paraeducators (14.7%), and Teachers on Special Assignment (75.0%)—continue to directly support implementation across multiple Goal 4 metrics.
A key outcome this year was an increase in English Learner reclassification rates (Metric 4.6), from 18% to 24%, exceeding the Year 3 target of 20%. As a lagging indicator based on prior-year ELPAC results, this improvement reflects the cumulative impact from prior years of targeted staffing, while this year's efforts focused on strengthening family engagement and assessment understanding. Districtwide and site-based ELPAC and reclassification information nights provided families with clearer access to expectations and processes, with support primarily from bilingual paraeducators who serve as trusted connectors between schools and families.
Current-year NWEA Reading data (Metric 4.5) shows consistent gains for Hispanic students across grades 3–8, suggesting that instructional coaching and EL-focused support are contributing to improved outcomes. At the same time, several indicators highlight persistent gaps: lower reclassification rates for socioeconomically disadvantaged English Learners (12% to 7%), underrepresentation in Algebra 1 enrollment (Metric 4.3), and ELPI progress below the Year 3 target (Metric 4.7).

These results indicate that while targeted staffing is contributing to measurable gains, the system has not yet achieved consistent impact across all priority student groups. In response, the District is strengthening English Learner progress-monitoring systems to better identify students who need additional support and to guide the more precise deployment of targeted staffing resources.

Action 4.3 – Base Resources and Services
The most significant base resources work this year was the launch of three concurrent curriculum pilots in English Language Arts, English Language Development, and Spanish Language Arts (Juntos). These pilots involved broad participation across sites, structured feedback cycles, and ongoing coordination led by the Curriculum Coordinator and Teachers on Special Assignment. The pilot process represents the District’s most comprehensive review of core instructional materials in several years, and a final recommendation will be presented to the Board for adoption consideration prior to the next school year.
In parallel, the District continued to strengthen its progress-monitoring systems through curriculum-embedded assessments in elementary mathematics, including section checkpoints and end-of-unit assessments designed to support collaborative analysis of student learning. These structures are intended to strengthen Tier 1 instructional response and align with the upcoming MTSS redesign.
Performance outcomes show mixed results. Hispanic student reading proficiency improved across all grades 3–8 (Metric 4.5), while RFEP proficiency on Smarter Balanced ELA increased modestly from 63% to 65% (Metric 4.4), remaining below the 80% target. These results underscore the importance of the ongoing curriculum adoption process and the need for continued refinement of Tier 1 instructional practices.

Action 4.4 – Targeted Resources
Targeted instructional resources for English Learners continued this year through supplemental curricula and site-based implementation supports. The newcomer program at elementary sites remains generally well-received and continues to provide foundational language development support. The ELA/ELD pilot has also informed refinements to how designated ELD is delivered, and the pilot's final recommendations will determine how these supports are integrated into adopted materials moving forward.
At Lakewood Elementary, site-level engagement with the ELPAC increased notably, with classroom teachers directly administering assessments and participating in practice administrations. This represents a shift toward stronger instructional ownership of English Learner assessment and progress monitoring.
English Learner outcomes continue to show mixed performance trends. Reclassification increased overall (from 18% to 24%), while reclassification of socioeconomically disadvantaged English Learners declined (from 12% to 7%). ELPI progress remains below target (50% overall; 54% SED-EL), though subgroup variation suggests uneven impact across student populations. These patterns reinforce the need for more precise, data-informed allocation of targeted resources.
To address this, the District will implement English Learner progress-monitoring milestones tied to reading benchmarks, CAASPP performance, and ELPAC trajectories. This will support earlier identification of students needing intervention and more targeted deployment of instructional supports.

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

Action 4.3 has been expanded for the 2026–27 school year to include a districtwide redesign of middle school math pathways. This redesign responds directly to findings in Algebra 1 demographic representation data (Metric 4.3) and recommendations from an external review conducted by Orenda Education. Despite overall growth in Algebra 1 seat capacity, representation for Hispanic students, socioeconomically disadvantaged students, and students with disabilities declined during this LCAP cycle. The redesigned pathway establishes a clear expectation that every student will have access to a sequence of courses that enables them to complete Algebra 1 by the end of middle school.

A second major system change for 2026–27 is the full districtwide rollout of Multi-Tiered System of Supports (MTSS) processes, supported through Actions 4.2 and 4.3. This redesign includes consistent criteria for Tier 2 interventions, defined prerequisites for Tier 3 referral, and the alignment of Tier 1 instruction through the Explicit Direct Instruction (EDI) framework. The intent is to strengthen Tier 1 instructional quality and ensure that progress monitoring systems are used consistently to identify student needs early and accurately. By improving the quality of Tier 1 instruction and clarifying intervention pathways, the District anticipates reduced reliance on Tier 2 and Tier 3 supports over time, as well as improved equity in access to interventions. This work is expected to support improvement in multiple Goal 4 indicators, including general education inclusion rates for students with disabilities (Metric 4.8), which did not meet the Year 3 target this cycle.

Action 4.4 will be strengthened in 2026–27 through the introduction of English Learner progress-monitoring milestones aligned to reading benchmarks, CAASPP performance, and ELPAC trajectories. This enhancement directly responds to performance trends in English Learner reclassification (Metric 4.6) and ELPI progress (Metric 4.7), both of which fell short of Year 3 targets. The purpose of these milestones is to enable more precise targeting of support, ensuring that targeted staff prioritize students whose data indicates they are not yet on track, rather than allocating equal intensity of support to students who are progressing as expected.

Pending Board approval, the recommendation emerging from this year's English Language Arts, English Language Development, and Spanish Language Arts (Juntos) pilot will result in new adopted core ELA materials, supplemental ELD resources, and SLA curriculum for 2026–27. This outcome reflects the expanded scope of the original ELD pilot, which was broadened to include ELA and SLA in response to implementation feedback and observed instructional needs during the pilot year (Actions 4.3 and 4.4).

The District's prior plan to implement standalone online practice and progress monitoring tools for ELA, ELD, SLA, and mathematics at the elementary level was not implemented in 2025–26. This decision was made in response to the simultaneous implementation of multiple curriculum pilots, which required sustained teacher focus and implementation capacity. Introducing an additional platform at the same time risked fragmenting instructional attention rather than strengthening it. For 2026–27, the District will revisit this decision in alignment with the Board-adopted curriculum. If the adopted ELA program includes an embedded digital practice and monitoring system, the District will prioritize that integrated tool rather than implementing a separate platform (Actions 4.3 and 4.4).

Metric 4.6 continues to be reported using the lagging-indicator framework established in the prior-year revision. Because English Learner reclassification is based on summative ELPAC results administered at the end of each school year, outcomes are necessarily reported with a one-year delay and reflect prior-year performance rather than real-time progress.

Two new metrics were also introduced in 2025–26 to support expanded monitoring of system implementation. Metric 4.10 tracks the percentage of aging Chromebook devices currently in student use, reflecting the District's need to ensure technology readiness as instructional materials increasingly shift to digital platforms. Metric 4.11 measures progress toward expanded middle school career and

technical education (CTE) pathway development, aligned to the broader expansion of student access to applied learning opportunities within Action 4.3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Students Achieve Mastery Base Staffing	For all students to demonstrate mastery of grade-level standards in core content areas, a strong and equitable staffing baseline is required. This foundational staffing ensures that all student groups—particularly English Learners, socioeconomically disadvantaged students, foster youth, and students with disabilities—have access to the instructional and support systems necessary to make progress toward state standards and close persistent achievement gaps identified through California Dashboard indicators. This staffing structure is designed to increase access to grade-level instruction, strengthen Tier 1 teaching and learning, and reduce disparities in outcomes across student groups by ensuring consistent, systemwide supports rather than site-dependent variation. Highly qualified teachers Highly qualified teachers ensure that all students have access to credentialed educators trained in their assigned content areas and in standards-aligned instructional practices. Their work strengthens Tier 1 instruction and supports increased student achievement on state standards by providing access to grade-level content, differentiated instruction, and instructional strategies that support English Learners and other high-need student groups. Highly qualified teachers represent 74.1% of the resources allocated under Goal-Action 4.1. Highly qualified support staff (Paraprofessionals) Paraprofessionals provide targeted instructional support that increases access to grade-level standards for students who require additional academic, behavioral, or language assistance. They support inclusion in general education settings and help ensure that students with disabilities	$82,441,057.81	No

Action #	Title	Description	Total Funds	Contributing
		and English Learners can engage meaningfully in core instruction, thereby advancing efforts to close achievement gaps. Highly qualified support staff represent 11.7% of Goal-Action 4.1 resources. Highly qualified library staff Library staff supports equitable access to literacy and information resources by ensuring all students have access to diverse, standards-aligned texts and materials that support reading proficiency and academic achievement. Their work strengthens literacy development and supports efforts to improve performance on ELA-related California Dashboard indicators by expanding opportunities for independent reading and inquiry. Library staff represent 1.9% of Goal-Action 4.1 resources. Highly qualified administrators Administrators provide instructional leadership focused on improving student outcomes across all significant subgroups as identified in the California Dashboard indicators. They monitor student performance data, identify achievement and opportunity gaps, and lead implementation of districtwide systems designed to improve academic outcomes, increase access to grade-level instruction, and support continuous improvement aligned to state standards. Highly qualified administrators represent 5.3% of Goal-Action 4.1 resources. Highly qualified administrative assistants Administrative assistants support the effective implementation of district systems that ensure equitable access to services across all school sites. Their work contributes to operational stability, enabling school and district leaders to focus on improving student outcomes, addressing identified performance gaps, and ensuring that services for high-need student groups are consistently delivered. Highly qualified administrative assistants represent 1.4% of Goal-Action 4.1 resources. Highly qualified student support providers Student support providers deliver specialized services that directly support students with disabilities, English Learners, and other high-need student groups who are not meeting state standards or who are performing below grade level on California Dashboard indicators. These providers design		

Action #	Title	Description	Total Funds	Contributing
		and implement individualized supports that improve access to instruction, increase participation in general education settings, and support progress in academic and social-emotional outcomes. Examples include speech-language pathologists, psychologists, and occupational therapists. These providers represent 5.7% of Goal-Action 4.1 resources.		
4.2	Students Achieve Mastery Targeted Staffing	Learning Recovery Emergency Block Grant (LREBG) Action with a contribution of $595,946. For some students to achieve mastery of grade-level content standards, additional targeted staffing is required to provide differentiated academic, linguistic, and socio-emotional supports. These roles are designed to accelerate learning for high-need student groups—including English Learners (ELs), Long-Term English Learners (LTELs), socioeconomically disadvantaged students, foster youth, and students with disabilities—by increasing access to grade-level instruction and strengthening systems of support aligned to identified performance gaps. Curriculum, Instruction, & Assessment Coordinators Curriculum, Instruction, & Assessment Coordinators provide targeted instructional leadership to improve Tier 1 instruction, strengthen assessment literacy, and support data-driven decision-making across sites. Their work ensures that instructional practices are aligned to state standards and responsive to subgroup performance data, with a focus on reducing achievement gaps identified through California Dashboard indicators and local assessments. Curriculum, Instruction, & Assessment Coordinators represent 10.3% of the resources allocated under Goal-Action 4.2. Bilingual Paraeducators Bilingual paraeducators serve as a critical access point for English Learners (ELs), Long-Term English Learners (LTELs), and socioeconomically disadvantaged families by reducing language and systems barriers that can limit engagement in school processes. They support equitable access to communication, instructional programs, and school-based resources, strengthening the home-school connection and increasing family capacity to support student learning. Their work is	$4,334,016.72	Yes

Action #	Title	Description	Total Funds	Contributing
		essential to improving engagement and outcomes for high-need student groups. Bilingual paraeducators represent 14.7% of the resources allocated under Goal-Action 4.2. Teachers on Special Assignment (TOSAs) / Instructional Coaches Teachers on Special Assignment (site-based and district instructional coaches) provide direct support to strengthen instructional practice, with a focus on increasing access to grade-level standards for all students and closing achievement gaps identified in California Dashboard data. TOSAs support implementation of data-driven instructional cycles, coaching aligned to Tier 1 expectations, and targeted support for English Learners, LTELs, and other student groups not yet meeting standards. They play a central role in ensuring instructional equity by bridging the gap between district expectations and classroom practice and supporting teachers in implementing evidence-based strategies that improve outcomes for high-need student groups. Metrics 4.4–4.7 are used to monitor the effectiveness of this action. TOSAs represent 75.0% of the resources allocated under Goal-Action 4.2.		
4.3	Students Achieve Mastery Base Resources & Services	Our staff and students require a baseline of resources that ensure equitable access to a high-quality instructional program and support continuous improvement in student outcomes across all California Dashboard indicators, including ELA, Mathematics, English Learner Progress (ELPI), reclassification (RFEP), Students with Disabilities outcomes, and engagement measures such as chronic absenteeism and suspension rates. Standards-Aligned Instructional Program The District ensures that all students have access to a standards-aligned instructional program, including designated English Language Development (ELD), integrated ELD, and grade-level core instruction grounded in research-based practices. Tier 1 instruction is anchored in Explicit Direct Instruction (EDI) and supported by Universal Design for Learning (UDL) and other evidence-based strategies designed to increase	$2,385,100.01	No

Action #	Title	Description	Total Funds	Contributing
		access for English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and students with disabilities. Instruction is supported by authentic, ongoing assessment systems that enable educators to monitor progress toward grade-level standards in ELA and Mathematics, identify learning gaps early, and respond with instruction rather than remediation alone. One example of an assessment system is the administration of NWEA MAP Growth Reading and Math three times per year (Fall, Winter, and Spring) to all students in grades K–8, providing consistent benchmark data that has strong correlations with proficiency on the state test in both ELA and Math, and identifies students who may benefit from additional supports through the MTSS system. Beginning in 2026–2027, K–2 students will participate in NWEA MAP Growth Reading rather than NWEA MAP Reading Fluency, aligning the entire K–8 reading assessment pipeline around a single instrument and data point. Multitudes, the District's Reading Difficulties Risk Screener, continues to provide the foundational literacy screening required for K–2 students under California law. The result is a cohesive assessment system that follows each student's reading and mathematics growth from kindergarten through eighth grade on the same set of measures, enabling longitudinal analysis that was not previously possible. These systems are designed to strengthen performance on key Dashboard indicators, particularly ELA and Math Academic Achievement and Academic Growth, while also supporting improved ELPI progress and RFEP rates. Curriculum Implementation (2026–27 Adoption) Following the 2025–26 pilot cycle and pending Board approval, the District will adopt Amplify Core Knowledge Language Arts (CKLA) K–5 as its foundational ELA program. CKLA is grounded in the Science of Reading and supports equitable access to grade-level literacy through explicit, systematic instruction in foundational skills and structured knowledge-building. K–2: Skills Strand supports phonemic awareness, phonics, decoding, fluency, spelling, and writing mechanics; Knowledge Strand builds vocabulary, comprehension, and background knowledge.		

Action #	Title	Description	Total Funds	Contributing
		3–5: Integrated instruction emphasizes close reading, academic discourse, and evidence-based writing with increasing text complexity. This adoption is intended to directly improve ELA Academic Achievement on the California Dashboard, with particular impact for English Learners and Students with Disabilities through explicit access to foundational skills instruction and structured scaffolds. Professional Learning Aligned to Dashboard Outcomes District professional development is designed to improve instruction in ways that directly impact Dashboard indicators in ELA, Math, ELPI, and RFEP outcomes. Beginning in 2026–27, professional learning will be intentionally aligned across: ELA/ELD/SLA curriculum implementation Districtwide MTSS redesign Explicit Direct Instruction (EDI) as Tier 1 practice This alignment ensures that Tier 1 instruction, intervention systems, and curriculum implementation operate as a coherent system rather than disconnected initiatives. Professional learning is delivered through district-led training, coaching cycles, collaborative inquiry, and embedded curriculum support, and is designed to improve outcomes for unduplicated student groups who are disproportionately represented in the lowest performance levels on the Dashboard. Progress Monitoring and Data Use (MTSS Alignment) The District sustains a culture of continuous improvement through collaborative data cycles, including PLC analysis, common formative assessments, and data summits. These structures are directly aligned to improving performance on ELA, Math, and ELPI indicators by strengthening Tier 1 instruction and ensuring early identification of students who are not meeting standards. This system is also intended to improve outcomes for Students with Disabilities (particularly ELA/Math performance and inclusion measures) and English Learners through earlier, more precise instructional responses before students require Tier 2 or Tier 3 supports. Equitable Access to Instructional Technology		

Action #	Title	Description	Total Funds	Contributing
		The District ensures equitable access to instructional technology, including devices, software, and connectivity, to support access to grade-level content and assessments. This directly supports student performance on the California Dashboard academic indicators by ensuring students can fully engage with digital curriculum, assessments, and intervention tools. As part of this effort, the District is implementing a planned 1:1 Chromebooks refresh of approximately 1,850 aging Chromebooks to ensure reliability, continuity of instruction, and equitable access across school sites, particularly for socioeconomically disadvantaged students who may rely primarily on school-provided devices. Digital Citizenship and Safe Learning Environments All students receive instruction in digital citizenship aligned to grade-level expectations, including online safety, responsible communication, and media literacy. These practices support safe and engaged participation in digital learning environments while reinforcing attendance, engagement, and connectedness—factors that influence chronic absenteeism and school climate indicators on the Dashboard. District-wide cybersecurity practices and staff training further ensure the safety of student data and instructional continuity.		
4.4	Students Achieve Mastery Targeted Resources & Services	While baseline instructional resources address many student needs, additional targeted supports and professional learning are necessary to close persistent opportunity and achievement gaps identified in both local data and the California Dashboard. These gaps are most evident in English Learner outcomes, particularly ELPI progress, and are reflected in school-level Dashboard indicators such as those at Lakewood Elementary, where English Learner Progress (ELPI) remains the lowest-performing area. To respond to these needs, the District is implementing a set of targeted resources to strengthen instruction, accelerate language acquisition, and expand access to rigorous coursework. English Learner Instructional Practices and Professional Development	$625,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The District will identify and strengthen common, research-based instructional practices for English Learners, aligned to both integrated and designated ELD. This includes structured professional development for teachers and administrators focused on effective language scaffolds, academic discourse, and grade-level access for multilingual learners. Instructional walk-throughs will be used to monitor implementation of these practices, ensuring consistency of Tier 1 instruction across sites and supporting continuous improvement in English Learner outcomes, including ELPI progress and reclassification (RFEP) rates. Supplemental Newcomer Curriculum A supplemental, research-validated Newcomer curriculum will be implemented for students in their first year of U.S. schooling. This program is designed to accelerate foundational English acquisition while providing access to grade-level content through structured supports. The intent is to improve early language acquisition outcomes, thereby contributing to long-term ELPI progress and future reclassification rates. Supplemental Designated ELD Curriculum (Elementary) The District will implement a supplemental Designated English Language Development (ELD) curriculum at the elementary level to ensure systematic, daily language instruction aligned to students' proficiency levels. This resource is intended to strengthen English Learner progress across ELPI levels by providing consistent instruction in academic language, grammar, and oral language development that is directly tied to grade-level content. Middle School CTE Pathway Expansion (STEM-Aligned) The District will expand Career Technical Education (CTE) opportunities at Columbia Middle School and Sunnyvale Middle School, with a focus on STEM-aligned pathways to increase early access to college and career readiness. Through partnerships with industry organizations such as Applied Materials and Northrop Grumman, students will engage in hands-on, project-based learning in modernized innovation labs. The program includes an industry-aligned curriculum using Paxton-Patterson lab modules (e.g., Robotics,		

Action #	Title	Description	Total Funds	Contributing
		Structural Engineering, and Materials Processing and Design) that are aligned with regional workforce needs in Silicon Valley. This expansion is intended to increase equitable access to early career exploration opportunities, particularly for unduplicated students, and to strengthen engagement and readiness indicators that connect to the California Dashboard College and Career Indicator (CCI).		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,370,088	$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
8.024%	0.000%	$0.00	8.024%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Inclusive and Nurturing Environments Targeted Staffing **Need:** The review of the 2025 California Dashboard, NWEA data, attendance trends, and school-site performance data identified several consistent districtwide needs and patterns across schools and student groups.	The actions included in the LCAP were developed in direct response to a comprehensive review of districtwide data, stakeholder feedback, and identified student needs across academic achievement, attendance, behavior, and school climate indicators. In response, the district identified several overarching needs: strengthening Tier 1 core instruction; improving implementation of Multi-Tiered System of Supports (MTSS); expanding academic, behavioral, and	1.1 Chronic Absenteeism 1.2 Attendance Rates 1.3 Middle School Drop-Out Rates. 1.4 Student Suspensions 1.5 Student Expulsion 1.6 Student Discipline Referrals

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
	A significant trend identified across the district is the disproportional impact of chronic absenteeism, suspension rates, and behavioral concerns on historically underserved student groups, including English Learners, students with disabilities, socioeconomically disadvantaged students, homeless students, and Long-Term English Learners. While the district has made measurable progress in reducing chronic absenteeism overall, disparities remain across several student groups and school sites, indicating the continued need for targeted attendance interventions, proactive family outreach, transportation access, and barrier-removal strategies. Suspension data similarly reflects disproportionate outcomes for students with disabilities, English Learners, Hispanic students, and Long-Term English Learners, underscoring the need to strengthen restorative practices, proactive behavior supports, inclusive interventions, and relationship-centered school environments. In addition, the district's identification of significant disproportionality in the overidentification of Hispanic students for special education services highlights the urgent need to strengthen MTSS systems, improve early intervention practices, and ensure students receive appropriate academic and behavioral supports before referral to special education	attendance interventions; increasing staff capacity through professional development and coaching; strengthening family engagement and communication; and ensuring all students have equitable access to safe, inclusive, and supportive learning environments. Because these needs are evident across all school sites and impact multiple student groups districtwide, the actions and services are being provided on an LEA-wide basis to ensure consistency, coherence, and equitable access to high-quality supports and instruction for all students. At the same time, site-based targeted supports will continue to be implemented to address the unique needs identified through individual school data and student populations. Targeted staff, including social workers, behavior intervention personnel, and mental health professionals, will provide direct support to students and families based on identified needs. Social workers will support Foster Youth by providing stability during transitions, assisting with enrollment and records transfers, and connecting families with resources and services. For English Learners, social workers will strengthen home-school connections through translation services, culturally responsive outreach, and support for language acquisition. For socioeconomically disadvantaged and homeless students, they will connect families to food, housing, healthcare, and other community resources that reduce barriers impacting attendance and academic success. Behavior Intervention Services Supervisors and Behavior Specialists will implement proactive, culturally responsive behavior supports that	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	address root causes of behavior, strengthen relationships, and increase student engagement. Mental Health professionals will provide social-emotional support services focused on resilience, coping skills, emotional regulation, and student connectedness, particularly for students impacted by trauma, instability, stress, or social isolation. These services are being provided on an LEA-wide basis because the identified needs are systemic across the district and require a coordinated, consistent approach to improving outcomes, reducing disproportionality, and ensuring all students have access to the academic, behavioral, and social-emotional supports necessary for success.	
1.4	**Action:** Inclusive and Nurturing Environments Targeted Resources & Services **Need:** The review of the 2025 California Dashboard, NWEA data, attendance trends, and school-site performance data identified several consistent districtwide needs and patterns across schools and student groups. A significant trend identified across the district is the disproportional impact of chronic absenteeism, suspension rates, and behavioral concerns on historically underserved student groups, including English Learners, students with disabilities, socioeconomically disadvantaged students, homeless students, and Long-Term English	The actions included in the LCAP were developed in direct response to a comprehensive review of districtwide data, stakeholder feedback, and identified student needs across academic achievement, attendance, behavior, and school climate indicators. This analysis revealed several overarching needs, including strengthening Tier 1 core instruction, improving implementation of the Multi-Tiered System of Supports (MTSS), expanding academic, behavioral, and attendance interventions, increasing staff capacity through professional development and coaching, strengthening family engagement and communication, and ensuring all students have equitable access to safe, inclusive, and supportive learning environments. Because these needs are present across all school sites and impact multiple student groups districtwide, the actions and services are provided on an LEA-wide basis to	1.1 Chronic absenteeism 1.2 Attendance Rates, 1.6 Student Discipline Referrals 1.7 Survey Findings - Staff 1.8 - Survey Findings - Families

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
	Learners. While the district has made measurable progress in reducing chronic absenteeism overall, disparities remain across several student groups and school sites, indicating the continued need for targeted attendance interventions, proactive family outreach, transportation access, and barrier-removal strategies. Suspension data similarly reflects disproportionate outcomes for students with disabilities, English Learners, Hispanic students, and Long-Term English Learners, underscoring the need to strengthen restorative practices, proactive behavior supports, inclusive interventions, and relationship-centered school environments. In addition, the district's identification of significant disproportionality in the overidentification of Hispanic students for special education services highlights the urgent need to strengthen MTSS systems, improve early intervention practices, and ensure students receive appropriate academic and behavioral supports before referral to special education. **Scope:** LEA-wide	ensure consistency, coherence, and equitable access to high-quality instruction and supports for all students. At the same time, site-based targeted supports will continue to address unique needs identified through individual school data and student populations. To address these needs, the district is implementing a coordinated set of actions focused on strengthening instruction, expanding student supports, and increasing access to rigorous learning opportunities. A key priority is the adoption of new English Language Arts (ELA) instructional materials, which provide a standards-aligned, research-based curriculum designed to strengthen literacy instruction and ensure consistency across all schools. In addition, the district is refreshing student and staff Google devices to enhance access to digital tools that support teaching, learning, and collaboration across classroom and extended learning environments. Instructional improvement efforts also include strengthening Tier 1 instruction through the implementation of Explicit Direct Instruction (EDI) as the districtwide instructional framework. EDI emphasizes clear learning objectives, structured student engagement, frequent checks for understanding, and the gradual release of responsibility, ensuring all students can access and master grade-level content. This work is reinforced through expanded professional development for certificated staff, classified staff, and site and district administrators, ensuring	

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
		consistent implementation and strong instructional practice across all schools. Beyond core instruction, the district is expanding after-school programs to increase access to academic support, enrichment, and safe, structured learning environments beyond the school day. These efforts are closely aligned with the continued expansion of Community Schools initiatives, which strengthen partnerships between schools, families, and community organizations to provide integrated academic, social, and wellness supports that address the whole child. To further strengthen equity and student well-being, the district is addressing discipline disproportionality among English Learners through the use of Climate Survey platforms, which provide the data infrastructure needed to identify patterns, monitor trends over time, and guide targeted improvement efforts. Mental health and wellness service providers complement this system by delivering tiered supports, including behavioral consultation, social-emotional instruction, and restorative practices. Together, these approaches ensure that student behavior and well-being are addressed proactively through supportive, relationship-centered interventions that reduce disproportionality and improve outcomes. The district is also expanding enrichment opportunities to ensure students receive a well-rounded educational experience. Arts education is being strengthened across all schools to support creativity and engagement, while science learning	

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
		opportunities for TK–8 students are being expanded, including the development of a STEM lab at Columbia Middle School. These investments provide hands-on, inquiry-based learning experiences in science, technology, engineering, and mathematics that deepen student engagement and real-world problem-solving skills. Finally, the district is prioritizing more intentional and meaningful family engagement to strengthen communication, trust, and collaboration between home and school. This ensures families are well-informed, connected, and equipped to support student learning. Collectively, these coordinated actions reflect a comprehensive strategy to improve student outcomes by strengthening instruction, expanding access to supports and enrichment, building staff capacity, and deepening family and community partnerships across the district.with services designed to be culturally responsive and accessible to English learners and their families. These two levers, one diagnostic and one interventional, work in tandem with the family engagement structures described below to address the disproportionality from multiple angles. To address the underrepresentation of English learner family voice in school programming and decision-making, the District funds multilingual and culturally responsive family engagement structures, including parent ambassador programs, parent university workshops, affinity groups, school-based family forums, and shared decision-making opportunities. The Columbia	

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
		Neighborhood Center extends this engagement infrastructure by hosting integrated programming, multilingual family supports, and a trusted community-based access point for English learner, foster youth, and low-income families who may experience barriers to engaging through traditional school channels alone. Transportation services, including both the District's home-to-school operation and specialized transportation partnerships, remove geographic, economic, and safety-related barriers to attendance. These barriers disproportionately impact unduplicated pupils whose families face the greatest constraints on accessing school. The Lakewood Branch Library and Learning Center, sited in historically underserved North Sunnyvale, expands access to literacy support, language learning, and enrichment for the neighborhood's predominantly unduplicated-pupil population, who otherwise face long distances to existing library facilities. These services are provided on an LEA-wide basis for three reasons. First, unduplicated pupils are distributed across all ten school sites; LEA-wide delivery ensures that an English learner, foster youth, or low-income student receives consistent access regardless of which school they attend or whether their family moves between sites mid-year. Second, the systemic issues identified in the analysis, particularly discipline disproportionality and inconsistent family engagement, are districtwide patterns whose solutions (climate data infrastructure, common family engagement	

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
		structures, and integrated SEL and mental health frameworks) function effectively only when implemented at scale and aligned across sites. Third, several components (transportation operations, the Columbia Neighborhood Center, climate survey platforms, and the Lakewood Branch Library) require district-level infrastructure, partnerships, and economies of scale that no single school site could sustain independently. LEA-wide delivery is therefore the most effective and most equitable way to ensure these resources reach the unduplicated students for whom they are principally intended.	
2.2	**Action:** Equitable Opportunities Targeted Staff **Need:** Dashboard and benchmark data continue to show the district is not serving targeted students in a way that is leading to greater proficiency levels. Data collected during strategic planning, informal and summative assessments indicates additional co-teaching, Tier 2 small group instruction and formalized tutoring is needed for students to accelerate their learning and for gaps to be closed. **Scope:** LEA-wide	The district funds a set of targeted positions, in addition to baseline staffing, to specifically support unduplicated students by addressing academic, language, social-emotional, and access-related needs. These roles are intentionally designed to close opportunity gaps by providing more personalized, consistent support during and beyond the school day through expanded learning programs and strengthened family and community connections. Bilingual School Outreach Assistants serve as a critical bridge between schools and families by providing culturally and linguistically responsive communication and support. They help English Learner, Foster Youth, and low-income families understand school systems, access resources, and engage meaningfully in their child's education. They also provide consistent, trusted contact during times of transition, particularly for Foster Youth, helping to maintain stability and school connection.	2.1 ELPI 2.3 Local Assessments Math 2.5 Course of Study

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
		Community Outreach Supervisor coordinates partnerships between schools, families, and community organizations to expand access to academic, social, and basic needs resources. This role strengthens family engagement efforts, particularly among historically underrepresented communities, and ensures families are connected to school-based and community supports that promote student success. KLAS (Kids Learning After School) Site Coordinators oversee the implementation and quality of expanded learning programs. They ensure alignment between after-school programming and student needs by coordinating academic support, enrichment activities, and social-emotional learning opportunities in a safe and structured environment that extends learning beyond the school day. KLAS Site Paraprofessionals provide direct support to students in after-school programs by assisting with homework help, language development, and enrichment activities. They build positive relationships with students, provide academic scaffolding, and help create a supportive environment that promotes engagement, belonging, and skill development. Transportation Staff (After-School Routes) provide safe and reliable transportation for students participating in after-school programs. By removing barriers related to distance, safety, and family transportation limitations, this service	

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
		ensures equitable access to expanded learning opportunities and increases consistent student participation. Together, these positions ensure that unduplicated students receive coordinated academic, behavioral, and social-emotional support while improving access to enrichment and strengthening connections between school, home, and the broader community.	
2.4	**Action:** Equitable Opportunities Targeted Resources & Services **Need:** In addition to the review of California Dashboard and benchmark data, stakeholder input gathered during LCAP Advisory Committee meetings identified several additional areas of need to better support unduplicated students. These discussions highlighted concerns related to equitable access to mental health supports, with an emphasis on ensuring that unduplicated students have the same level of access to services as their peers. Stakeholders also identified disparities in access to after-school programs and emphasized the need to ensure that unduplicated students are able to participate in enrichment and support opportunities at comparable rates to their peers. In addition, participants underscored the importance of increasing overall participation by reducing barriers such as	To address these identified needs, the district is strengthening Tier 1 instruction through the implementation of Explicit Direct Instruction (EDI) as the districtwide instructional framework, the adoption of new English Language Arts instructional materials, expanded professional development for certificated and classified staff, and a strengthened Multi-Tiered System of Supports (MTSS) that integrates academic, behavioral, and social-emotional learning across all tiers of support. Together, these coordinated actions are designed to improve instructional consistency, increase student engagement, strengthen differentiation, and ensure equitable access to rigorous, grade-level learning for all students, with a focused impact on English Learners, Long-Term English Learners, Hispanic students, and other historically underserved student groups. In addition, the district is expanding after-school programs, Community Schools initiatives, family engagement opportunities, bilingual supports, and student wellness services to reduce barriers to learning	2.2- Student perception of access to mental health resources 2.1- ELPI Performance Level 2.6- Favorable survey response to no barriers in afterschool enrichment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	transportation, awareness, scheduling, and other logistical challenges, ensuring that after-school offerings are accessible, inclusive, and responsive to student and family needs. Committee members further emphasized the importance of expanding student support services, including counselors, tutoring, after-school programs, and transportation, to better meet the diverse needs of students and families. Maintaining safe, inclusive, and welcoming schools was identified as a critical priority, with a strong focus on ensuring that all students—particularly students with disabilities and historically underserved groups—feel valued, connected, and supported in clean, safe learning environments. Family engagement also emerged as a key area of focus, with recommendations to increase meaningful parent involvement, strengthen two-way communication, and provide more targeted outreach to English Learner families and other marginalized communities. **Scope:** LEA-wide	while increasing access to enrichment, intervention, and wraparound supports. The district's MTSS framework, which is continuously refined and aligned across all school sites, ensures that students receive timely, responsive, and appropriately scaled supports aligned to their academic, behavioral, and social-emotional needs. This system is particularly critical for English Learners, Foster Youth, and socioeconomically disadvantaged students. Through early identification and intervention, MTSS proactively addresses student needs before they become significant barriers to learning. Supports are differentiated based on student need and may include language development and academic interventions for English Learners, stability and social-emotional supports for Foster Youth, and academic assistance along with wraparound services for students experiencing poverty or housing insecurity. Ongoing use of data informs decision-making, ensures resources are allocated effectively, and allows for continuous monitoring of student progress. Collaboration among teachers, specialists, administrators, and families further strengthens implementation, creating a coordinated system that promotes equity, access, and student success. The expansion of after-school programs and inclusive enrichment opportunities further strengthens support for unduplicated student groups by extending learning beyond the instructional day. For English Learners, these programs provide additional opportunities for	

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
		language development through targeted instruction, vocabulary enrichment, structured conversation practice, and access to academic resources that may not be available at home. For Foster Youth, after-school programs provide a safe, stable, and supportive environment that fosters relationships, consistency, and social-emotional growth, while also embedding explicit instruction in coping skills, communication, and self-regulation. For students from socioeconomically disadvantaged backgrounds, these programs expand access to academic support, enrichment experiences, and technology, helping to reduce opportunity gaps and increase engagement in learning. Prioritizing participation for unduplicated students ensures equitable access to these opportunities, particularly for those facing barriers such as transportation challenges, housing instability, or limited access to enrichment outside of school. Collectively, these expanded supports strengthen student engagement, deepen school connectedness, and improve both academic and social-emotional outcomes for the district's most underserved student populations.	
3.2	**Action:** Students responsibility for learning Targeted Staffing **Need:** Feedback from students, families, and LCAP Advisory Committee members (including community stakeholders) presents a clear and aligned set of needs across instruction, school climate, student supports, and family engagement. Across all groups, there is a	The actions included in the LCAP were developed in direct response to a comprehensive review of districtwide data, stakeholder feedback, and identified student needs across academic achievement, attendance, behavior, and school climate indicators. This analysis surfaced several overarching needs, including strengthening Tier 1 core instruction, improving implementation of the Multi-Tiered System of Supports (MTSS), expanding academic, behavioral, and attendance interventions, increasing staff capacity through	3.2 & 3.3- Distance from standard (DFS) in Math and ELA 3.1 - Student perception of student voice, leadership, participation in student leadership roles, and involvement in making the school community better

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
	shared emphasis on improving the quality, clarity, and consistency of instruction while ensuring that students feel supported, engaged, and connected in their learning environments. A major need is the improvement of classroom and school environments to ensure they are calm, respectful, and conducive to learning. Students reported that distractions, noise, and inconsistent expectations interfere with their ability to focus and succeed. Both students and committee members emphasized the importance of structured, predictable learning environments with fewer disruptions, stronger classroom routines, and a greater emphasis on positive school climate practices that support engagement and belonging. Across all stakeholder groups, there is also a clear need for increased student voice, agency, and meaningful engagement in learning. Students expressed a desire for greater choice in how they learn and demonstrate understanding, as well as stronger opportunities to feel heard and valued in school decision-making. They also highlighted the need for clearer pathways to access academic and social-emotional supports, including how to effectively communicate with teachers and seek help when needed, particularly at the middle school level.	professional development and coaching, strengthening family engagement and communication, and ensuring all students have equitable access to safe, inclusive, and supportive learning environments. Because these needs are present across all school sites and impact multiple student groups districtwide, the actions and services are implemented on an LEA-wide basis to ensure consistency, coherence, and equitable access to high-quality instruction and supports for all students. At the same time, site-based targeted supports will continue to be implemented to address unique needs identified through individual school data and student populations. To address these needs, the district is deploying targeted staffing and integrated support systems designed to meet the academic, behavioral, and social-emotional needs of students and families. Social workers provide critical support for Foster Youth by ensuring stability during transitions, assisting with enrollment and records transfers, and connecting families to essential services. For English Learners, they strengthen home-to-school communication through translation services, culturally responsive outreach, and support for language development and engagement. For socioeconomically disadvantaged and homeless students, they connect families to housing, food, healthcare, and community-based resources that reduce barriers to attendance and academic success. Behavior Intervention Services Supervisors and Behavior Specialists implement proactive, restorative, and culturally responsive behavior supports that address root causes of	3.4 - Total number of parent engagement/parent education opportunities offered centrally and at school sites.

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
	Another key area of need is the expansion and strengthening of student support systems. Committee members emphasized the importance of increasing access to counselors, tutoring, after-school programs, transportation, and mental health services to better meet student needs. Students similarly highlighted the need for more consistent and accessible academic and social-emotional supports that help them navigate challenges and stay engaged in school. Family and community input further reinforces the need to strengthen engagement and communication systems. Stakeholders identified a need for more meaningful two-way communication between home and school, increased family involvement, and expanded outreach to English Learner families and other historically underserved communities. Parent education programs were also identified as an important need, particularly for families of English Learners, Foster Youth, and socioeconomically disadvantaged students, to help them better understand school systems, support learning at home, and advocate effectively for their children. Collectively, these findings point to a set of interconnected priorities: improving consistency and conditions for learning across classrooms; expanding student voice and engagement; increasing access to academic, behavioral, and mental health supports; and deepening family and community partnerships.	behavior, strengthen relationships, and promote positive student engagement. Mental health professionals provide tiered social-emotional supports focused on resilience, coping skills, emotional regulation, and connectedness, particularly for students experiencing trauma, instability, or isolation. Expanded tutoring supports are also being increased to provide targeted academic intervention, helping students close learning gaps and strengthen foundational skills in literacy and mathematics. In addition, targeted staffing is essential to strengthening parent education programs that support unduplicated pupils and their families. These programs help families better understand school systems, academic expectations, and available supports, while also empowering them to actively participate in their child's education. By increasing access to clear information and ongoing guidance, parent education strengthens the home-school partnership and supports improved student outcomes. Expanded staffing ensures that these programs are accessible, responsive, and sustained, particularly for families who may face language, economic, or systemic barriers to engagement. Setting clear academic and personal goals is also an important component of this work. When students understand what they are working toward, they are more motivated, engaged, and able to take ownership of their learning. Goal-setting supports students in developing essential skills such as planning, self-assessment,	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Together, these needs highlight the importance of creating learning environments where all students are supported academically, socially, and emotionally, and where families are active partners in student success. **Scope:** LEA-wide	persistence, and problem-solving. For unduplicated students and students with disabilities, these skills are especially critical, as they provide structure, increase confidence, and support long-term academic and life success. These services are provided on an LEA-wide basis because the identified needs are systemic across the district and require a coordinated, consistent approach to improving outcomes, reducing disproportionality, and ensuring that all students have equitable access to the academic, behavioral, and social-emotional supports necessary for success.	
3.4	**Action:** Students responsibility for learning Targeted Resources & Services **Need:** Parent education programs are an essential component of supporting families of English Learners, Foster Youth, students experiencing homelessness, and socioeconomically disadvantaged students. These programs are designed to build families' understanding of the educational system while strengthening their confidence to actively engage in their child's academic journey. By providing clear information about school expectations, academic pathways, and available supports, parent education helps bridge the gap between home and school and positions	Unduplicated students often face unique barriers to accessing and participating in student leadership opportunities. These barriers may include limited awareness of available programs, fewer prior experiences with leadership roles, or reduced confidence when compared to more established peers. As a result, students may not always see themselves as leaders or feel fully equipped to step into leadership roles within their school community. Expanding intentional outreach, structured support, and inclusive leadership pathways is essential to ensuring these students are meaningfully represented and empowered to develop their leadership voice. Families of unduplicated students may also face barriers that limit full engagement with the school system.	3.2 & 3.3- Distance from standard (DFS) in Math and ELA 3.1 - Student perception of student voice, leadership, participation in student leadership roles, and involvement in making the school community better 3.4 - Total number of parent engagement/parent education opportunities offered centrally and at school sites.

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
	families as informed partners in student success. When families understand how to access resources, interpret school systems, and support learning at home, they are better equipped not only to reinforce academic growth but also to advocate effectively for their children's specific needs within the school environment. In addition, students—particularly those facing social, economic, or emotional challenges—often experience increased distractions that can impact their focus, motivation, and sense of self-efficacy. Without clear structure and support, some students may struggle to see the relevance of their learning or develop a strong sense of direction. Establishing clear, meaningful goals helps students prioritize their efforts, stay focused on essential tasks, and better understand the steps needed to achieve academic success. When goals are explicit and supported by adults at school and at home, students are more likely to stay engaged, persist through challenges, and build confidence in their ability to succeed academically and personally. **Scope:** LEA-wide	For English Learner families, language differences can create challenges in communicating with teachers and staff, which may reduce access to important information, resources, and collaborative support opportunities. For Foster Youth, students experiencing homelessness, and socioeconomically disadvantaged families, frequent school transitions and life instability can make it difficult to fully understand school structures, expectations, and available supports. These challenges can unintentionally limit family engagement and widen opportunity gaps for these vulnerable student populations. Strengthening targeted parent and guardian education programs helps ensure families are informed, connected, and equipped to support their children's academic progress and school success.	
4.2	**Action:** Students Achieve Mastery Targeted Staffing	To effectively meet the diverse needs of English Learners (ELs) and students from socioeconomically disadvantaged backgrounds, the district requires targeted staffing whose	4.6, 4.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The review of the 2025 California Dashboard, NWEA data, attendance trends, and school-site performance data identified several consistent districtwide needs and patterns across schools and student groups. A clear trend across nearly all schools is the persistent underperformance of English Learners, Long-Term English Learners (LTELs), students with disabilities, socioeconomically disadvantaged students, Hispanic students, homeless students, and, in some cases, African American students in English Language Arts and Mathematics. Long-Term English Learners emerged as one of the district's most consistently underperforming groups, particularly in ELA and Mathematics, where they were often identified at the Very Low (Red) performance level. Students with disabilities also demonstrated significant academic and behavioral disparities across multiple sites. **Scope:** LEA-wide	primary purpose is to provide direct, responsive, and culturally and linguistically appropriate support to these student populations. While the district has consistently invested in professional development focused on research-based instructional practices for ELs—including both designated and integrated English Language Development (ELD)—and has observed some progress in local data, reclassification rates, and ELPI outcomes, there remains a clear and persistent need for accelerated improvement in English Learner achievement and outcomes. Bilingual paraeducators play a critical role in strengthening the home-to-school connection for English Learners and socioeconomically disadvantaged families. These staff members serve as trusted liaisons who bridge language and cultural barriers, helping families navigate the educational system and access essential resources to support student success. One of the most effective forms of engagement for these families is consistent, relationship-based communication—particularly personalized outreach such as phone calls home from staff who understand the family's context and can provide ongoing support. Bilingual paraeducators often serve in this role, functioning as a consistent point of contact and a dependable source of information, guidance, and support for families as they engage with schools and district systems. For English Learners, District Teachers on Special Assignment (TOSAs) and site instructional coaches play a key role in strengthening	

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
		instructional quality and building staff capacity. These educators provide ongoing, job-embedded coaching and professional development grounded in research-based strategies designed specifically to support English Learners. Their work ensures that teachers are equipped with effective instructional practices that accelerate language acquisition and academic achievement. With the implementation of a newly adopted newcomer curriculum and designated ELD curriculum, ongoing professional learning will be provided to ensure consistent, high-quality implementation across all classrooms.	
4.4	**Action:** Students Achieve Mastery Targeted Resources & Services **Need:** The review of the 2025 California Dashboard, NWEA data, attendance trends, and school-site performance data identified several consistent districtwide needs and patterns across schools and student groups. A clear trend across nearly all schools is the persistent underperformance of English Learners, Long-Term English Learners (LTELs), students with disabilities, socioeconomically disadvantaged students, Hispanic students, homeless students, and, in some cases, African American students in English Language Arts and Mathematics. Long-Term English Learners emerged as one of the district's most consistently underperforming groups, particularly in ELA and Mathematics, where	These trends highlight a continued districtwide need to strengthen high-quality Tier 1 instruction, deepen differentiation, expand targeted interventions, and implement consistent, data-driven instructional practices across all schools to better support English Learners, Long-Term English Learners, Hispanic students, socioeconomically disadvantaged students, Foster Youth, students experiencing homelessness, and students with disabilities. Across both local and state data, these student groups consistently experience disproportionate outcomes in academic achievement, attendance, behavior, and access to rigorous instruction. The data further underscores the need to strengthen language development systems, increase culturally and linguistically responsive instruction, and expand structured academic interventions to address persistent opportunity gaps and improve outcomes for all underserved student populations.	4.6, 4.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	they were often identified at the Very Low (Red) performance level. Students with disabilities also demonstrated significant academic and behavioral disparities across multiple sites. **Scope:** LEA-wide	To address these needs, the district will provide targeted professional development focused on best practices for supporting all student subgroups, with a strong emphasis on strengthening Tier 1 instruction as the foundation for equity and access. This includes the implementation of Explicit Direct Instruction (EDI) as the districtwide instructional framework. EDI ensures that instruction is clear, intentional, and accessible, with clearly defined learning objectives, structured student engagement, frequent and intentional checks for understanding, and the gradual release of responsibility so that all students can successfully access and master grade-level content. This instructional approach is designed to support multilingual learners, students with disabilities, and other students who require additional academic scaffolding, while also increasing engagement and rigor for all learners. To ensure coherence and consistency across sites, site administrators will participate in structured instructional walkthroughs with debrief cycles, allowing leaders to calibrate expectations, provide aligned feedback, and support continuous improvement in instructional practice across all student groups and school sites. In addition, the district is strengthening its instructional systems through the implementation of a newly adopted comprehensive English Language Arts curriculum, Amplify CKLA. This curriculum will provide a coherent, standards-aligned, knowledge-building approach to literacy instruction across all schools, supporting equitable access to grade-level content for all students,	

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
		including English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and students with disabilities. To ensure effective implementation, the district will provide rigorous professional development for certificated staff, classified staff, and administrators, ensuring that all educators are equipped with the instructional knowledge, strategies, and tools needed to implement the curriculum with fidelity and impact. The district is also strengthening supports through the implementation of a Newcomer Curriculum designed to meet the distinct needs of students at the earliest stages of English language acquisition, particularly English Learners and Long-Term English Learners who require differentiated levels of language support. Students with varying levels of English proficiency require instruction that is appropriately matched to their language development stage, with newcomers receiving foundational language instruction and long-term English learners receiving targeted academic language acceleration. In response to these needs, the district is also introducing a new, standards-aligned K–5 English Language Development (ELD) curriculum grounded in research-based best practices for language acquisition and integrated language development. This curriculum will be implemented districtwide and will provide a coherent, grade-level aligned system for supporting English Learners' language growth alongside content instruction. To ensure effective implementation	

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
		across all schools and student subgroups, the district will provide robust professional development for certificated staff, classified staff, and administrators, ensuring consistent implementation and shared understanding of high-quality instructional practices. Together, these coordinated efforts strengthen instructional coherence, improve equitable access to rigorous learning, and support accelerated academic and language outcomes for all student groups across the district.	

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

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

na

Additional Concentration Grant Funding

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

NA

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$66,922,935	5,370,088	8.024%	0.000%	8.024%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$115,063,166.00	$13,728,518.14	$3,167,417.69	$2,361,296.00	$134,320,397.83	$126,185,779.54	$8,134,618.29

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Inclusive and Nurturing Environments Base Staffing	All	No			All Schools	2026-2027 School Year	$25,270,172.26	$0.00	$21,315,655.90		$3,167,417.69	$787,098.67	$25,270,172.26	
1	1.2	Inclusive and Nurturing Environments Targeted Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$6,931,107.31	$0.00	$2,867,980.79	$4,063,126.52			$6,931,107.31	
1	1.3	Inclusive and Nurturing Environments Base Resources & Services	All	No			All Schools	2026-2027 School Year	$0.00	$2,220,608.28	$2,220,608.28				$2,220,608.28	
1	1.4	Inclusive and Nurturing Environments Targeted Resources & Services	English Learners	Yes	LEA-wide	English Learners	All Schools	2026-2027 School Year	$0.00	$2,610,124.00	$2,610,124.00				$2,610,124.00	
2	2.1	Equitable Opportunities Base Staff	All	No			All Schools	2026-2027 School Year	$4,388,207.58	$0.00	$4,388,207.58				$4,388,207.58	
2	2.2	Equitable Opportunities Targeted Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$2,811,217.86	$0.00	$2,150,079.05	$661,138.81			$2,811,217.86	
2	2.3	Equitable Opportunities Base Resources & Services	All	No			All Schools	2026-2027 School Year	$0.00	$177,752.00	$177,752.00				$177,752.00	
2	2.4	Equitable Opportunities Targeted Resources & Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$0.00	$96,034.00	$96,034.00				$96,034.00	
3	3.1	Students responsibility for learning Base Staffing	All	No			All Schools	2026-2027 School Year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Students responsibility for learning Targeted Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2026-2027 School Year	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.3	Students responsibility for learning Base Resources & Services	All	No			All Schools	2026-2027 School Year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.4	Students responsibility for learning Targeted Resources & Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$0.00	$20,000.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	
4	4.1	Students Achieve Mastery Base Staffing	All	No			All Schools	2026-2027 School Year	$82,441,057.81	$0.00	$72,863,692.39	$8,281,500.42		$1,295,865.00	$82,441,057.81	
4	4.2	Students Achieve Mastery Targeted Staffing	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-2027 School Year	$4,334,016.72	$0.00	$3,332,932.00	$722,752.39		$278,332.33	$4,334,016.72	
4	4.3	Students Achieve Mastery Base Resources & Services	All	No			All Schools	2026-2027 School Year	$0.00	$2,385,100.01	$2,385,100.01				$2,385,100.01	
4	4.4	Students Achieve Mastery Targeted Resources & Services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-2027 School Year	$0.00	$625,000.00	$625,000.00				$625,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$66,922,935	5,370,088	8.024%	0.000%	8.024%	$11,712,149.84	0.000%	17.501 %	**Total:**	$11,712,149.84
								LEA-wide Total:	$11,712,149.84
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Inclusive and Nurturing Environments Targeted Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,867,980.79	
1	**1.4**	Inclusive and Nurturing Environments Targeted Resources & Services	Yes	LEA-wide	English Learners	All Schools	$2,610,124.00	
2	**2.2**	Equitable Opportunities Targeted Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,150,079.05	
2	**2.4**	Equitable Opportunities Targeted Resources & Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,034.00	
3	**3.2**	Students responsibility for learning Targeted Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	**3.4**	Students responsibility for learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Targeted Resources & Services						
4	**4.2**	Students Achieve Mastery Targeted Staffing	Yes	LEA-wide	English Learners Low Income	All Schools	$3,332,932.00	
4	**4.4**	Students Achieve Mastery Targeted Resources & Services	Yes	LEA-wide	English Learners Low Income	All Schools	$625,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$131,538,285.72	$129,274,883.68

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Inclusive and Nurturing Environments Base Staffing	No	$20,828,762.12	$20,296,322
1	**1.2**	Inclusive and Nurturing Environments Targeted Staffing	Yes	$6,680,192.13	$6,090,963
1	**1.3**	Inclusive and Nurturing Environments Base Resources & Services	No	$1,626,102.00	$1,566,682
1	**1.4**	Inclusive and Nurturing Environments Targeted Resources & Services	Yes	$2,288,145.00	$2,340,992
2	**2.1**	Equitable Opportunities Base Staff	No	$4,437,739.91	$ 4,200,794.16
2	**2.2**	Equitable Opportunities Targeted Staff	Yes	$2,541,043.88	$ 2,316,305.10
2	**2.3**	Equitable Opportunities Base Resources & Services	No	$1,053,944.00	$989,500
2	**2.4**	Equitable Opportunities Targeted Resources & Services	Yes	$359,641.00	$383,855
3	**3.1**	Students responsibility for learning Base Staffing	No	$0.00	$0.00
3	**3.2**	Students responsibility for learning Targeted Staffing	Yes	$10,000.00	$10,137

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Students responsibility for learning Base Resources & Services	No	$0.00	$0.00
3	**3.4**	Students responsibility for learning Targeted Resources & Services	Yes	$20,000.00	$18,828
4	**4.1**	Students Achieve Mastery Base Staffing	No	$81,235,505.84	$80,996,899.29
4	**4.2**	Students Achieve Mastery Targeted Staffing	Yes	$5,320,776.84	$ 4,670,715.13
4	**4.3**	Students Achieve Mastery Base Resources & Services	No	$4,900,344.00	$5,171,427
4	**4.4**	Students Achieve Mastery Targeted Resources & Services	Yes	$236,089.00	$221,464

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$5,186,569	$8,930,219.22	$9,092,561.10	($162,341.88)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.2**	Inclusive and Nurturing Environments Targeted Staffing	Yes	$2,950,490.98	$2,690,257.68		
1	**1.4**	Inclusive and Nurturing Environments Targeted Resources & Services	Yes	$2,288,145.00	$2,340,992		
2	**2.2**	Equitable Opportunities Targeted Staff	Yes	$517,960.46	$510,712.01		
2	**2.4**	Equitable Opportunities Targeted Resources & Services	Yes	$78,289.03	$83,557.88		
3	**3.2**	Students responsibility for learning Targeted Staffing	Yes	$10,000.00	$ 10,137		
3	**3.4**	Students responsibility for learning Targeted Resources & Services	Yes	$20,000.00	$18,828		
4	**4.2**	Students Achieve Mastery Targeted Staffing	Yes	$3,055,333.75	$3,428,695.53		
4	**4.4**	Students Achieve Mastery Targeted Resources & Services	Yes	$10,000.00	$9,381		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$64,528,650	$5,186,569	0%	8.038%	$9,092,561.10	0.000%	14.091%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

- LEAs may also provide information about their strategic plan, vision, etc.

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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